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UNU-LRT

Land Restoration Training Programme

United Nations University
Land Restoration Training Programme
Gender Equality Policy

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United Nations University Land Restoration Training Programme

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UNU-LRT Gender Equality Policy

Gender Equality

Following the UN Women's definition, UNU-LRT understands gender equality as *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 the interests, needs and priorities of both women and men are taken into consideration, recognizing 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. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development.*¹

1. Introduction

UNU-LRT commitment to gender equality is based on the principle that gender equality is a human rights issue as well as a means to achieving sustainable development. Promoting gender equality is an essential part of the UNU-LRT programme as outlined in its mission statement: *The mission of UNU-LRT is to train specialists from developing countries to combat land degradation and restore degraded land, and to strengthen institutional capacity and promote gender equality in the field of land restoration and sustainable land management in developing countries.*² The UNU-LRT gender equality policy specifies objectives and strategic actions to support the mission of UNU-LRT to promote gender equality in the field of land restoration and sustainable land management. The purpose of this policy document is to provide UNU-LRT with a framework to guide its efforts to integrate gender equality perspectives into its training programme organisation and activities.

2. Context

The UNU-LRT programme focuses on solutions to problems within the realm of the United Nations Convention to Combat Desertification (UNCCD). It also takes note of other international conventions and agreements on environmental protection and sustainable development, such as the United Nations Frameworks Convention on Climate Change (UNFCCC), the Convention on Biological Diversity (CBD) and the United Nations Millennium Development Goals (MDGs). Both the international environmental conventions and the MDGs recognise the linkages

¹ UN Women: <http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>

² United Nations University Land Restoration Training Programme – *Strategic Plan 2011-2016*, p. 7. <http://www.unulrt.is/static/files/Publications/unu-lrt-strategic-plan-2011-2016.pdf>

between women's empowerment, gender equality and sustainable development. These linkages cut across the social, economic, environmental and governance dimensions of sustainable development, and call for specific attention to women's participation in decision-making processes and for making sustainable development policies, strategies and practices more gender-responsive. There is a growing consensus that addressing gender inequalities and empowering women are crucial in meeting the world's environmental challenges, whether the issue is biodiversity conservation, environmental sustainability or climate change.³ The reason for this strong focus on gender equality is twofold. Firstly, changes in the environment affect women and men differently. Secondly, the unequal access to political power and decision-making between men and women is believed to undermine all efforts addressing environmental problems, including the problems of land degradation.⁴

It is the world's poorest inhabitants that are most affected by negative alteration to the natural environment and climate change, and of the world's poor some 60 per cent are female.⁵ Moreover, women in rural areas are responsible for 60-80 per cent of food production in developing countries and they are greatly dependent on local natural resources for their livelihood.⁶ Because of their dependency on natural resources, rural women in developing countries are the group that is being hit the hardest by the effects of environmental degradation and depletion of natural resources.⁷ According to the United Nations Development Programme (UNDP), an estimated 1.8 billion people will be adversely affected by land degradation and desertification by the year 2025; more than half of them will be women and children.⁸

The gender dimension to natural resource management issues is reflected in the difference of rights, roles and responsibilities between men and women when it comes to the utilisation and management of natural resources. In many developing countries women have lower access to land, credit and extension services than men, and often they hold their land rights through male family members.⁹ This means that women often have less control over land and less decision-making power regarding land. For example, women provide up to 90 per cent of the labour for rice cultivation in Southeast Asia, yet fewer than 10 per cent of women farmers in Thailand, Nepal and India own land.¹⁰ The Food and Agriculture Organization (FAO) has estimated that if women had equal access to productive inputs, yields on women's farms would increase by 20-30 per cent and the total agricultural output in developing countries would increase by 2.5-4.0 per cent. The FAO

³ IFAD (2012). *Gender Equality and Women's Empowerment Policy*.

⁴ See UNDP (2007). *Mother earth: Women and sustainable land management*.

⁵ UNDP (2012)b. *UNDP Fast Facts: Gender and Environment*.

⁶ FAO: <http://www.fao.org/sd/fsdirect/fbdirect/FSP001.htm>

⁷ UNDP (2012)b. *UNDP Fast Facts: Gender and Environment*.

⁸ UNDP (2007). *Mother earth: Women and sustainable land management*, p. 4.

⁹ FAO (2010). *Economics and Social Perspectives - Policy Brief 8*.

¹⁰ UNDP (2007). *Mother earth: Women and sustainable land management*, p. 7.

concludes that “this would reduce the number of hungry people globally by 12-17 per cent, or 100 million to 150 million people.”¹¹ Furthermore, inequalities regarding access to and control over natural resources, and different opportunities and constraints often mean that women’s concerns are not heard, their needs are not adequately addressed and their knowledge is not applied in environmental policy and programming. This trend can have detrimental environmental effects, as pointed out by the UN Millennium Project Task Force on Environmental Sustainability: “when women lack the knowledge, means or authority to manage the natural resources on which they directly depend, degradation of these resources is more likely to occur.”¹² Moreover, according to UNDP, there is evidence, across regions and countries, suggesting that sustainable development strategies that do not promote gender equality and full participation of women and girls will not succeed.¹³

Yet, gender equality should not only be considered as a means to achieving sustainable development—it is also a right in itself. Gender equality is embedded in the major international human rights instruments, including the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), from 1979. The 187 countries that have become parties to CEDAW have committed themselves to undertaking a series of measures to end discrimination against women in all forms.¹⁴ Furthermore, the United Nations Millennium Declaration, from 2000, and the following Millennium Development Goals (MDGs) emphasise the importance of gender equality for global efforts to achieve sustainable development and poverty reduction.¹⁵ The third MDG objective is on promoting gender equality and empowerment of women, and the Millennium Declaration and the MDGs framework recognise the importance of gender equality and empowerment of women, both as an objective in itself as well as a means towards achieving the other MDGs.

Gender inequalities vary between cultures and countries, and even between rural and urban regions of the same country. Despite considerable advances in women’s rights and gender equality in recent decades, gender inequalities remain pervasive in all parts of the world. More efforts are needed and more progress is still to be made if gender gaps in the social, political and economic spheres of society are to be closed.¹⁶ The following statistics illustrate clearly these gender gaps. Women carry out 66 per cent of the world’s work and produce 50 per cent of the food, but they earn only 10 per cent of the income and own only 1 per cent of the property.¹⁷ Of the 740 million adults in the world who are illiterate, two thirds

¹¹ Cited in IFAD (2012). *Gender Equality and Women’s Empowerment Policy*, p. 13.

¹² Cited in IFAD (2010). *Gender and Desertification: Expanding roles for women to restore dryland areas*, p. 5

¹³ UNDP (2012)a. *Powerful Synergies: Gender Equality, Economic Development and Environmental Sustainability*.

¹⁴ UN Women: <http://www.un.org/womenwatch/daw/cedaw/>

¹⁵ UN: <http://www.un.org/millenniumgoals/>

¹⁶ See World Economic Forum (2012), *The Global Gender Gap Report 2012* and OECD (2010), *Atlas of Gender and Development How Social Norms Affect Gender Equality in non-OECD Countries*.

¹⁷ UNDP (2011). *UNDP Fast Facts: Gender Equality and UNDP*.

are women.¹⁸ The gap between girls' and boys' primary school enrolment is closing in a majority of countries. Yet, in many developing countries, especially in Africa, the gender gap in tertiary education remains, as statistics show that more young men than young women enrol into universities and other higher education institutions.¹⁹ Despite notable advances in increasing women's representation in public life and political decision-making, such as in the Nordic countries, Rwanda and Senegal, international commitments setting a target of at least 30 per cent of seats for women in national parliaments are still far from realisation for the majority of world's countries. According to the Inter-Parliamentary Union, by the end of 2012 women made up on average only 20.4 per cent of parliamentarians worldwide.²⁰

UNU-LRT is a cooperation programme between the United Nations University (UNU), the Government of Iceland, the Soil Conservation Service of Iceland (SCSI), and the Agricultural University of Iceland (AUI). UNU-LRT operates in Iceland as part of the UNU global system of research and training institutes and programmes, with AUI having the executive responsibility for the programme. Thus, the operation of UNU-LRT takes place within the social and legal contexts of Iceland. Iceland is part of the recognized *Nordic tradition of gender equality*, where progressive legislations and public policies, throughout the twentieth century and into the twenty-first, have resulted in a relatively high level of gender equality. There are still gender inequality challenges in Iceland, yet the country's achievements in gender equality and women's empowerment are apparent in comparative international statistics. Iceland is ranked number one in the World Economic Forum's Global Gender Gap Report for 2012. The report evaluates and monitors countries' progress in closing national gender gaps in terms of economic, political, educational and health criteria. Iceland has topped the overall ranking for four consecutive years, followed by the other four Nordic countries.²¹

The main law of reference on gender equality in Iceland is the *Act on Equal Status and Equal Rights of Women and Men*, of 2008 (10/2008).²² The aim of the act is to obtain and maintain equal status and equal opportunities for women and men, and thus achieve gender equality in all spheres of society.²³ The act includes provisions on: prohibition of gender discrimination; wage equality; reconciliation of work and family life; gender mainstreaming in education; and measures against gender-based and sexual harassment. The act also instructs institutions and enterprises with more than 25 employees to set their own gender equality scheme or to include gender equality perspectives in their personnel policy. AUI, the executive

¹⁸ United Nations Department on Economic and Social Affairs (2010), *The World's Women 2010. Trends and Statistics*.

¹⁹ UNESCO Institute for Statistics: <http://www.app.collinsindicate.com/atlas-gender-education/en-us>

²⁰ Inter-Parliamentary Union: <http://www.ipu.org/wmn-e/world.htm>

²¹ World Economic Forum(2012). *The Global Gender Gap Report 2012*.

²² Einarsdóttir (2010). *The Policy on Gender Equality in Iceland*.

²³ *Equal Status and the Equal Rights of Women and Men Act No 10/2008*.

agency of UNU-LRT, has developed and is implementing a gender equality scheme addressing employment and personnel issues.²⁴

3. Mission statement

The UNU-LRT gender equality policy is grounded in existing international conventions on gender equality and on environmental protection and sustainable development. UNU-LRT believes that gender equality is a human right as well as a precondition for and indicator of sustainable development. UNU-LRT is committed to addressing gender equality in all aspects of its programme organisation and activities. Taking note of CEDAW, MDGs, and the UNU Strategic Plan,²⁵ UNU-LRT is committed to gender equality in its training activities where both men and women are to enjoy equal access to education and the opportunity to develop their personal ambitions, interests and talents. Taking note of UNCCD, UNFCCC, CBD and MDGs, UNU-LRT is committed to gender equality in its programme curriculum where the importance of integrating gender perspectives into policies, strategies and activities for sustainable land management and land restoration is emphasised. Taking note of the Icelandic gender equality act, the UNU Personnel Policy and the AUI Gender Equality Scheme, UNU-LRT is committed to promote gender equality in employment and the workplace.

4. Goal and Immediate Objective

The overall aim of the UNU-LRT gender equality policy is to promote gender equality in the field of land restoration and sustainable land management through gender-sensitive capacity building. The immediate objective of the policy is to integrate gender equality perspectives into the UNU-LRT programme organisation and training activities with the aim of enhancing the fellows' capacity in making sustainable land management and land restoration strategies and activities gender-responsive.

5. Operationalising Gender Equality

UNU-LRT will carry out its mission to promote gender equality in the field of land restoration and sustainable land management by integrating gender equality perspectives into its programme organisation and training activities, making its capacity building programme gender sensitive. To achieve this UNU-LRT will:

- I. Develop an accountability framework for gender equality.

²⁴ See Jafnréttisáætlun Landbúnaðarskóla Íslands: <http://www.lbhi.is/lisalib/getfile.aspx?itemid=5758>

²⁵ See UNU Strategic Plan 2011-2016.

- II. Integrate gender equality into admissions, the programme curriculum, and teaching and learning.
- III. Create a supportive, inclusive and gender-sensitive environment allowing full participation and success in learning for both men and women.
- IV. Promote gender equality in employment and in the workplace.

I. Developing accountability framework for gender equality

UNU-LRT will delineate an accountability structure that lays down responsibilities, activities and information processes to ensure the policy oversight and achievement of results.

I.1. Accountability framework for gender equality in place

Activities:

- Set up an institutional framework providing clear lines of responsibilities for accountable person(s), and for collecting, reporting and dissemination of information relevant to the implementation and monitoring of the gender equality policy.
- Implement annual gender equality action plans based on the gender equality policy. The action plans are to be drawn up in January every year.
- Collect and analyse information relevant to the implementation of the gender equality policy.

II. Integrate gender equality into admission, programme curriculum, teaching and learning

UNU-LRT will provide men and women equal access to its education and training and equal opportunities to develop their personal ambitions, interests and talents during their stay with the programme. UNU-LRT will promote positive attitudes towards both genders in all aspects of its training programme: curriculum, learning materials, teaching and publications. Recognising the importance of gender-sensitive policies, strategies and actions for achieving sustainable development, UNU-LRT will seek to integrate gender and gender equality perspectives into relevant training sessions and lectures in its programme curriculum.

II.1. Gender balance in admissions: equivalent numbers of women and men attending and graduating from the UNU-LRT programme

Activities:

- Maintain gender balance in programme admissions.

- Encourage partner institutions to recommend both men and women specialists as candidates for UNU-LRT fellowship.
- Inform partner institutions about the strong emphasis on gender equality in the UNU-LRT programme organisation and activities and about the UNU-LRT gender equality policy

II.2. Programme curriculum, teaching and learning free from gender bias

Activities:

- Treat the fellows without gender bias in all processes involving tutorial education, support and guidance.
- Promote positive attitudes towards both genders in the programme curriculum.
- Present diverse non-stereotypical images of women and men in the material which UNU-LRT produces.

II.3. Programme curriculum emphasising the importance of gender equality and gender aspects in formulating and implementing sustainable land management and restoration policies, strategies and actions

Activities:

- Include lectures and training sessions in the programme curriculum on key issues regarding gender and gender equality and sustainable development, land management and land use.
- Request the fellows to consider gender aspects in their final individual project.

III. Creating a supportive, inclusive and gender-sensitive learning environment which allows full participation and success for both women and men

UNU-LRT will seek to provide a positive learning and working environment where everybody, staff and fellows alike, is treated with dignity and respect, and where gender discrimination and sexual harassment are not tolerated. UNU-LRT fellows come from different countries and may have diverse socio-cultural backgrounds. Gender relations and the status of gender equality are likely to differ between the fellows' home countries, as well as being very different from Iceland. UNU-LRT is much aware that the six month stay with the UNU-LRT programme in Iceland is likely to be a learning process regarding gender relations and gender equality for many of the fellows. Thus, UNU-LRT is committed to creating a gender-sensitive learning and working environment that allows for gender issues to be addressed and openly discussed.

III.1. Learning and working environment where the issues of gender relations, gender discrimination and stereotyping can be discussed openly and addressed effectively

Activities:

- Include information and group discussion sessions on gender equality and gender relations in the Orientation and Introduction to Icelandic Society Module (Module 1).
- Allow for gender issues to be addressed and discussed in the fellows' coaching sessions.

III.2. Learning and working environment where gender-based violence and sexual harassment is not tolerated

Activities:

- Inform new fellows and staff that UNU-LRT will not tolerate gender based violence and sexual harassment between fellows, as well as between staff and fellows.
- Set up procedures for resolutions of sexual harassment and unprofessional conduct problems.

IV. Promoting gender equality in employment and the workplace

The people working for UNU-LRT are one of its most valuable resources. It is the policy of UNU-LRT to ensure its staff a good working environment that encourages achievements for both individuals and teams working for the programme. In accordance with the Icelandic gender equality act (*Law no. 10/2008*), article 3.4. of the UNU Personnel Policy, and the AUI Gender Equality Scheme, UNU-LRT will ensure men and women equal opportunities for recruitment, promotion and career development, as well as promote employees to reconcile work and family life.

IV.1. Working environment allowing for full participation and professional advancement and success for both men and women

Activities:

- Adopt and apply the AUI Gender Equality Scheme to UNU-LRT employment and personnel issues.
- UNU-LRT management informs new staff about the UNU-LRT Gender Equality Policy and AUI Gender Equality Scheme.
- The Gender Equality Policy and AUI Gender Equality Scheme will be made accessible on UNU-LRT intranet.

6. Responsibilities

The overall responsibility for the gender equality policy rests with the UNU-LRT board. The UNU-LRT Director bears the responsibility for the management and implementation of the policy.

7. Publication of the Policy

The gender equality policy will be published on the UNU LRT website in a clearly signposted area. It will also be publicised to staff and new fellows through introductory materials.

8. Review of the Policy

The gender equality policy will be reviewed in 2016 in conjunction with the review of the UNU-LRT five-year Strategic Plan (2011-2016).

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Annex

UNU-LRT Gender Equality Policy – Logical Framework Matrix

	Outcome	Outputs	Activities	Indicators	Means of Verification	Assumptions
Overall goal: to promote gender equality in the field of land restoration and sustainable land management through gender-sensitive capacity building						
Immediate objective: to integrate gender equality perspectives into the UNU-LRT programme organisation and training activities with the aim of enhancing the fellows' capacity in making sustainable land management and land restoration strategies and activities gender responsive						
1	Gender equality perspectives integrated into UNU-LRT programme organisation and training activities	Accountability framework for gender equality	<ul style="list-style-type: none"> Set up lines of responsibilities for accountable person(s), and for reporting and dissemination of information. Draw up a gender equality action plan in the beginning of the year. Collect and analyse information relevant to the implementation of the gender equality policy 	<p>Annual gender equality action plans in place</p> <p>Reporting mechanism in place</p> <p>Gender equality relevant information collected and reported</p>	<p>Annual reports</p> <p>UNU-LRT filed documents</p> <p>UNU-LRT website</p>	UNU-LRT Board and management are committed to the implementation of the gender equality policy.
2		Gender balance in admissions: equivalent numbers of women and men attending and graduating from the UNU-LRT programme	<ul style="list-style-type: none"> Maintain gender balance in admissions of fellows Encourage partner institutions to recommend both men and women specialists as candidates for UNU-LRT fellowship Inform partner institutions about UNU-LRT's strong emphasis on gender equality and about the Gender Equality Policy 	The number of women and men fellows admitted to the programme (gender ratio)	<p>Candidate lists</p> <p>Annual reports</p> <p>Fellows' weekly evaluation reports</p> <p>Fellows' final programme</p>	<p>Gender balance in the applicant pool of the partner countries</p> <p>The UNU-LRT management and staff are committed to the implementation of</p>

		<p>Programme curriculum, teaching and learning material free from gender bias.</p> <p>Programme curriculum emphasising the importance of gender equality and gender aspects in formulating and implementing sustainable development/sustainable land management policies, strategies and actions</p>	<ul style="list-style-type: none"> • Treat the fellows without gender bias in all processes involving tutorial education, support and guidance • Present diverse non-stereotypical images of women and men in any of material which UNU-LRT produces. • Include sessions and lectures on key issues regarding gender and development, land use, and land management. • Request the fellows to consider gender aspects in their individual project. 	<p>Sessions on gender issues in programme curriculum</p> <p>Number of fellows who consider gender aspects in their individual project</p>	<p>evaluation reports</p> <p>Teaching materials</p> <p>UNU- LRT published material</p> <p>UNU-LRT website</p> <p>Session plans for lectures and training related to gender issues</p> <p>Fellows' final project reports</p>	<p>the gender equality policy.</p>
3	<p>Gender equality perspectives integrated into UNU-LRT programme organisation and training activities</p>	<p>Gender-sensitive learning environment where issues of gender relations, gender discrimination and stereotyping can be discussed openly and addressed effectively</p>	<ul style="list-style-type: none"> • Include information and group discussion sessions on gender equality and gender relations in the Orientation and Introduction to Icelandic society module (Module 1) • Allow for gender issues to be discussed and addressed in the fellows' coaching sessions • Inform new fellows and staff about UNU-LRT policy on non-tolerance for gender based violence and sexual harassment between fellows, as well as between staff and the fellows • Set up procedures for resolutions of 	<p>Information on UNU-LRT non-tolerance for gender-based and sexual harassment included in the information package for new fellows</p> <p>Complaint resolution procedures in place</p>	<p>Programme curriculum</p> <p>Session plans and information and teaching materials for Module 1</p> <p>Fellows' weekly evaluation reports</p> <p>Fellows' final programme evaluation</p>	<p>The UNU-LRT management and staff are committed to the implementation of the gender equality policy</p> <p>The fellows' receptiveness to the principles of gender equality</p>

			sexual harassment and unprofessional conduct problems.		report The information package for new fellows Annual reports UNU-LRT website	
4	Gender equality perspectives integrated into UNU-LRT programme organisation and training activities	Working environment allowing full participation, professional advancement and success for female and male staff alike	<ul style="list-style-type: none"> • Adopt and implement the AUI Gender Equality Scheme for UNU-LRT staff • UNU-LRT management informs new staff about its Gender Equality Policy and AUI Gender Equality Scheme • The Gender Equality Policy and AUI Gender Equality Scheme made accessible to staff on the UNU-LRT Intranet website 	Gender equality policy and AUI gender equality scheme included in introduction materials for staff	Annual reports UNU-LRT website UNU-LRT Intranet website	UNU-LRT Board and management are committed to the implementation of the gender equality policy