

# GENDER EQUALITY CAPACITY ASSESSMENT TOOL

TOOL FOR ASSESSMENT OF CAPACITY IN PROMOTING  
GENDER EQUALITY AND THE EMPOWERMENT OF  
WOMEN FOR THE UN SYSTEM AND OTHER PARTNERS



MAY 2016  
SECOND EDITION  
UN WOMEN TRAINING CENTRE



# GENDER EQUALITY CAPACITY ASSESSMENT TOOL



**UN WOMEN TRAINING CENTRE**

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Second edition



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# ABBREVIATIONS

<b>CNA</b>	Capacity needs assessment
<b>GE</b>	Gender Equality
<b>G(E)T</b>	Gender (equality) Training
<b>GBV</b>	Gender-based Violence
<b>M&amp;E</b>	Monitoring and Evaluation
<b>ILO</b>	International Labour Organisation
<b>ILRI</b>	International Livestock and Research Institute
<b>KAS</b>	Knowledge, attitudes and skills
<b>UN</b>	United Nations
<b>UNDP</b>	United Nations Development Programme
<b>UN-SWAP</b>	United Nations System-wide Action Plan
<b>UN Women</b>	United Nations Entity for Gender Equality and the Empowerment of Women
<b>WFP</b>	World Food Programme







# INTRODUCTION

# 1. INTRODUCTION

Within the UN system, UN Women is mandated to lead, promote and coordinate efforts to advance the full realization of women's rights and opportunities. The UN General Assembly has called on all parts of the UN system to promote gender equality and the empowerment of women within their mandates, and to ensure that commitments on paper lead to progress on the ground.

In 2012, the United Nations agreed on the landmark UN System-wide Action Plan on Gender Equality and the Empowerment of Women, or UN-SWAP, to implement the gender equality policy of its highest executive body, the UN Chief Executives Board, chaired by the Secretary-General. Spearheaded by UN Women, the UN-SWAP for the first time assigns common performance standards for the gender-related work of all UN entities, ensuring greater coherence and accountability.

One of the UN-SWAP indicators within capacity development is the implementation of capacity assessment. In line with UN Women's mandate to coordinate and support the UN system in achieving gender equality, the UN Women Training Centre has developed this easy-to-use tool for all agencies for carrying out gender equality capacity assessments. Building on its first edition, published in October 2014, this tool builds on good practices and lessons learned resulting from its implementation, as well as in additional conceptual reflections.

## What is the UN Women Training Centre Gender Equality Capacity Assessment Tool? Who is this tool for?

*The UN Women Training Centre has developed and is making available to all agencies, organizations and entities a simple and easy-to-use questionnaire to assess the capacity of individuals, i.e. staff. To make it easier to implement within large organizations, the questionnaire is general. However, it can and should be adapted according to the context and mandate of each agency, organization or entity.*

The capacity assessment tool is meant to support gender and human resources specialists in each organization and contains guidelines for implementation, gathering of information, consolidation and analysis of data, development of reports and follow-up.

As previously mentioned, this questionnaire is only one tool or means of taking stock of individual staff capacity. The information gathered with this tool can be complemented with more qualitative methods such as interviews, focus groups and systematic observation.

### BOX 1

#### Why do a gender equality capacity assessment?

- It provides information on the capacity that an organization or its staff has to include gender equality in its programmes and operations. It is the first step and provides key information for planning a larger capacity development strategy that features training for gender equality as one of its components.
- It will result in a baseline against which future capacity development efforts, including training for gender equality, can be measured.
- All UN system staff and agencies are mandated to enhance their capacity to advance gender equality and the empowerment of women.
- Knowing where the strengths, weaknesses and needs lie is the first step towards improving the overall UN system's capacity to advance gender equality and the empowerment of women.

## In brief: What is gender equality capacity assessment?

*Gender equality capacity assessment is a means of assessing the understanding, knowledge and skills that a given organization and individuals have relating to gender equality and the empowerment of women, and on the organization's gender architecture and gender policy. Capacity assessment refers to the process through which the information is gathered and analysed and also to the results of this analysis. These results are conveyed in a report that outlines the ways forward for a training or capacity development strategy or action plan.*

When assessing the capacity of individuals, attention is paid to the knowledge, skills and attitudes that each person has regarding gender equality and the empowerment of women and the integration of these into their daily work. The information that will be gathered includes how much they know and understand about particular concepts

(for example, gender equality, women's empowerment, etc.), policies (such as organizational gender strategy and gender mainstreaming strategy) and procedures (how gender equality should be reflected in procurement or recruitment processes, among others), as well as how capable they are of implementing all these and other processes.

To assess the capacity of individuals some commonly used tools are questionnaires and surveys, individual tests, focus groups and interviews.

Capacity assessment at an organizational level evaluates what policies, strategies and procedures are in place to ensure that gender equality and the empowerment of women can adequately be included in the agency's mandate. The participatory gender audit, a methodology developed by the ILO, is a systematic, participatory and gender-sensitive methodology for analysing how gender is mainstreamed within an organization or a part of it.

““Gender equality capacity assessment is a means of assessing the understanding, knowledge and skills that a given organization and individuals have relating to gender equality and the empowerment of women, and on the organization’s gender architecture and gender policy””



What to assess?  
Defining “capacity”

# WHAT TO ASSESS?

## DEFINING “CAPACITY”

### ▶ Capacity is...

*The ability of a society, group or sector to continue to develop necessary skills, behaviours, networks and institutions that enable communities and organizations to adapt and become resilient.*

*UNDP. Practice Note on Capacity Development. New York: 2007*

In the case of gender equality, capacity implies the necessary skills, behaviours, networks and institutions that enable communities and organizations to effectively implement commitments towards gender equality and women's empowerment.

### ▶ A capacity needs assessment (CNA) is...

*An analysis of current capacities against desired future capacities, which generates an understanding of capacity assets and needs, which in turn leads to the formulation of capacity development strategies, among which training for gender equality is included.*

### ▶ A capacity needs assessment framework should be implemented because it...

- *Provides a comprehensive view of the issues that could be addressed in a capacity needs assessment.*
- *Brings rigour and a systematic method to determining future capacity needs and assessing existing capacity assets.*
- *Creates a common language to facilitate discussion among potentially disparate parties.*
- *Provides a structure for discussion about the scale and scope of the capacity assessment exercise and about expectations of the capacity development effort more generally.*
- *Provides a method for generating quantitative as well as qualitative data to support the development of a capacity development action plan.*
- *Makes sense of complex development situations, when it is not always obvious where best to intervene to promote capacity development.*
- *Improves the consistency, coherence and impact of the work of UNDP (or the agency/organization/entity).*
- *Increases the ability to share experiences and achieve objectives in a sustainable manner.*

Adapted from UNDP. Practice Note on Capacity Development. New York: 2007

## A capacity development framework can be designed:

- for several generic core capacities (see below), and
- to shed light on different levels: the individual, organizational and environment (impact) levels. This three-dimensional capacity model described below is based on capacity development frameworks used within several organizations.<sup>1</sup>

### Levels of capacity

A capacity assessment approach needs to first select one level as its point of entry, and may “zoom in” or “zoom out” from that level as needed. In practice, assessing capacity at the individual dimension (trainees) is most commonly carried out, ideally coupled with assessing the organizational capacity as well.

1. The **individual** level: The skills, experience, knowledge, leadership and motivation of people enabling gender mainstreaming. Note also that here you can revert to the KAS<sup>2</sup> model.
  - Assessing capacity at the individual level is indispensable when developing a single training or training series with a set group of people, often from various organizations or departments within an organization.
  - Capacity needs assessments at the individual level are generally conducted within the context of an organizational assessment. When developing a training or capacity development programme, it is useful to also conduct and list a quick organizational survey (e.g. through a telephone interview).
2. The **organizational** level: The internal policies, arrangements, procedures and frameworks that allow an organization to mainstream gender in

all its operations, enabling the coming together of individual capacities for achieving common goals.

- Assessing capacity at the organizational level is useful when the goal is to enhance gender capacity of the organization as a whole. In practice, this most often means having several training series planned, high level/management involved or several departments of one organization included.
3. The **(enabling/hindering)** environment: The broader system, including downstream/upstream policies, rules and legislation, regulations, gender power relations, external partnerships, political space, and gender norms and values.

While it is often not practical to assess the capacity of the environment, assessment questions about the hindering or enabling effect (the impact) of the environment on the gender work may be well placed. Assessing the capacity of the environment in which an organization or individual person is working makes sense when different network partners cooperate on gender-related work at a higher level (e.g. on a policy or programme development network).

### Guiding questions

- Which level of capacity needs to be assessed?
- Whose capacity do you need to assess?
- Who will be working on gender equality, individuals empowered to make decisions, organizations who need to change policies and procedures, other stakeholders?

### Dimensions of capacity analysis: The KAS model

A framework that is commonly used to measure capacity – by defining different dimensions of competencies or capacities with the concept of Bloom’s Taxonomy,<sup>3</sup> using knowledge, attitudes and skills – is the KAS model:<sup>4</sup>

**K** – Cognitive capacity: Knowledge – the “what” do we need to know or change?

1 Based on concepts developed by: UNDP Capacity Development Group. Capacity Assessment Methodology User’s Guide. Bureau for Development Policy, NY, 2007, p. 5f; and CGIAR, Transition International in collaboration with ILRI’s Gender and Capacity Development Team. 2015. Gender Capacity Assessment and Development Guide. Accessed at: [https://cgspace.cgiar.org/bitstream/handle/10568/56983/LF\\_gender\\_capacity\\_guide\\_jan2015.pdf?sequence=4&isAllowed=y](https://cgspace.cgiar.org/bitstream/handle/10568/56983/LF_gender_capacity_guide_jan2015.pdf?sequence=4&isAllowed=y)

2 Benjamin S. Bloom, Taxonomy of Educational Objectives (1956). Published by Allyn and Bacon, Boston, MA. Copyright (c) 1984 by Pearson Education.

3 Bloom’s Taxonomy of Cognitive, Affective, Psychomotor. Laird, 1985, p. 107.

4 The first taxonomy, cognitive, appeared in 1956 (Bloom). The second, affective, appeared in 1973 (Krathwohl). While the third, psychomotor, was published in 1972 (Harrow).

**A** – Affective capacity: Attitude – the “why” do we need to change it?

**S** – Psychomotoric capacity: Skills – the “how” do we apply the knowledge to change it?

**Knowledge dimension:** Being able to define & understand concepts and objectives around gender equality and women’s empowerment in a given subject matter

The knowledge dimension or capacity includes all learning that transfers new concepts, ideas and definitions.

**Gender knowledge:** Facts, definitions, and analysis relating to concepts, analysis and goals related to gender equality (e.g. knowledge and understanding of the concept of gender and the division of roles, gender mainstreaming, gender equality, gender budgeting, etc.)

**Attitude dimension:** Being able to recognize gender dynamics & being motivated to work for change

Being aware of gender dynamics within a given thematic area or context, being motivated and committed to the use of tools and strategies to work towards gender equality.

The attitudes dimension or capacity includes all learning that develops attitudes, including motivation for change, dedication or emotions.

- **Attitude** – attitude about learning, self-efficacy, perception about ability to perform, and goal setting
- **Motivation** – motivational disposition

### ► Gender neutral, gender-sensitive and gender transformative

- Do not reinforce existing gender inequalities (gender neutral)
- Attempt to redress existing gender inequalities (gender-sensitive)
- Attempt to redefine women and men’s gender roles and relations (gender positive / transformative)

UN Women Training Centre. Glossary. <https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=G&sortkey=&sortorder=&fullsearch=o&page=2>

**Skills Dimension:** Being able to use gender tools in practice

The skills dimension or capacity includes all learning that is generating a skill, i.e. putting knowledge in motion or performing a task.

### ► Gender-responsiveness

Refers to the skills capacity with respect to “creating an environment... that reflects an understanding of the realities of women’s lives and addresses the issues of the participants.”<sup>5</sup> All capacities that can be applied or measured in action, e.g. the capacity to analyse a specific context from a gender perspective, to develop gender-sensitive performance indicators, etc.; to allocate budgets in a gender-responsive way, etc.

**Examples:** Being able to analyse a situation or context from a gender perspective, develop gender-sensitive indicators and collect disaggregated data, develop gender-sensitive strategies, implement gender-responsive development or organizational plans.

It might be useful to allow trainees/participants to rate their learning levels themselves before and after a training. In practice, this means that certain gender-related KAS can and shall be self-assessed pre- and post-training to measure the learning curve.

In particular, this applies to the K-dimension: gender-related knowledge can be more easily tested as well as self-assessed in a CNA than the other dimensions.

Examples:

**K** – Rate your knowledge on gender concepts & objectives in your subject area from 1-4

**A** – Rate your ability to recognize & advocate

**S** – Rate your ability to perform a gender analysis in your thematic area from 1-4

Specific examples are found for all three dimensions in the sample below and in the sample questionnaire.

<sup>5</sup> National Institute of Corrections (2003, June). *Research, Practice and Guiding Principles for Women Offenders: Gender Responsive Strategies*. Accessed April 4, 2008. <http://www.nicic.org/pubs/2003/018017.pdf>





Define gender  
core capacities

# 3. DEFINE GENDER CORE CAPACITIES

At the core of this gender-responsive capacity model, there are six core gender capacities<sup>6</sup> which are generic to the work of training, mainstreaming and evaluating gender in different thematic areas in research, international development, organizations and the business sector. This approach has been developed by the International Livestock and Research Institute (ILRI) and further specified below. These six core gender capacities are broad enough to fit into different sectors or thematic areas.<sup>7</sup> Examples of these thematic areas include (but are not limited to):

- Women's political participation & leadership
- Violence against women & SGBV
- Gender in migration and humanitarian action
- Women, peace and security
- Economic empowerment and gender-responsive business development
- Gender in climate change and the environment
- Gender mainstreaming in national planning and programming
- Gender in the water & sanitation sector
- Gender in industry and IT development
- Gender in the health sector

It is equally possible to apply the gender core capacities to an internal organizational development process. Such a process could include (but is not limited to):

- Vision, mission and strategic planning
- Organizational development and management processes
- Internal business and policy making
- Auditing, documentation and knowledge retention

- Human resources & recruiting, and remuneration systems
  - Career & professional development (human resource development)
  - Organizational communication and appraisal systems

The six gender core capacities respond to both thematic areas of work as well to organizational/internal work towards gender equality. They are interrelated and can most often be applied to both the individual level as well as the (aggregate) organizational or unit level.

The core capacities correspond to the levels of the KAS: each core capacity entails knowing/understanding (K), internalizing/believing (A) and applying skills of the core capacity in action (S). In practice, each set of gender core capacities is built of several specific KAS; having or applying a core capacity means having at least one set of KAS in order to master the gender core capacity.

Also, the core capacities range from basic to more specific: core capacity 1 has to be mastered before it is useful to build up and measure core capacities 2-6.

For the purpose of assessing gender-related capacities in a CNA, it is useful to take the six gender core capacities as a starting point and work out specific areas you want to focus on.

Below is a list of each gender core capacity with specific KAS (usually assessed and developed at the individual level) as examples to work on, as well as gender indicators for each core capacity.<sup>8</sup>

For the CNA that is presented in this survey, we have used all examples of the KAS in each core capacity. However, if you have to specifically address only one or several of them, you can adjust the questionnaire and cut it down accordingly.

6 Taken from CGIAR, with ILRI's Gender and Capacity Development Team. 2015. Gender Capacity Assessment and Development Guide.

7 See ILRI, Gender Capacity Assessment and Development Guide, p. 15ff.

8 Often the word ability is used; meaning capacity interchangeably.

### ► Gender core capacity 1: Gender analysis and strategic planning

What the core capacity is about:

- The capacity to design and conduct gender analysis within the context of any given subject area.
- The access to, and level of knowledge and experience in applying gender analytical tools and methodologies.
- The capacity to use gender analytical data to inform new research and policies and to create new opportunities that can be leveraged to support the programme activities and eventual scaling up.

#### Indicators to measure gender analysis capacity at the individual level:

**K** – Existence, quality and scope of gender analytical tools known and understood (yes/no questions, list them)

**A** – Motivation, confidence and responsibility to change gender dynamics through planning processes (ratings in self-assessment 1-4)

**S** – Ability to use tools adequately (specify tools or let people list them, e.g. 4R method, Moser framework, etc.)

#### Indicators to measure gender analysis capacity at the organizational level:

**K** – Existence, quality and scope of gender analytical tools as part of planning processes (yes/no questions, list them)

**A** – Presence of staff with motivation, confidence and responsibility to change gender dynamics through planning processes (ratings in self-assessment 1-4)

**S** – Staff's ability to use tools adequately (specify tools or let people list them, e.g. 4R method, Moser framework, etc.; with assessment 1-4 ratings)

#### Specific examples for KAS on gender analysis and strategic planning:

**K** – Knowledge capacity

- Understand & explain gender concepts and frameworks for analysis

- Understand & explain gender-responsive data to inform new research
- Analyse gender dynamics within given context (1) organization, (2) thematic area (policies, rules, programmes...)

**A** – Attitudinal capacity

- Argue, persuade, motivate and advocate for gender analysis and strategic planning
- Sensitize or train others on gender analysis and tools

**S** – Skills capacity

- Design and conduct gender analysis for given context of strategic planning for thematic or organizational context
- Research for gender-responsive data and use data collection tools
- Develop and apply strategies that address gender dynamics in planning processes

### ► Gender core capacity 2: Gender-responsive programming, budgeting and implementation

What the core capacity is about:

- The capacity to implement gender-responsive programmes as planned.
- To mainstream gender throughout all operations and programmes and allocate financial and human resources for it.
- To have a gender-sensitive structure and organizational culture reflected in, among other features, an internal gender balance.

#### Indicators to measure gender-responsive programming, budgeting and implementation at the individual level:

**K** – Knowledge & understanding of gender mainstreaming strategy

**A** – Motivation, confidence and responsibility to change gender dynamics through programming

**S** – Ability to use gender mainstreaming strategies/ tools adequately (specify tools or let people list & give an example)

**Indicators to measure gender-responsive programming, budgeting and implementation at the organizational level:**

**K** – Existence, quality and scope of gender mainstreaming strategy in place for organization/unit (yes/no questions)

**A** – Position and mandate of dedicated gender staff (yes/no, rating of dedication 1-4)

**S** – Presence of gender experts who have the capacity to develop and implement gender-responsive programmes (yes/no, to what extent questions with 1-4 rating)

**Specific examples for KAS on gender-responsive programming, budgeting and implementation:**

**K** – Knowledge capacity

- Translate research outcomes to define gender-responsive programmes or budgets
- Develop gender-responsive programmes
- Understand the need for actions towards a more gender-responsive organization, including adjustments of internal policies, procedures, business plans, etc.

**A** – Attitudinal capacity

- Sensitize communities or organizational units on gender issues for programming
- Ensure that women and men benefit equally from programmes and funds used
- Lobby and advocate for the use of gender-responsive funds at community, political or organizational levels

**S** – Skills capacity

- Implement gender-responsive programmes as planned, in line with thematic or organizational goals
- Mainstream gender throughout all operations and programmes
- Allocate financial and human resources for programmes that are gender-responsive

**► Gender core capacity 3: Knowledge management, communication and gender responsive M&E**

What the core capacity is about:

- The capacity to collect and analyse sex-disaggregated data for tracking progress towards gender equality.
- To monitor and to report on gender-responsive programming.
- To formulate specific gender outputs and outcomes, indicators and activities.
- To have knowledge management, outreach and communication capacity to document stories, blog posts and research publications, ensuring wide (social media) outreach on gender-responsive programming and its results.

**Indicators to measure gender-responsive knowledge management (KM), communication and M&E at the individual level:**

**K** – Knowledge & understanding of data collection and its tools for M&E, KM or communication (yes/no question, let people list tools)

**A** – Motivation, confidence and responsibility to change gender dynamics through use of M&E, KM, or communication tools (rate on a scale 1-4-self assessment)

**S** – Ability to collect, interpret and use data (specify tools or let people list & give an example)

**Indicators to measure gender-responsive knowledge management, communication and M&E at the organizational level:**

**K** – Existence, quality and scope of gender-responsive M&E, knowledge management, and communication system (yes/no question, ratings 1-4 in quality and scope)

**S** – Staff's capacity to use gender-responsive M&E, knowledge management, and communication system (ratings 1-4, give specific examples or let people list them)

**A** – Staff’s access (men and women) and commitment (frequency of using “new”/gender- responsive tools) to using the tools (ratings 1-4)

**Specific examples for KAS on gender-responsive knowledge management, communication and M&E:**

**K** – Knowledge capacity

- Understand the data collection tools to obtain sex-disaggregated data for tracking progress (M&E) on work towards gender equality
- Understand the gender dynamics of knowledge production, knowledge sharing and communication and how to best place information

**A** – Attitudinal capacity

- Able to influence on knowledge and communication platforms working towards gender equality
- Train others on gender-responsive M&E systems and ability to use them
- Lobby and advocate for the use of gender-responsive research & its results

**S** – Skills capacity

- Collect, interpret and report on sex-disaggregated data for tracking progress (M&E) on gender programmes or policies
- Ability to produce quality documentation on gender equality for use on knowledge & communication platforms

► **Gender core capacity 4: Effective partnerships and advocacy on promoting gender equality**

What the core capacity is about:

- The capacity to build coalitions, and influence government and external partners.
- To advocate for women’s rights, and to inspire alignment of organizations to come together for strategic reasons instead of (only) financial ones.
- To effectively lobby for resource allocations for gender equality in a given subject area.

**Indicators to measure effective partnerships and advocacy on promoting gender equality at the individual level:**

**K** – Knowledge & understanding of reasons and tools for building gender coalitions (yes/no question, let people list tools)

**A** – Motivation, confidence and responsibility to liaise with partners on gender (rate on a self-assessment scale 1-4)

**S** – Ability to maintain networks on gender (specify ways to do so or let people list & give an example)

**Indicators to measure effective partnerships and advocacy on promoting gender equality at the organizational level:**

**K** – Existence, quality and scope of partnership strategy for gender (yes/no question, ratings 1-4 in quality and scope)

**A** – Staff’s access (men and women) and commitment to effectively use networks for gender (ratings 1-4)

**S** – Staff’s capacity to build and maintain networks to promote gender equality (ratings 1-4, give specific examples or let people list them)

**Specific examples for KAS on effective partnerships and advocacy on promoting gender equality**

**K** – Knowledge capacity

- Understand the needs and dynamics for building/maintaining effective partnerships to lobby for gender equality
- Understand and know coalitions’ and partners’ needs in order to maintain coalitions with all stakeholders needed, including research, government, CSO and business sector partners

**A** – Attitudinal capacity

- Able to build effective partnerships with key partners based on gender & partnership knowledge
- Able to influence & advocate in coalitions for effective methods in gender equality work

**S** – Skills capacity

- Develop joint gender advocacy materials with other organizations and use research outcomes/ other material

- Develop strategic relationships with key partners to influence policies towards higher gender-responsiveness

### ► **Gender core capacity 5: Gender and leadership**

What the core capacity is about:

- Commitment and accountability to gender equality and women's leadership.
- The organization's and individual leadership's capacity to provide adequate vision and guidance to enhance policies on gender mainstreaming.
- Knowledge, attitudes and practices towards stimulating women's leadership in programmes and organizations.

#### **Indicators to measure gender and leadership at the individual level:**

**K** – Knowledge & understanding of reasons and tools for building female/gender-responsive leadership (yes/no question, let people list tools)

**A** – Motivation, confidence and responsibility to influence decisions, participate and voice gender needs by female staff (rate on a scale 1-4-self assessment)

**S** – Ability to develop/implement strategies to strengthen women's decision-making power (specify ways to do so or let people list & give an example)

#### **Indicators to measure gender and leadership at the organizational level:**

**K** – Existence, quality and scope of vision towards gender equality and transforming gender power relations (yes/no question, ratings 1-4 in quality and scope)

**A** – Organization's commitment to gender equality and transforming power relations (ratings 1-4)

**S** – Organization's leadership/senior management accountability to gender equality and transforming gender power relations (ratings 1-4, give specific examples or let people list them)

#### **Specific examples for KAS on gender and leadership**

**K** – Knowledge capacity

- Understand the needs and dynamics for gender-responsive leadership in a thematic area or organization
- Understand and know about how to build up gender-responsive and female leadership in thematic area/organizational unit

#### **A** – Attitudinal capacity

- Able to commit and influence power relations in decision-making processes towards being gender equitable
- Train and influence women in and for decision-making

#### **S** – Skills capacity

- Develop strategies for strengthening women's decision-making power and their role in leadership programmes and change power relations
- Develop and implement accountability mechanisms for leadership decisions that are not gender-responsive or gender balanced

### ► **Gender core capacity 6: Innovation in gender transformative approaches**

What the core capacity is about:

- Capacity to engage in innovative and experimental approaches for impact in women's empowerment (from accommodating to transformative).
- Capacity to search for, absorb and share information, knowledge and resources on gender equality.

#### **Indicators to measure innovation in gender transformative approaches at the individual level:**

**K** – Recognition & understanding of what constitutes a gender transformative approach (yes/no question, let people list tools)

**A** – Motivation, confidence and responsibility to use and scale up gender transformative approaches (rate on a scale 1-4-self assessment)

**S** – Ability to document and use gender transformative approaches (specify ways to do so or let people list & give an example)

**Indicators to measure innovation in gender transformative approaches at the organizational level:**

**K**—Existence, quality and scope of vision towards innovative approaches transforming gender power relations (yes/no question, ratings 1-4 in quality and scope)

**A**—Organization’s commitment to using innovative approaches for transforming power relations (ratings 1-4)

**S**—Organization’s leadership/senior management accountability to find ways to innovate and use new approaches (ratings 1-4, give specific examples or let people list them)

**Specific examples for KAS on innovation in gender transformative approaches:**

**K** – Knowledge capacity

- Understand and recognize gender transformative approaches
- Understand and recognize gender transformative outcomes and results
- Capacity to learn from gender transformative approaches and results

**A** – Attitudinal capacity

- Capacity to advocate for innovative and gender transformative approaches
- Ensure that gender transformative approaches are used by others and scaled up

**S** – Skills capacity

- Capacity to apply new and gender transformative approaches to thematic or organizational work
- Capacity to analyse, use and document gender transformative approaches

“The core capacities correspond  
to the levels of the KAS:  
each core capacity entails  
knowing, understanding (K),  
internalizing/believing (A) and  
applying skills of the core  
capacity in action (S).”





Determine approach  
& design of capacity  
needs assessment

# DETERMINE APPROACH & DESIGN OF CAPACITY NEEDS ASSESSMENT

## 1. Determine scope of capacity needed – meta-analysis

It is most useful to work on the KAS at the individual level, though it may be helpful to make reference to the organizational capacities as well.

As a starting point to finding out which core capacities and, accordingly, which KAS should be focused on,

1. What is the nature of the problem being addressed by training?
2. How have training needs been identified in the past and with what results?
3. What is the budget, timeframe and other resources (information, personnel) available for the assessment?
4. How are capacity needs assessments perceived by the organization?

the following questions can help to navigate further. Usually, these questions will be addressed very early on. These questions are addressed at the meta- level, and are not part of a typical CNA used at the individual level.

If you have the chance to work with a team including staff from human resources and technical (gender or other technical) experts, it will be very useful to ask the following questions in more detail. This will help to determine the scope in more detail:

- What are the influences on the individuals you will be working with (by their organization/s, by their enabling environment)?
- What levels of capacity should you focus on? Is this more knowledge-, skills- or attitude-related; or all of them combined, and to what extent?
- What gender core capacities should you assess and why (what are the expected results)?

### ► Questions to start design of your CNA: Determine scope of CNA

#### (1) Points of entry:

##### Organizational level:

- What are the future skills to be developed or needed? E.g. will there be new policies, programmes, or projects that require new gender-related skills?

##### Enabling environment:

- Who will be involved and who will be affected? Who will be part of the capacity development programme in question? Even if people or groups do not participate in the capacity development programme itself, it could still be very useful to assess their perception of the current and desired capacity in question.

##### Individual level:

- How was capacity developed and assessed in the past with the people in question?
- How have previous initiatives of this kind been perceived by them? E.g. are there any previous training needs assessments or feedback surveys?

#### (2) Levels of capacity:

##### Knowledge:

- What are the knowledge objectives or gaps already identified to perform (new) tasks?

**Skills:**

- What are the skills, objectives or gaps already identified to achieve the results towards gender equality?

**Attitudes:**

- Is there any information on prevailing attitudes, practices or behaviour related to gender equality work?

**(3) Gender core capacities:**

- What are or will be the tasks to be performed working towards gender equality? (campaigning, mainstreaming gender into climate change programmes, formulating and implementing gender-responsive budgets for xy; building gender-responsive capacity for refugee protection, etc.)
- What are the performance objectives? (e.g. policy to be adopted, programme to be implemented, advocacy campaign to reach a specific number of people, awareness levels of people to be raised)
- What are the skills and knowledge needed for current/future tasks? (e.g. are there any performance appraisal changes, job descriptions or Terms of Reference that could give more information?)

## 2. Determine the type of capacity assessment method

While this guide focuses on a CNA done through a survey/questionnaire, there are other methods that may be useful to accompany the CNA. If you have some degree of freedom to choose another tool, here is an overview of the most common ones. They can

be further investigated by asking the questions in a preliminary interview.

Once you have gone through these questions, you can browse the survey methods for their practicability to your capacity needs assessment.

Method	Concept
Structured interview	<ul style="list-style-type: none"> <li>• Quantitative research method commonly employed in survey research to ensure that each interviewee is presented with the same questions in the same order and that answers can be reliably aggregated and that comparisons can be made with confidence between sub-groups or between different survey periods.</li> <li>• Interviewers read the questions exactly as they appear on the survey questionnaire. The choice of answers to the questions is often fixed (closed-ended) in advance, though open-ended questions can also be included within a structured interview.</li> </ul>
Semi-structured interview	<ul style="list-style-type: none"> <li>• Unlike the structured interview, more general questions or topics. Relevant topics are initially identified and the possible relationship between these topics and the issues becomes the basis for more specific questions which do not need to be prepared in advance, allowing both the interviewer and the person being interviewed the flexibility to probe for details or discuss issues.</li> <li>• New questions can be brought up during the interview as a result of what the interviewee says, so the interview flows more like a conversation.</li> </ul>
Observation	<ul style="list-style-type: none"> <li>• Observation of working environment and performance of officials (office materials, communication tool, IT system, means of circulating the information).</li> </ul>
Questionnaire survey*	<ul style="list-style-type: none"> <li>• A questionnaire is a survey instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. They are often designed for statistical analysis.</li> </ul>
Focus group discussion	<ul style="list-style-type: none"> <li>• Qualitative research method whose purpose is to obtain in-depth information on ideas and perceptions of a group and also to be more than a question-answer interaction.</li> <li>• A relatively small meeting (generally six to twelve participants) that convenes for a specific purpose under the direction of a facilitator, and during which group members talk freely and spontaneously about a certain topic.</li> </ul>

Method	Concept
Workshop	<ul style="list-style-type: none"> <li>• An educational seminar or series of meetings emphasizing interaction and exchange of information among usually a small number of participants, developing skills or common understanding through some types of application.</li> <li>• Discussion on verification of identified staff training needs in the returned TNA questionnaires and interview results.</li> </ul>

### Benefits & weaknesses of methods<sup>9</sup>

Method	Benefit	Weakness	When to use
review of references	<ul style="list-style-type: none"> <li>• Factual information</li> <li>• Objective</li> <li>• Can collect a lot if you have resources</li> </ul>	<ul style="list-style-type: none"> <li>• May be out-of-date</li> <li>• May be inaccurate or inconsistent</li> <li>• Needs cooperation of others to obtain information</li> </ul>	<ul style="list-style-type: none"> <li>• When you need factual information about performance</li> </ul>
Questionnaire survey* (online)	<ul style="list-style-type: none"> <li>• Simple, quick, easy</li> <li>• Can collate a lot of data</li> </ul>	<ul style="list-style-type: none"> <li>• May not get important information</li> <li>• People may not send back survey</li> <li>• May be hard to understand responses</li> </ul>	<ul style="list-style-type: none"> <li>• Have to know much about your topic first</li> <li>• Combine with other processes to encourage response</li> </ul>
Interviews*	<ul style="list-style-type: none"> <li>• Obtain information about attitudes</li> <li>• Obtain a lot of qualitative data</li> <li>• Can have greater understanding of issues</li> </ul>	<ul style="list-style-type: none"> <li>• Takes time of yourself and others</li> <li>• More difficult to organize</li> <li>• People may be shy to respond depending on interviewer</li> </ul>	<ul style="list-style-type: none"> <li>• When you know little about the topic or area</li> <li>• When the training is about something complicated</li> </ul>
Focus group discussion*	<ul style="list-style-type: none"> <li>• Can be easy and quick</li> <li>• Can understand responses more easily</li> </ul>	<ul style="list-style-type: none"> <li>• People may be shy to be honest in a group</li> <li>• People may dominate the discussion</li> </ul>	<ul style="list-style-type: none"> <li>• When the training is impacted by team work</li> <li>• When there is not much time for other methods</li> </ul>
Observation	<ul style="list-style-type: none"> <li>• Does not interrupt work</li> <li>• Can be more reliable than other sources</li> </ul>	<ul style="list-style-type: none"> <li>• Can take observer a lot of time</li> <li>• Need time to collate</li> <li>• Need to know what you are looking for</li> </ul>	<ul style="list-style-type: none"> <li>• When the training is about simple skills</li> <li>• When you know about the topic yourself</li> </ul>

\* See below for further information

### 3. The online survey

**We recommend using the Gender Equality Capacity Assessment Questionnaire available on Annex 1**

### 4. Other ways of assessing capacity

The methods described so far have focused on assessing individual capacity rather than organizational capacity or that of the enabling environment. Here are a few simple tools that can provide a meta-perspective and which can be carried out in many ways: individually and in groups, pre-, in-, and post-training, live and online.

9 Ministry of Interior/DOLA/JICA, 2004. *Training Needs Assessment, Phnom Penh.*

## SWOT Analysis

This tool is designed to help people identify the internal strengths and weaknesses of their organization or group, in relation to the opportunities and threats presented in the external environment (hence the acronym “SWOT”).

Guiding questions related to this are:

- What major external opportunities do we have?
- What major external threats do we face?

- What are our major internal strengths?
- What are our major internal weaknesses?

SWOT Analysis is an effective method of identifying your organization’s strengths and weaknesses, and to examine the opportunities and threats you face. Often carrying out an analysis using the SWOT framework will be enough to reveal changes which can be usefully made.

To carry out a SWOT Analysis, trainees are to write down answers to the following questions:

<p><b>Strengths</b></p> <p>What are your advantages/those of your organization/your environment? What do you do well?</p> <p>Consider this from your own point of view and from the point of view of the people you deal with.</p>	<p><b>Weaknesses</b></p> <p>What could be improved? What is done badly? What should be avoided?</p> <p>Again this should be considered from an internal and external basis: Do other people perceive weaknesses that you don’t see? Do your competitors do any better?</p>
<p><b>Opportunities</b></p> <p>Where are the good opportunities facing you? What are the interesting trends? Useful opportunities can come from such things as: Changes in technology and markets on both a broad and narrow scale Changes in government policy related to your field Changes in social patterns, population profiles, lifestyle changes, etc. Local events</p>	<p><b>Threats</b></p> <p>What obstacles do you face? What is your competition doing? Are the required specifications for your job, programmes or services changing? Is changing technology threatening your position? Do you have bad debt or cash flow problems?</p>

The SWOT, normally part of the process of strategic planning, is a tool, one of whose essential components is examining the relationship between internal and external environments. This should give organizations and groups the basis for identifying strategic gender issues or needs, developing strategies accordingly.

### Simulation or case study

Another option for assessing existing capacity is a group/small group exercise to be carried out in training whereby trainees are given a simulation exercise to assess their problem-solving skills.

Here is a generic simulation story used in such settings. It can be adjusted according to your specific core capacities and the KAS identified that you want to assess further. If you do that live with your trainees, it can be helpful to distinguish between the KAS. For example, you can ask:

- K** – What knowledge has been neglected before/ during/after the project?
- A** – What attitudes or practices could have been playing out and why?
- S** – What gender skills or tools could have been applied before/during/after the project?

## Case study: Achieving gender equality in the water sector/rural development

The NGO Local Help decided to carry out a project in Ethiopia. The staff identified an urgent need for water in village X, which was known to be very religious.

**Situation before the project:** The women from village X were in charge of collecting water from the river which was around 7 km away. The river was a gathering point where women met other people also from other villages and traded handicrafts.

**Project:** The leaders (all male) of village X were asked about the initiative and agreed immediately. Two wells were built in the village, opposite the mosque.

**Evaluation:** The village was provided with two wells but after one year the women started to go to the river again.

*Why has this happened? – Ask participants to give an analysis on what went wrong at which stage and involving which actors, preferably in small groups. Have a grid ready to assess the skills you are looking for to develop. Also provide a solution to your answer; below is a minimum suggestion.*

### Situation after the project:

1. The women started gathering nearby the well (opposite the mosque) and the imam reacted several times against them.
2. After one year, the poverty rate of the village increased because the small trade in handicrafts was reduced to zero.

You might want to do this simulation in two steps: first, giving the scenario including evaluation after the project and asking for the KAS (above). Then, you can show the situation after the project and ask for the reasons why this has happened. Make sure you have some explanations ready, just in case you need to explain the gender dynamics and the intended as well as unintended results when these are not adequately managed.

These may include for each impact or result:

1. Power relations/cultural impact: women have to do what men, specifically those in power, such as the imam, say.

2. Economic dimension of gender: trade has been done (predominantly) by the women when going to the river to fetch water.

3. Physical/safety dimension and power relations: the man has “the say” in the household, with women having little to no control over their reproductive rights.



Process & steps  
to designing a  
questionnaire

# 5. PROCESS & STEPS TO DESIGNING A QUESTIONNAIRE

## 1. Choosing a questionnaire/survey as a method of choice to carry out CNA

Choosing a questionnaire to assess gender training or capacity needs is most common, and is ideally accompanied by:

- i. The review of secondary data/information, such as policy papers, previous training documentation, related gender programmes or analysis; as well as
- ii. Individual/group qualitative interviews, in particular when being assigned to conduct a capacity development session or series, the main topics that should be discussed (see also above, for more detail): tasks and jobs, level of knowledge on gender (general and specific to the topic), training needs and constraints, problems identified in terms of performing towards gender equality. A simple SWOT could be used here.

The questionnaire itself usually covers the following sections:

- i. Individual job description/affiliation
- ii. Educational background on gender (trainings attended)
- iii. Current level of knowledge on gender
- iv. Gender training needs for specific knowledge and skills
- v. Overall learning styles and needs
- vi. Obstacles identified in order to perform effectively towards gender equality

While the first five sections are commonly used in all questionnaires, it may be useful to have trainees define potential obstacles or challenges to enable you to address them more specifically in your training design. This could, for example, entail resistance to gender issues, etc.

## 2. Type of questions in questionnaire

There are two types of questions to be asked: closed-ended questions and open-ended questions.

**Closed-ended questions** limit respondents' answers to the survey. The participants are allowed to choose from either a pre-existing set of dichotomous answers, such as yes/no, or multiple choice with an option for "other" to be filled in, or ranking scale response options. The most common of the ranking scale questions is called the scale question.<sup>10</sup> This kind of question asks the respondents to look at a statement and then "rank" this statement according to the degree to which they agree (strongly agree; somewhat agree; no opinion; somewhat disagree; strongly disagree).

**Open-ended questions** do not give respondents answers to choose from, but rather are phrased so that the respondents are encouraged to explain their answers and reactions to the question with a sentence, a paragraph, or even a page or more, depending on the survey. If you wish to find information on the same topic, but would like to find out what respondents would come up with on their own, you might choose an open-ended question like "What kinds of training do you want to attend?" rather than the scale question.

However, keep in mind that you do not have to use closed-ended or open-ended questions exclusively. Many trainers use a combination of closed and open questions; often starting with closed-ended questions at the beginning of their survey, and then allowing for more expansive answers once the respondent has some background on the issue and is "warmed-up".

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<sup>10</sup> Interesting to assess attitudes on gender issues/masculinities is the GEM scale: <https://www.c-changeprogram.org/content/gender-scales-compendium/gem.html>.



### 3. Content, wording and order in the questionnaire:

When considering *the content of your questionnaire*, the most important consideration is whether the content of the questions will elicit the capacity needs or gaps you want to develop. You can gauge the appropriateness of your questions by pre-testing your survey, but you should also consider the following questions as you create your initial questionnaire.

#### Wording" of the questions

- Does your choice of open- or closed-ended questions lead to the types of answers you would like to get from your respondents?
- Is every question in your survey integral to your intent? Superfluous questions that have already been addressed or are not relevant to your study will waste the time of both the respondents and the researcher.
- Does one topic warrant more than one question?
- Do you give enough prior information/context for each set of questions? Sometimes lead-in questions are useful to help the respondent become familiar and comfortable with the topic.
- Are the questions both general enough (they are both standardized and relevant to your entire sample), and specific enough (avoid vague generalizations and ambiguousness)?
- Is each question as succinct as it can be without leaving out essential information?
- Finally, and most importantly, write a survey that you would be willing to answer yourself, and be polite, courteous and sensitive. Thank the responder for participating both at the beginning and the end of the survey.

#### Careful wording: verbs<sup>12</sup>

Avoid words like...	Use words like...
Know	List
Understand	Describe, explain
Be familiar with	Evaluate
Appreciate	Identify
Be aware of	Design
Have a good grasp of	Explain
Have a knowledge of	Select
Realize the significance of	Distinguish
Believe	Construct
Be interested in	Solve

To write effective questions, trainers need to keep in mind four important criteria: **directness, simplicity, specificity** and **discreteness**.

#### Order of the questions<sup>13</sup>

- Questions should be written in straightforward, direct language that is not caught up in complex rhetoric or syntax, or in a discipline's slang or lingo. Questions should be specifically tailored for a group of respondents.
- Questions should be kept short and simple. Respondents should not be expected to learn new, complex information in order to answer questions.
- Specific questions are, for the most part, better than general ones. Research shows that the more general a question is the wider the range of interpretation among respondents. To keep specific questions brief, researchers can sometimes use longer introductions that make the context, background and purpose of the survey clear so that it is not necessary to include this information in the actual questions.
- Avoid questions that are overly personal or direct, especially when dealing with sensitive issues.

11 Kavita Gupta, 2007, *A Practical Guide to Needs Assessment*, published in Performance Improvement.

12 Centre for Teaching and Learning, Developing Objectives and Relating them to Assessment, UNC Charlotte. Accessed at: <http://teaching.uncc.edu/learning-resources/articles-books/best-practice/goals-objectives/developing-objectives#sthash.qTy5KB3x.dpuf>

13 Kavita Gupta, 2007, *A Practical Guide to Needs Assessment*, published in Journal of Performance Improvement (2007). doi: 10.1002/pfi.4140400810.

## 4. Tips<sup>14</sup> for setting up the questionnaire

Although there are no general rules for ordering survey questions, below are a few suggestions that researchers can follow when setting up a questionnaire.

- Use warm-up questions. Easier questions will ease the respondent into the survey and will set the tone and the topic of the survey.
- Sensitive questions should not appear at the beginning of the survey. Try to put the respondent at ease before addressing uncomfortable issues. You may also prepare the reader for these sensitive questions with some sort of written preface.
- Consider transition questions that make logical links.
- Try not to mix topics. Topics can easily be placed into “sets” of questions.
- Try not to put the most important questions last. Respondents may become bored or tired before they get to the end of the survey.
- Be careful with contingency questions (“If you answered yes to the previous question . . . etc.”)
- If you are using a combination of open and closed-ended questions, try not to start your survey with open-ended questions. Respondents will be more likely to answer the survey if they are allowed the ease of closed-questions first.

## Types of “question and answer format” for questionnaire

While designing the questions, also consider how you want to use them for your training design.

The way you design your Q&A format will decide what kind of information you will get. (See also V. Using the CNA).

- Objective response:** These are questions that can be answered with a simple yes or no. With these questions, you will establish categories or relationships (ratios)

Example:

Q1) Have you ever attended any training course on gender?

Yes      No

- Multiple choice:** Each question provides several possible answers from which to choose. With these questions you can establish simple categories or relationships (ratios, intervals)

Example:

Q2) How many times have you attended a gender training course?

1 time, 2 times, 3 times, 4 times

- Scale response:** Each question has a descriptive and/or numerical scale for responding. With a scale response, you will get ordinal data (“How?”)

Example:

Q3) How important do you feel it is for newly recruited officials to participate in an orientation programme?

- Very important
- Somewhat important
- Neither important nor unimportant
- Somewhat unimportant

<sup>14</sup> See Ministry of Interior/DOLA/JICA, 2004. Training Needs Assessment, Phnom Penh. [www.jica.go.jp/project/cambodia/o6o1331/pdf/english/3\\_TNA\\_o1.pdf](http://www.jica.go.jp/project/cambodia/o6o1331/pdf/english/3_TNA_o1.pdf)

The background is a solid blue color with several overlapping, semi-transparent blue circles and arcs of varying shades, creating a layered, abstract effect. The text is white and positioned in the upper left quadrant.

Using the results  
of capacity needs  
assessment

# 6. USING THE RESULTS OF CAPACITY NEEDS ASSESSMENT

## BOX

### Quick guidelines and useful tips for implementation

In this section you will find some tips to bear in mind when preparing and sending out the questionnaire, analyzing the information gathered and preparing the report.

#### Make sure everybody knows about the capacity assessment

Before sending the questionnaire, it is important to send a general e-mail to all staff informing them that a capacity assessment will be undertaken and explaining its objectives, the methodology and how the results will be used. Be clear in communicating that the information gathered will not have any impact on staff assessment and that they will be used solely to guide training and capacity assessment. This will help in improving the quality of responses as well as the response rate.

#### Ensure institutional endorsement

Ensure that the capacity assessment is seen as part of the organizational policy rather than the initiative of a unit or group of individuals.

Gender equality policies, like other policies, need to be seen as part of the organizational policies oriented towards becoming more successful. In the case of a capacity assessment, this could mean a higher response rate to the questionnaire and better quality responses. You can achieve this by asking the corresponding senior manager to send the initial explanatory e-mail and the e-mail with the tool, as well as a friendly reminder, if needed.

#### Adapt and prepare the questionnaire to be completed

This is a standard questionnaire ready to use. If needed, you can make adjustments. Please make reference to specific mandates, names of policies, strategies, units, and web portals and intranet if necessary. Start the questionnaire with an introduction which explains the objectives of the capacity assessment and how the information will be used. Use this opportunity to motivate staff to complete the questionnaire and thank them for their time. Don't forget to provide information on the follow-up process: how the information will be consolidated and analyzed. This will promote involvement and ownership of staff.

Within this booklet you will find the questionnaire with explanations about each part. You will also find a Word Document version in Annex 1. You can use this version to adapt it to your own needs and to create an online questionnaire using systems such as Survey Monkey. These systems can help you consolidate and analyze the data. In certain cases, responding to an online questionnaire might be more difficult. In these cases, you will need to send questionnaires in PDF format to be printed, completed and returned in a more traditional way. The results of these questionnaires will need to be entered manually into your database.

#### 1. Send the questionnaire to staff

Send the questionnaire to all staff and advise them on the deadlines for completion. This period should not be longer than 1.5 or 2 months. Extending this period by too long could make the information less reliable.

#### 2. Follow-up to completion

Send periodic friendly reminders and monitor the response rate to ensure a high response rate within the

allotted time. Be creative and positive in motivating staff to complete the questionnaire.

### 3. Consolidating the results

After the questionnaire has been completed, the results need to be consolidated in a database. Survey Monkey can help you analyze the results as well.

You will see that questions are numbered continually throughout all the sections of the questionnaire. This might seem odd but it makes it much easier to consolidate and analyze the information afterwards.

### 4. Analyse the results

The results of the questionnaire can be complemented by basic demographic data of the organization: number of male and female staff, age and positions held.

### 5. Prepare the report

Use the data to prepare a report. This should be short and easy to read. It should highlight strengths and achievements but also mention weaknesses. It should also outline ways forward and remedial actions that can be included in a capacity development or training strategy.

### 6. Disseminate the report

Ensure that the results of the capacity assessment are known by all respondents (this will contribute to higher response rates on future occasions) and that a follow-up capacity development or training plan is drafted, discussed and implemented. This plan should include monitoring and evaluation. The capacity assessment presents a baseline for measuring progress.

## 1. Collecting data and information from survey: identify main KAS and other issues

As the CNA progresses, it is important that data is collected, organized and highlighted separately. This has two advantages. Firstly, it will not be necessary to fight with a huge amount of data at the end of the survey. Secondly, there will be a better understanding of important issues emerging during the CNA, which may be explored in more detail or clarified in some way. While collecting and sorting data, the following steps can be useful:

- a. Identify **categories** into which data can be inserted (in more detail, see 2. below). For example, assuming that you have designed your CNA in such a way so as to assess and identify existing KAS, this will form the basis of the curricula to be developed.
- b. Once these KAS have been identified, it will be necessary to **prioritize the concrete training content**.

- a. **Developing a training strategy** will be the next step once the results of the CNA are known. For any training course/programme developed, there should be clear evidence which justifies its provision. The information collected in the CNA which is not directly related to KAS will provide this evidence, and can be useful when developing a training strategy. For example, this can be answers to open-ended questions, tasks and goal-oriented questions, etc. The training strategy will answer the question: How will this training help to achieve the programme outcomes/respond to the needs...? It will put the training content into its wider context, and set objectives for the training.
- b. It can also be useful in **identifying non-training needs**, which might be highlighted separately in your feedback. This allows you to draw the limits of what your training programme can achieve, and is usually a starting point for addressing next steps after training.

## 2. Analyzing your data: how to quantify qualitative data

Whatever the outcomes and objectives of your CNA, it is usually advisable to begin by thinking carefully about the data structure and then to produce a few simple graphs or summary statistics so that the essential features of the data are clear. The main task in data analysis of CNAs is the quantification of qualitative data:

How do you analyze, prepare, and present qualitative data (e.g. asking for perceptions, prevalence and preferences) in a meaningful way so that is quantifiable?

- In order to analyze your CNA results you will have to define categories to judge and categorize the content and results you receive back by sorting and categorizing the survey results.
- The goal is to classify words, phrases, or other units of text into a limited number of meaningful categories, or to rate those units of text on specified dimensions (e.g. from “very useful/important” to “not useful/important”).
- Quantitative analysis approaches are meaningful when there is a need for data summary across many repetitions of a participatory process, e.g. focus group discussions or surveys.

### Frequency table (with the ranking method)

Example: “What process on gender equality is most relevant to your field of work?”

Answer	Response	Share
<b>Gender analysis for strategic planning</b>	10	$10/100 \times 4 = 40\%$
<b>Gender-responsive monitoring and evaluation</b>	8	$8/100 \times 4 = 32\%$
<b>Inclusion of gender into administrative/operations documents</b>	5	$5/100 \times 4 = 20\%$
<b>Gender-responsive audit</b>	2	$2/100 \times 4 = 8\%$
Total (of 25 answers = 100%, $25 \times 4 = 100$ )	25	100%

There are three main question and answer styles for presenting qualitative data in a useful quantitative way; and therefore three main response data types to do that in practice. It is key to factor these considerations in already when designing your survey questions (see above, IV).

1. **Categorical data:** numbers representing unordered labels like processes, types or any category not needing any order or relationship to each other.
2. **Ordinal data:** numbers representing scales like “strongly disagree” to “strongly agree” or “never” to “often”.
3. **Ratio & interval data:** numbers representing a relationship, like amounts of gender trainings taken m/f; or an interval with numbers representing ranges like “number of times gender mainstreaming is being used”.

**1. Categorical Data:** Calculate the total number of responses and then divide the number in each category by the total. These are called relative frequency statistics. Many just call them percentages or shares but the important aspect is that the sum should be 100%. This means that, if you have 25 answers possible, 25 constitutes your 100%.

Presenting frequency table with ranking data (asking for the “what?”). This is a common form of presenting information in more detail, and usually done when asking for preferences or perceptions overall, out of a given number of answers available, as well as for open-ended questions.

**2. Ordinal Data:** This method is indicated by your question and answer style of question, using the word “score”. Scoring data (asking for the “how?”) makes

more sense than ranking information, when you want to present how preferences or perceptions differ exactly, e.g. asking for sub-components of wider questions. Use the scoring method when you look for absolute numbers versus relative ones to each other. This will be already indicated in your question.

Example: “Score the gender processes from most (5) to least (1) relevant to your work”:

Rank	Processes	5 (very important)	4 (important)	3 (somewhat important)	2 (less important)	1 (not important)
1	Gender analysis for strategic planning	7	3	8	2	5
2	Gender-responsive monitoring and evaluation	1	4	3	12	5
3	Inclusion of gender into administrative/operations documents	3	2	18	2	-
4	Gender-responsive audit	-	2	-	1	22

**3. Ratio & Interval Data:** Contingency table when illustrating relationships.

A contingency describes a relationship between two or more variables that depend on each other (e.g. male and

female CNA participants). A contingency table can better display this relationship than a simple enumeration.

For example, you have a total of 25 female (18) and male (7) training participants:

	1 training for gender equality	More than 1 training for gender equality	No previous training for gender equality	Total
Male	(a) 2	(b) 1	(c) 4	(a+b+c) 7
Female	(d) 5	(e) 13	(f) 0	(d+e+f) 18
Total	(a+d) 7	(b+e) 14	(c+f) 4	(a+b+c+d+e+f) =25

“Have you received previous training on gender? (Yes, 1/yes, more than 1/no)”

### 3. Presenting the CNA data: preparing a report & presenting it

Once you have collected and analyzed your data, prepare a report of the consolidated results of the CNA (see also Annex). The reporting format is usually following the structure of either:

1. **The programme structure, in which the training is embedded.**

In this case, the CNA report could be organized under the following headings:

- i. Policy & overall objectives
- ii. (Enabling or disabling) environment
- iii. Organizational issues and structure (e.g. SWOT)
- iv. Gender-related tasks & activities (existing and future)
- v. KAS (existing and future/required; individual needs – if assessed)
- vi. Strategy and planned curricula which are going to be planned (including time frame and content)

2. **If there is no given structure, organize the report according to the CNA structure, and under three simple headings:**

- i. Main findings overall

List your main findings (e.g. those that are most meaningful for assessing capacity needs, such as most relevant gaps, most common features such as training needs, learning styles, challenges, trainings attended and fields of work). It is useful to do so in a simple chart or table, or just list them in bullet points. Use an order of priority and explain why you set the priorities.

- ii. Specific findings

Present your specific findings ideally in both graphs/tables and in written explanatory form where you want to draw specific attention. It is not necessary to present all findings, but to highlight those that gave you clues for designing your strategy and training programme.

- iii. Summary & proposed training strategy

Give a brief summary of your main conclusions, explaining what specific training goals and methods you have now chosen and designed, and why you have done that. This should answer the question: In what way does your training design respond to the CNA findings?

For example, you can use a concise summary of existing vs required KAS in a table:

Target group	Existing			Future/required		
	K	S	A	K	S	A
1						
2						
3						
Etc.						

### 4. Sharing the CNA results

All the stakeholders involved in the CNA should have the opportunity to give feedback on the results. If there is enough time, this may be done through a workshop to which key stakeholders are invited. The results may be presented, and then participants should have the chance to discuss the results in detail; this could also

be done by phone or e-mail. The most common way to present the CNA report and allow for feedback is by presenting the most important features and findings at the beginning of the training session, after having distributed the report to other stakeholders via e-mail. Some form of presentation is necessary to validate the findings and to give participants a chance to hear and comment on them.



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# ANNEXES

# ANNEX 1: GENDER EQUALITY

## CAPACITY ASSESSMENT

### QUESTIONNAIRE

Dear colleague/staff,

Thanks so much for taking the time to complete the Gender Equality Capacity Assessment Survey. Questionnaire responses are anonymous and confidential and will gather important information to take stock of individual capacity related to gender equality and the empowerment of women within the entity. Your responses will provide very useful information which will be used to determine future training activities. The information gathered through this survey will only be used for this purpose. We thank you for responding honestly and in the most complete way possible.

You will have an opportunity to include your comments and suggestions at the end of the questionnaire but you can also send comments to the person handing out this questionnaire.

#### Section 1: General information

The objective of this section is to collect general information from all respondents that will help analyze the results.

1. Please, fill in the following table.

Organization/Agency	
Unit/Department	
Functional title	
Level	
Age	
Sex	
Nationality	

**Note for designer:**  
Include a drop down menu with option to make it easier to respond.

## Section 2: Educational background and previous experiences in training for gender equality

The objective of this section is to gather information on the educational background and previous training for gender equality experiences of respondents

**2. For each educational level completed, please specify year, area or topic**

Educational level	Year	Topic
Secondary school		
Bachelor/undergraduate		
Post graduate level (please specify):		
Other, please specify:		

**3. Have you received an introductory training or orientation on gender issues?**

Yes

No

Not applicable

**4. Have you taken gender related training or courses in the last two years? Are you taking any courses on gender now? Please, include trainings where gender was included but not the main topic of the training.**

Yes

No

Not applicable

**Note for designer:**  
Question 5 should be optional

**5. If yes, please, include information of the trainings taken.**

Course name	Topic	Date/Duration	Type of training (face to face, online, etc.)	Organized/ Provided by	Are you satisfied with the course/ training?
					Yes/No
					Yes/No
					Yes/No
					Yes/No

**6. Have you received support from the gender unit or gender focal point in your organization for your work on gender (mentoring, coaching, detailed assignment, etc.)?**

Yes. Please, specify:

No

Not applicable

### Section 3: Knowledge on gender equality and women's empowerment

The objective of this section is to assess the level of knowledge of gender equality and how to include gender equality in programme and operations activities.

#### 7. To what extent do gender concerns influence your everyday work?

Not at all	
To a limited extent	
To a significant extent	
The whole focus is on gender	
Not applicable	

#### 8. How relevant is gender to the mandate of your agency/organization?

Not relevant at all	
Relevant to a limited degree	
Very relevant	
Gender is the main focus	
Not applicable	

#### 9. Is gender relevant to the work of your division/unit?

Not relevant at all	
Relevant to a limited degree	
Very relevant	
Gender is the main focus	
Not applicable	

**10. How familiar are you with international conventions on Gender Equality and the Empowerment of Women?**

Not at all familiar	
Quite familiar	
Very familiar	
I use these in my everyday work	
Not applicable	

**11. Are you clear about the difference between gender mainstreaming and equal representation of women? Yes**

No

Not applicable

**Note for questionnaire administrator:** you can select and/or leave out capacities as required

**12. For the following skills and processes, please indicate your level of knowledge and proficiency by ticking the appropriate box.**

Gender core capacities and processes	N/A	I don't know about this	I know about this	I am confident enough to use this in my everyday work	I am confident enough to lead work on this
<b>Gender core capacity 1: Gender analysis and strategic planning</b>					
Understand & explain gender concepts and frameworks for analysis					
Understand & explain gender-responsive data to inform new research					
Analyse gender dynamics within given context (1) organization, (2) thematic area (policies, rules, programmes, etc.)					
Argue & advocate for gender analysis and strategic planning					
Sensitize or train others on gender analysis and tools					
Design and conduct gender analysis for given context of strategic planning for thematic or organizational context					
Research for gender-responsive data and use data collection tools					
Develop and apply strategies that address gender dynamics in planning processes					

<b>Gender core capacity 2: Gender-responsive programming, budgeting and implementation</b>					
Translate research outcomes to define gender-responsive programmes or budgets					
Develop gender-responsive programmes, budgets or plans					
Understand the need for actions towards a more gender-responsive organization, including adjustments of internal policies, procedures, business plans, etc.					
Sensitize communities or organizational units on gender issues for programming					
Ensure that women and men benefit equally from programmes and funds used					
Lobby and advocate for the use of funds in a gender-responsive manner at community, political or organizational level					
Implement gender-responsive programmes as planned, in line with thematic or organizational goals					
Mainstream gender throughout all programmes					
Mainstream gender throughout operations					
Allocate financial and human resources for programmes that are gender-responsive					
<b>Gender core capacity 3: Knowledge management, communication and gender-responsive M&amp;E</b>					
Understand the data collection tools to obtain sex-disaggregated data for tracking progress (M&E) of work towards gender equality					
Understand the gender dynamics of communication and how to best place information					
Ability to have an influence on knowledge and communication products and/or platforms for gender equality					
Train others on gender-responsive M&E systems and ability to use them					
Lobby and advocate for the use of gender-responsive research & its results					
Collect, interpret and report on sex-disaggregated data for tracking progress (M&E) on gender programmes or policies					
Produce quality documentation on gender for use on knowledge & communication platforms					



<b>Gender core capacity 4: Effective partnerships and advocacy on promoting gender equality</b>					
Understand the needs and dynamics for building / maintaining effective partnerships to lobby for gender equality					
Understand and know coalitions' and partners' needs in order to maintain coalitions with all stakeholders needed, including research, government, CSO and business sector partners					
Ability to build effective partnerships with key partners based on gender & partnership knowledge					
Ability to influence & advocate to include gender equality in coalitions					
Develop joint gender advocacy materials with other organizations using research outcomes/other material					
<b>Gender core capacity 6: Innovation in gender transformative approaches</b>					
Understand and recognize gender transformative approaches					
Understand and recognize gender transformative outcomes and results					
Capacity to learn from gender transformative approaches and results					
Capacity to advocate for innovative and gender transformative approaches					
Ensure that gender transformative approaches are used by others and scaled up					
Capacity to apply new and gender transformative approaches to thematic or organizational work					
Capacity to analyse, use and document gender transformative approaches					
<b>Others. Please specify:</b>					

# ANNEX 2

## TEMPLATE FOR (PRELIMINARY)

### CAPACITY NEEDS

#### ASSESSMENT REPORT

**The following overview provides a template for the (preliminary) capacity assessment report:**

- Acknowledgment
- Table of contents
- Abbreviations

#### **Executive summary**

1. Introduction to the capacity needs assessment
2. Objectives and scope of the capacity needs assessment
3. Methodology and process of the capacity needs assessment
4. Presentation of findings per question/section
5. Presentation of findings per core gender capacity, interrelated levels (enabling environment, organizational and individual)
6. Presentation of findings per stakeholder group/function, etc.
7. Analysis of gender capacity strengths and weaknesses
8. Proposed gender capacity development response





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