

**Evaluation
of the National Action Plan
for Gender Equality**

Material Volume that accompanies the Final Report
December 2008

By order of:

State of Luxembourg

represented by the

Minister for Equal Opportunities

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1. Introduction

The material volume that accompanies the final report contains the key evaluation tools with detailed findings as well as examples of "Good Practice" from various ministries. The findings for the entire three-year term of the National Action Plan for Gender Equality have been documented.

2. Implementation status of the specialist measures of the National Action Plan¹ (November 2008)

Upon the expiry of the term of the action plan, there are 97 measures remaining in the tabular list of the plan's specialist measures. The implementation status of the measures was ascertained during the annual interviews with members of the gender competence cells and/or senior officials in the ministries. The basis for the discussions was an assessment questionnaire approved beforehand by the *Comité Interministériel* (Inter-Ministerial Committee). The interviews dealt with the problems and obstacles associated with the implementation of the measures as well as the successes achieved.

Distribution of measures according to their implementation status

Implementation status	Number of measures in absolute terms	Number of measures in %
Not yet begun	12	12
Still planned for this year	6	6
Begun and implemented in part	38	39
Implemented in full	20	21
Implemented in full, analysed for further undertakings and used	20	21
Not assessed	1	1
Total	97	100

The *Ministère d'Etat* (Ministry of State), the *Ministère de l'Intérieur* (Ministry of the Interior), the *Ministère des Sport* (Ministry of Sport) or the Department of Sports in the *Ministère de l'Education nationale et de la Formation professionnelle* (Ministry of National Education and Vocational Training), the *Ministère de l'Agriculture* (Ministry of Agriculture) and the *Ministère des Travaux publics* (Ministry of Public Works) have not formulated any specialist measures of their own in the NAP.

The measures in the area of responsibility of the *Ministère du Travail et de l'Emploi* (Ministry of Labour and Employment) are implemented by the *Administration de l'Emploi* (Administration for Employment).

¹ Tabular overviews of all the measures, arranged, on the one hand, according to the allocation to one of the three decision areas and, on the other, according to the relevant ministries responsible, are contained in the 1st interim report on the external evaluation.

2.1. *Ministère d'Etat* (Ministry of State)

Issue and measure	Implementation status 0 1 2 3 4
9. Implementation of basic rights	
9.1. Enshrining of the principle of equality in the constitution	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý

2.2. *Ministère des Affaires étrangères et de l'Immigration* (Ministry of Foreign Affairs and Immigration)

Issue and measure	Implementation status 0 1 2 3 4
1. Poverty/fight against social exclusion	
1.8. Raising of awareness and training of Luxembourg personnel involved in development policy, including NGOs	<input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/>
4. Violence	
4.3. Support for international action programmes, support for human rights policy	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/>
5. Conflict situations (international crises)	
5.1. Systematic support for initiatives aimed at integrating gender into the work of international and regional organisations, and into mandates of new UN organisations relating to the policy of peace	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/>

2.3. *Ministère des Classes moyennes, du Tourisme et du Logement* (Ministry of Small Firms and Traders, Tourism and Housing)

Issue and measure	Implementation status 0 1 2 3 4
2. Basic and advanced training and education	
2.6. Specific training measures: introduction of gender into basic training for traders; advanced training for trainers at the Training Institute of the Chamber of Commerce (IFCC)	ý <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. Mechanisms to promote equality	
8.2. Analysis of the legislation on the right to start up businesses and the promotion of business start-ups in relation to equality	ý <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8.3. Introduction of a new software for gender-specific statistics for traders, craftsmen and freelancers	ý <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

2.4. *Ministère de la Culture, de l'Enseignement supérieur et de la Recherche* (Ministry of Culture, Higher Education and Research)

Issue and measure	Implementation status 0 1 2 3 4
2. Basic and advanced training and education	
2.6. Specific training measures:	
2.6.1. Vertical and horizontal integration of gender into educational courses and research activities at the University of Luxembourg	<input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/>
2.6.2. Systematic inclusion of gender in advanced training for teachers	<input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/>

2.5. Ministère de l'Economie et du Commerce extérieur (Ministry of the Economy and Foreign Trade)

Issue and measure	Implementation status 0 1 2 3 4
6. Economy 6.1. National plan for innovation and full employment (NAP) 6.1.2. Gender-specific guidance, education and advanced training systems for personnel development which are tailored to the labour market	<input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6.1.3. Equality in work that ensures a livelihood	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/>

2.6. Ministère de l'Education nationale et de la Formation professionnelle (Ministry of National Education and Vocational Training)

Issue and measure	Implementation status 0 1 2 3 4
2. Basic and advanced training and education 2.1. Introduction of gender equality as one of the basic principles in training and education 2.1.1. Embodying of equality in legal texts of general consequence 2.1.2. Inclusion of GM in new framework plans and curricula for primary education 2.1.3. Continuous introduction of gender into school programmes and manuals: history textbook, social studies; <i>science intégrée</i> (integrated science) for lower secondary education 2.1.4. Introduction of gender into both school development and the evaluation of school quality 2.1.5. Inclusion of gender in the evaluation of academic performance from the 6 th year of schooling onwards 2.1.6. Inclusion of gender in educational activities/projects – campaign for the development of self-confidence among boys and girls as part of the “ <i>le bien-être à l'école</i> ” (wellbeing at school) programme	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/>
2.2. Promotion of diversity in the educational and career choices of girls and boys 2.2.1. Measures for secondary school pupils in Grade 4: information at the time career choices are made 2.2.2. Introduction of gender into the action programme “Guidance”/career choice 2.2.4. Promotion of atypical careers and educational pathways (girls' or boys' day) 2.2.5. Advanced training and raising of awareness of staff involved in offering guidance	 <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.3. Embedding of gender in the mindset of school staff through the following: appointment of a board member who will assume responsibility for this; advanced training for select class teachers; specific training for those interested in joining the board	<input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/>

Issue and measure	Implementation status
	0 1 2 3 4
2.4. Promotion of equality within the ministry's HR administration: Charter of values; Equal valuation of competencies; Promotion of image	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/>
2.5. Promotion of equality in access to lifelong learning and the information society Funding for lifelong learning for the needy Integration of gender into the promotion of competencies in information and communication technologies	<input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/>

2.7. *Ministère de l'Egalité des chances* (Ministry for Equal Opportunities)

Issue and measure	Implementation status
	0 1 2 3 4
1. Poverty	
1.6. Promotion of non-governmental organisations, providers of facilities for women and girls with children	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý
1.9. Beyond the action plan: advanced training for employees of the National Agency for Social Measures (SNAS)	<input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/>
4. Violence	
4.1. National campaign for a violence-free culture	
4.1.1. Networking	<input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/>
4.1.2. Training courses for players in all campaign areas in order to expand knowledge for early recognition of domestic violence	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/>
4.1.3. Advanced training courses for teaching staff in cooperation with the <i>Ministère de l'Éducation nationale et de la Formation professionnelle</i> (Ministry of National Education and Vocational Training)	<input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/>
4.1.4. Training for the police in cooperation with the police academy	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý
4.1.5. Scientific impact analysis in relation to the Protection from Violence Act	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý
4.1.6. Development of tools to take care of children as victims or witnesses of domestic violence	<input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/>
4.1.7. Evaluation of the effectiveness of refuges and advice centres	<input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/>
4.1.8. Raising of public awareness with regard to the issue of domestic violence	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý

Issue and measure	Implementation status				
	0	1	2	3	4
4.2. Campaign against trafficking in women					ý
4.2.1. Quantitative and qualitative evaluation of public attitude towards prostitution					ý
4.2.2. Cartography of prostitution					ý
4.2.3. Listing of customer requests					ý
4.2.4. Creation of a support network for victims			ý		
4.2.5. Raising of customer awareness		ý			
4.2.6. Multilingual information tool for women		ý			
6. Economy					
6.1. National plan for innovation and full employment					
6.1.9. Continuation of the "Affirmative Action" programme and evaluation of the impact of the programme					ý
6.1.10. Abolition of gender-specific differences in income within the context of affirmative action			ý		
6.1.11. Advanced training for gender-specific evaluation and assessment of job content in collaboration with trade unions and companies within the context of affirmative action		ý			
6.2. Business start-up: organisation of activities by the network involving the <i>Ministère de l'Economie et du Commerce extérieur</i> (Ministry of the Economy and Foreign Trade), the <i>Ministère des Classes moyennes, du Tourisme et du Logement</i> (Ministry of Small Firms and Traders, Tourism and Housing), the Union of Luxembourg Enterprises (UEL), the <i>Chambre des Métiers</i> (Chamber of Skilled Trades) and the Federation of Female CEOs of Luxembourg (FFCEL)				ý	
6.5. Implementation of the EU directive on equal treatment between men and women in the access to and supply of goods and services (Directive 2004/113/EC)				ý	
6.6. Integration of all equality laws in the areas of employment, remuneration and access to goods and services into one fundamental law for equality between women and men (EU directive of 2002)		ý			
7. Participation					
7.1. Promotion of the participation of women in political and economic decisions					
7.1.1. Promotion of advanced training for female candidates and politicians		ý			
7.1.2. Studies on the participation of women					ý
7.1.3. Encouragement for companies within the context of affirmative action				ý	
7.1.4. Media campaign to promote equality					ý
7.1.5. Studies, initiatives and information and awareness campaigns for companies					ý
7.2. Promotion of equality in local politics through the implementation of an information circular of 7/2005			ý		
7.3. Prize for best equality policy			ý		

Issue and measure	Implementation status
	0 1 2 3 4
8. Mechanisms to promote equality	
8.1. Reinforcement of state structures	
8.1.1. Action plan with analysis, implementation plan and evaluation	<input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/>
8.1.2. Evaluation report on the impact of the measures	<input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/>
8.4. Review of laws and ordinances in respect of gender equality	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý
9. Implementation of basic rights	
9.5. Raising of awareness and information on the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) through publication of the school guide to it	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý
10. Media	
10.1. Organisation of equality awareness campaigns	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý
10.2. Promotion of a balanced presence of women and men in communication professions (press associations, communication and IT agencies) through	
10.2.1. Analysis of statistics	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/>
10.2.2. Promotion of affirmative action in the area of communication	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/>
10.3. (new – beyond the NAP) Development of a “ <i>Guide de la communication publique</i> ” (public communication guide) – a project involving the <i>Ministère d’État</i> (Ministry of State), the <i>Ministère de l’Égalité des chances</i> (Ministry for Equal Opportunities), the <i>Commissariat du gouvernement aux étrangers</i> (Government Commission for Foreigners), which is part of the <i>Ministère de la Famille et de l’Intégration</i> (Ministry for Family and Integration), and the <i>Service information et presse gouvernement</i> (Government Information and Press Service)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/>
12. Policy on girls	
12.1. Promotion of collaboration between the organisational units responsible for children’s rights and CEDAW (exchange of information)	<input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

2.8. *Ministère de l’Environnement* (Ministry of the Environment)

Issue and measure	Implementation status
	0 1 2 3 4
11. Environment	
11.1. Integration of gender into the NAP for sustainable development – equality as essential principle	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/>
11.2. Analysis of the measures in the Kyoto Protocol and promotion of self-help projects in developing countries	ý <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11.3. Reorganisation of the forestry commission to take account of gender	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/>

2.9. *Ministère de la Famille et de l'Intégration* (Ministry for Family and Integration)

Issue and measure		Implementation status 0 1 2 3 4
1.	Poverty	
1.1.	Introduction of gender mainstreaming into the NAP	□□ ý □□
1.2.	Organisation of gender training for project managers in the NAP's inter-ministerial committee as well as for persons responsible for implementation	□□□ ý □
1.3.	Analysis of the measures of the NAP in respect of the gender dimension	□□ ý □□
1.4.	Introduction of the category of gender into the statistics for social assistance by the National Agency for Social Measures (SNAS)	□□□□ ý
6.	Business	□□ ý □□
6.1.8.	Increase in places of 66% in <i>maisons relais</i> (childcare centres) and 33.3% in crèches	
9.	Implementation of basic rights	
9.6.	Youth welfare campaign relating to diversity, human rights and participation	□□ ý □□
9.7.	Human rights education: training measures within the context of the agreement between the Ministry for Family and Integration and the umbrella organisation, the Luxembourg Youth Council (CGJL)	□□ ý □□

2.10. *Ministère de la Fonction publique et de la Réforme administrative* (Ministry for Public Service and Administrative Reform)

Issue and measure		Implementation status 0 1 2 3 4
8.	Mechanisms to promote equality	
8.1.5.	Training of employees within the administration on the issue of gender	□□□ ý □

2.11. *Ministère de la Justice* (Ministry of Justice)

Issue and measure		Implementation status 0 1 2 3 4
2.	Basic and advanced training and education	
2.6.	Specific training measures: proactive raising of awareness among members of the judiciary, police officers and prison staff	ý □□□□
9.	Implementation of basic rights	
9.2.	Bill to combat human trafficking (implementation of international law)	□□ ý □□
9.3.	Bill to amend divorce	□□ ý □□
9.4.	Bill to combat marriages of convenience and forced marriages	□□ ý □□

2.12. *Ministère de la Santé (Ministry of Health)*

Issue and measure	Implementation status
	0 1 2 3 4
3. Health	
3.1. Integration of gender into health indicators and health information	<input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/>
3.2. Integration of gender into the NAP for health	ý <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.3. Promotion of healthy lifestyles Gender-specific promotion of good health and preventive care through intersectoral and multidisciplinary collaboration Application of national recommendations concerning breast cancer	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/>
3.4. Raising of awareness relating to sexual and reproductive health Sex education Information on the spread of sexually-transmitted diseases and AIDS Intensification of condom campaigns	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/>
3.5. Equality in health insurance – maternity ²	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

2.13. *Ministère de la Sécurité sociale (Ministry of Social Security)*

Issue and measure	Implementation status
	0 1 2 3 4
1. Poverty	
1.5. Equality in the pension system and combating of illegal labour ³	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/>
3. Health	
3.6. Standardised national insurance card	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/>
6. Economy	
6.3. Compatibility: gender-specific analysis of the ability to balance work and family life	<input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/>
6.4. Opening-up of accident insurance to risks associated with volunteer work	<input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/>

2.14. *Ministère des Transports (Ministry of Transport)*

Issue and measure	Implementation status
	0 1 2 3 4
11. Environment	
11.5. Gender-specific analysis of local public transport offers (ÖNPV)	ý <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

² Evaluation by the ministry was not possible at the end of the assessment.

³ The evaluation only relates to the combating of illegal labour.

2.15. *Administration de l'emploi* (Administration for Employment)

Issue and measure	Implementation status 0 1 2 3 4
2. Basic and advanced training and education 2.2. Promotion of diversity in the educational and career choices of girls and boys 2.2.3. Information campaign relating to careers with vacancies 2.2.4. Promotion of atypical careers and educational pathways (girls' or boys' day) 2.2.5. Advanced development and raising of awareness of staff involved in offering guidance	 <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/>
2.5. Promotion of equality in access to lifelong learning and the information society; support and training for unemployed women in collaboration with the Labour Office (AA); funding for lifelong learning for the needy	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý
6. Economy 6.1. National plan for innovation and full employment (NAP) 6.1.1. Improved equality-oriented support structure for young people 6.1.2. Gender-specific guidance, education and advanced training systems for the unemployed which are tailored to the labour market 6.1.4. Redynamising of a solidarity-based economy (equality in the integration of the disabled) ⁴ 6.1.5. Redynamising and optimisation of the labour administration 6.1.6. National strategy for gender-specific information, guidance and advice 6.1.7. Increase in the occupational mobility of women and men, and combating of gender-specific segregation in the labour market	 <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ý <input type="checkbox"/> ý <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

⁴ An evaluation was not possible at the time of the discussion in the labour administration.

3. Indicators for the specialist measures

The sets of indicators for evaluating the impact of the measures were devised in the ministries in 2006. In individual topics, such as “poverty”, they had already been defined by the European Commission as part of the implementation of the Lisbon Strategy.

There are two different types of indicators:

- Indicators for working out the implementation status of a measure (Outcome Indicators).
- Indicators for measuring the material results achieved (Output Indicators).

Both types of indicators can be used to check the extent to which a measure’s goals have been achieved and to establish where further work is required.

The evaluation of government action on the basis of indicators defined in advance is seen as a challenge internationally, particularly because much of the data needed for their measurement is still missing. For that reason, work on the output indicators especially is still in the early stages. Nevertheless, the tabular overview of the indicators already clearly shows the positive impact of working with indicators. However, it also highlights gaps that have yet to be closed as work continues with the indicators⁵. The current status of work on the indicators at the end of the external evaluation is added as a note.

3.1. *Ministère d'Etat* (Ministry of State)

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
9. Implementation of basic rights			
9.1. Enshrining of the principle of equality in the constitution			
9.1.1. Law has been implemented			Law implemented

Note: This measure was concluded back in 2006, at the start of the implementation of the National Action Plan. Actual and target values are therefore no longer relevant to the evaluation.

⁵ Cf. chapter 6.1: Indicators in the final report.

3.2. *Ministère des Affaires étrangères et de l'Immigration* (Ministry of Foreign Affairs and Immigration)

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
1.8. Raising of awareness and training of Luxembourg personnel involved in development policy, including NGOs			
1.8.1. Number of people who have taken part in training on the issue of "gender", according to their gender and level in the hierarchy			
1.8.2. Introduction of the issue into meetings and committees			Issue introduced into meetings

Note: Data for 1.8.1 was not available at the time the report was issued and/or had not been submitted to Gitte Landgrebe S.à.r.l.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
4.3. Support for international action programmes, support for human rights policy			
4.3.1. Political and financial support for programmes			
4.3.2. Political and financial support for UNFPA/framework agreement with UNFPA			
4.3.3. Support for the policy against genital mutilation			
4.3.4. Documentation of the projects supported (part of the report for the UN)			

Note: See comments under measure 5.1.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
5.1. Systematic support for initiatives aimed at integrating gender into the work of international and regional organisations, and into mandates of new UN organisations relating to the policy of peace			
5.1.1. Selection of the projects promoted in the area of human rights and democratisation, taking gender into account			
5.1.2. Inclusion of gender in international agreements with international organisations and non-governmental organisations that deal with humanitarian issues			
5.1.3. Documentation of the projects supported			

Note: Data on the indicators used to measure the impact of development policy-related measures on equality between women and men is contained in the ministry's regular annual report on development collaboration. It includes, as one of the internationally agreed goals for development policy, "*Promouvoir l'égalité des sexes et l'autonomisation des femmes. Eliminer les disparités entre les sexes dans les enseignements primaire et secondaire d'ici à 2005, si possible, et à tous les niveaux de l'enseignement en 2015, au plus tard*" (To promote the equality of the sexes and the autonomy of women. To eliminate the disparities between the sexes in primary and secondary education by 2005, if possible, and at all levels of education by 2015 at the latest) – *Rapport annuel 2007* (Annual Report 2007). Indicators for measuring the realisation of the goals have been agreed internationally. These include:

- Schooling rate for girls in primary education as a % of the male rate.
- Schooling rate for girls in secondary education as a % of the male rate.
- Gross enrolment rate for women in higher education as a % of the male rate.

The relevant current data is documented in the *Rapport annuel 2007*.

The *Rapport annuel 2007* also incorporates a list of the projects to promote women that Luxembourg is supporting as part of its international obligations, including the financial resources used by Luxembourg. The data is updated annually.

3.3. *Ministère des Classes moyennes, du Tourisme et du Logement* (Ministry of Small Firms and Traders, Tourism and Housing)

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
8.2. Analysis of the legislation on the right to start up businesses and the promotion of business start-ups in relation to equality			
8.2.1. Share of women and men involved in business start-ups			

Note: Given that work has not yet begun on this measure, the values for the indicators have yet to be calculated as well.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
8.3. Introduction of a new software for gender-specific statistics for traders, craftsmen and freelancers			
8.3.1. Introduction and application of the software			Test phase for the software
8.3.2. Share of women in managerial positions and on company boards			
8.3.3. Communication of the results of the analysis of gender-specific statistics for traders, craftsmen and freelancers			
8.3.4. Development and implementation of measures to achieve equality on the basis of the findings			

Note: The software is only in the test phase. There are therefore no values yet for the indicators 8.3.2. - 8.3.4.

3.4. *Ministère de la Culture, de l'Enseignement supérieur et de la Recherche* (Ministry of Culture, Higher Education and Research)

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
2.6. Specific training measures			
2.6.1. Vertical and horizontal integration of gender into educational courses and research activities at the University of Luxembourg			
2.6.1.1. Number of training measures explicitly on the issue of “gender”			
2.6.1.2. Number of training measures that have integrated the issue of “gender” in a specialised manner			
2.6.1.3. Number of research activities at the University of Luxembourg on the issue of “gender”			
2.6.1.4. Equality-oriented curricula and teaching materials			
2.6.1.5. Female equality officer at the University of Luxembourg			

Note: The data for these indicators had still to be worked out at the time of the final data collection.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
2.6. Specific training measures			
2.6.2. Systematic inclusion of gender in advanced training for teachers			
2.6.2.1. Number of training measures explicitly on the issue of “gender”			
2.6.2.2. Number of training measures that have integrated the issue of “gender” in a specialised manner			
2.6.2.3. Equality-oriented curricula and teaching materials			
2.6.2.4. Female equality officer at the University of Luxembourg			

Note: The data for these indicators had still to be worked out at the time of the final data collection.

Review of the indicators defined that extend beyond the NAP Culture Department	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
Number of women and number of men who attend concerts			
Number of women and men who apply for a cultural grant (broken down into type of grant)			
Number of women and men who receive a cultural grant (broken down into type of grant)			
Success rate for women and men applying for a cultural grant			
Distinction between male and female freelance artists who represent Luxembourg abroad and who are supported by the <i>Ministère de la Culture, de l'Enseignement supérieur et de la Recherche</i>			
Purchase of works of art: how many works come from men and how many from women?			
Breakdown of spending on purchases, by gender			
Number of male and female students in the various departments at the University of Luxembourg			
Number of women and men at all staff levels at the University of Luxembourg (in collaboration with the Research Department)			
Number of women and men who receive " <i>Aide financière</i> " (financial support), broken down into study area			
Number of women and men who receive a " <i>Prime d'encouragement</i> " (incentive payment), broken down into cycle of study			

Review of the indicators defined that extend beyond the NAP Research Department	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
Number of women and men with a research contract at all levels at the University of Luxembourg (in collaboration with the <i>Enseignement Supérieur</i> (Higher Education) department and public research centres)			
Number of women and men who apply for a “ <i>bourse de formation-recherche (BFR)</i> ” (research grant), broken down into study area (documented from 2007 onwards)			
Number of women and men who receive a “ <i>bourse de formation-recherche (BFR)</i> ” (research grant), broken down into study area (documented from 2007 onwards)			

Note: The data needed to calculate the actual values for these indicators has only been collated on a gender-differentiated basis since 2008. It should be available at the start of 2009.

3.5. *Ministère de l'Economie et du Commerce extérieur* (Ministry of the Economy and Foreign Trade)

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
6.1.2. Gender-specific guidance, education and advanced training systems (for personnel development in the <i>Ministère de l'Economie et du Commerce extérieur</i>) which are tailored to the labour market			
Indicators need to be re-defined, e.g. the number of people who have attended advanced training events.			

Note: This measure was confined to inner-ministerial personnel development measures introduced in the *Ministère de l'Economie et du Commerce extérieur*. The indicators for measuring the impact of the measures on equality in the ministry therefore need to be re-defined.

Review of the indicators defined for the measure 6.1.3. Equality in work that ensures a livelihood	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
The indicators for observing and assessing economic trends in respect of jobs in businesses are present and broken down into gender			

Note: The economic data is available in the *Ministère de l'Economie et du Commerce extérieur* on a gender-differentiated basis.

Additional indicators	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
6.0.1. Employment rate by gender, with highest level of education and training (Central Service for Statistics and Economic Studies – STATEC)			
6.0.2. Employees, by industry, size of business and gender (STATEC)			
6.0.3. Share and quantity of women and men in managerial positions in the <i>Ministère de l'Economie et du Commerce extérieur</i> according to their status in the hierarchy (MECO)			

Note: Data was not available at the time the report was issued and/or had not been submitted to Gitte Landgrebe S.à.r.l.

3.6. *Ministère de l'Education nationale et de la Formation professionnelle* (Ministry of National Education and Vocational Training)

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
2.1.1. Embodying of equality in legal texts of general consequence			
2.1.1.1. Reflected in the wording of the law 2.1.1.2. Checked by the gender competence cell in the ministry	Equality not included in the law	Equality integrated	Bill with integration of equality has failed in the legislative procedure

Note: At administrative level and by resolution of the Council of Government (Executive) the target value was met, but the law failed in the parliamentary process with the result that the actual value for 2008 is negative.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
2.1.2. Inclusion of GM in new framework plans and curricula for primary education			
2.1.2.1. Goal formulation in the mandate	Missing	Goal formulated on a gender-differentiated basis	Goal formulated on a gender-differentiated basis
2.1.2.2. "Test" (evaluation tool) to review the competences (actions and attitudes) at the end of the 6 th year of schooling (optional)	Tests still missing	Tests developed for review	Tests still missing

Note: The competences need to be developed first. Only then can "tests" be introduced to review them. More time is required for this.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
2.1.3. Continuous introduction of gender into school programmes and manuals: history textbook, social studies; <i>science intégrée</i> (integrated science) for lower secondary education			
2.1.3.1. Indicators for print media and electronic media have been introduced	Need for indicators	Agreement on binding indicators	<i>Guide de la communication publique</i> (public communications guide) available
2.1.3.2. Continuous advanced training for teaching staff	Need for advanced training	Continuous advanced training courses for teaching staff	Appropriate advanced training in the ministry's SCRIPT programme
2.1.3.3. Review of publications for equality as standard	Need for a standard for review	Review as standard	Review is standard

Note: The *Ministère de l'Éducation nationale et de la Formation professionnelle* has been involved in the work on the "*Guide de la communication publique*".

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
2.1.4. Introduction of gender into both school development and the evaluation of school quality			
2.1.4.1. The gender dimension has been integrated systematically into quality development (4-steps model)			
2.1.4.2. The process is documented (method of quality development as an indicator)			

Note: There is no data for these indicators in the ministry. This measure is the responsibility of the schools.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
2.1.5. Inclusion of gender in the evaluation of academic performance from the 6 th year of schooling onwards			
2.1.5.1. Data is available on a gender-differentiated basis	Need for gender-differentiated data	Data collated on a gender-differentiated basis	Data collated on a gender-differentiated basis
2.1.5.2. Interpretation of the data is gender-specific	Need for gender-differentiated interpretation of data	Data interpreted on a gender-differentiated basis	Data interpreted on a gender-differentiated basis
2.1.5.3. Gender difference is taken into consideration in the measures/action consequences derived from the results	No action consequences from the findings	Measures developed on the basis of the results	No measures developed as yet

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
2.1.6. Inclusion of gender in educational activities/projects – campaign for the development of self-confidence among boys and girls as part of the “ <i>le bien-être à l’école</i> ” (wellbeing at school) programme			
2.1.6.1. The gender dimension has been integrated systematically into quality development (4-steps model)	Need for integration of the gender dimension into quality development	Integration of the gender dimension into quality development	No integration of the gender dimension into quality development
2.1.6.2. The process is documented (method of quality development as an indicator)	No documentation	Documentation	No documentation

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
2.2.1. Measures for secondary school pupils in Grade 4: information at the time career choices are made			
2.2.1.1 Number of pupils reached	--	--	--
2.2.1.2. Long-term change in the career choices of girls and boys	--	--	--

Note: This measure is not evaluated, so the indicators are not measured either. An impact assessment also appears difficult because other factors influence career choices as well, such as origin and background.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
2.2.2. Introduction of gender into the action programme "Guidance"/career choice			
2.2.2.1. Number of pupils reached			
2.2.2.2. Institutional collaboration between the ministries and authorities formally responsible for this area			
2.2.2.3. Inclusion of the gender aspect in brochures			
2.2.2.4. Equality aspects are integrated in the " <i>education aux choix</i> " (careers education) programme		Equality orientation of the programme	Equality orientation of the programme

Note: This measure is not evaluated, so the indicators are not measured either. An impact assessment also appears difficult because other factors influence career choices as well, such as origin and background.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
2.2.4. Promotion of atypical careers and educational pathways (girls' or boys' day)			
2.2.4.1. Number of pupils reached			
2.2.4.2. The vocational fields chosen by boys and girls			

Note: There is no data for these indicators in the ministry. It is collated by the Women's Information and Documentation Centre (*CID FEMMES*).

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
2.2.5. Advanced training and raising of awareness of staff involved in offering guidance			
2.2.5.1. Number of measures	--	--	--
2.2.5.2. Number of people reached, by gender			

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
2.3. Embedding of gender in the mindset of school staff through the following: appointment of a board member who will assume responsibility for this; advanced training for select class teachers; specific training for those interested in joining the board			
2.3.1. Board member has been appointed and is active			
2.3.2. Number of advanced training courses in a year			
2.3.3. Number of teachers reached, by gender			
2.3.4. Number of specific training courses in a year			
2.3.5. Number of teachers reached, by gender			

Note: There is no data for these indicators in the ministry. For the 2008/2009 school year, 8 female and 3 male teachers at *lycées* (secondary schools), each with a part-time position, are free to discharge the duties of the equality officer.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
2.4. Promotion of equality within the ministry's HR administration: charter of values			
2.4.1. Charter of values has been adopted and is available in print	Need for charter of values	Charter of values introduced	Charter introduced into the departments and available in print
2.4.2. Measures to introduce the charter of values are implemented	Need for measures to introduce the charter into departments	Measures implemented	
2.4.3. Charter of values is communicated continuously	Need for continuous communication of the charter	Charter communicated continuously	Communication for new staff
2.4.4. Three female contacts have been appointed within the ministry at various levels	No contacts	Employees have contacts	3 female contacts appointed
2.4.5. Gender-differentiated analysis of personnel according to working hours and managerial positions	No basis for equality-oriented personnel planning	Gender-based overview of working hours and managerial positions	Analysis not yet performed

Review of the indicators defined for the measure 2.4. Promotion of equality within the ministry's HR administration: charter of values	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
2.4.6. Gender-specific advertising of vacancies	Deficiency in consideration for equality in hiring	Gender-specific advertising as standard	Gender-specific advertising as standard introduced
2.4.7. Indicators for print media and electronic media have been introduced for public relations work	Need for indicators	Agreement on binding indicators	<i>Guide de la communication publique</i> (public communications guide) available
Review of the indicators defined for the measure 2.5. Promotion of equality in access to lifelong learning and the information society	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
2.5.1. Indicators for print media and electronic media have been introduced into targeted public relations work	See 2.4.7	See 2.4.7	See guide
2.5.2. Public relations work for mothers/fathers on parental leave	Need for public relations work	Regular public relations work for mothers/fathers	No public relations work
2.5.3. Data on participation in measures, by gender and target group	Need for gender-differentiated data	Data available on a gender-differentiated basis	Data available on a gender-differentiated basis
2.5.4. The promotion law passed is implemented	Law passed	Law implemented	Law implemented

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
2.5. Promotion of equality in access to lifelong learning and the information society			
2.5.5. Participation in courses, by gender	Need for gender-differentiated data	Data available on a gender-differentiated basis	Data available on a gender-differentiated basis
2.5.6. National Eurostat study			

Note: There is no knowledge of a national Eurostat study. There is therefore no data for the indicators.

Additional indicators for measuring and evaluating public education and training	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
Share of the population between the ages of 18 and 24 who completed secondary level I schooling and did not go on to further school education or vocational training (by gender)	2005 12.9% women 12.8% men	2010 10%	
Total number of graduates (ISCED ⁶ levels 5A, 5B and 6) in courses related to mathematics, science and technology, by gender – according to data belonging to UNESCO, OECD and EUROSTAT, roughly 30% women in 2003 Share of people aged 20 – 24 who have completed at least secondary level II	2005 71.7% women 70.4% men	2010 85%	
Percentage of pupils who reach no higher than proficiency level I on the PISA scale for reading proficiency, by gender			

⁶ ISCED: International Standard Classification of Education. This was developed by UNESCO in the 1970s for the purpose of compiling national and international statistics for education. It covers the entire spectrum of organised learning from pre-school teaching to further education and advanced training.

Additional indicators for measuring and evaluating public education and training	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
Percentage of the population between the ages of 25 and 64 who attended education or training courses in the four weeks prior to the data collection period	2005 9.5% women 9.3% men	2010 12.5%	
Number of pupils repeating a year, by gender and type of school			
School projects on equality			
Public spending on education in percent of GDP			
Population with a degree from an institution of higher education, by study area, age and gender			
Persons in gainful employment, by level of education, age and gender			
Data in all areas of the education sector broken down into gender			
Monitoring system to check equal access to education and training for boys and girls			

Note: Data was not available at the time the report was issued and/or had not been submitted to Gitte Landgrebe S.à.r.l.

3.7. *Ministère de l'Egalité des chances* (Ministry for Equal Opportunities)

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008 ⁷)
1.6. Promotion of non-governmental organisations that are providers of facilities for women and girls with children			
1.6.1. State funding or size of state funding for women's refuges and advice centres	2006: € 7,348,028 ⁸	Budget planned annually	7,503,360 (cost increases)
1.6.2. Number of places in <i>centres d'accueil classiques</i> (women's refuges and assisted accommodation)	144 for women and children	144 (as required – still a need in the south)	144
1.6.3. Number of women and children reached by women's refuges	462 women, 512 children; demand: 357 women	No target value	492/326 (2007 – see annual report)
1.6.4. Number of advice centres for women	16	Adjusted to requirements	23 (2007) ⁹
1.6.5. Number of women helped by advice centres for women	¹⁰		¹¹

⁷ Some values are only calculated after the end of the year (see annual report).

⁸ Full financing of housing, advice and living costs for women.

⁹ All women's advice centres, not just those for victims of domestic violence, because this is about combatting poverty and promoting social inclusion.

¹⁰ 2007: 1,794 women were helped at the women's advice centres, 717 of them had been affected by violence (Council of Government report). A new database is being trialled (August 2008 to December 2008). This will supply uniform statistics for women's refuges and advice centres (with similar objectives) for 2008.

¹¹ A new database is being trialled (August 2008 to December 2008). This will supply uniform statistics for women's refuges and advice centres (with similar objectives) for 2008.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
4.1. National campaign for a violence-free culture			
4.1.1. Networking			
4.1.1.1. Number of experts in the various areas of intervention (social workers, police, judiciary) – 12 female trainers, who were themselves trained 5 years ago (train the trainer) and work according to the same standards. They are employed in the various advanced training courses.	12 female trainers	15	10: 2 have quit; more women set to be trained in autumn 2008
4.1.1.2. Networking of facilities and institutions working in the field of violence and trafficking in women – regular meetings with players in relation to trafficking in women	-- ¹²	3 meetings/year	5 meetings in 2007 and 2 meetings in 2008

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
4.1.2. Training courses for players in all campaign areas in order to expand knowledge for early recognition of domestic violence			
4.1.2.1. A coordinated advanced training concept is in place	--	Coordinated advanced training concept (module)	Module in place
4.1.2.2. A coordinated and uniform survey for participants is in place	--	Uniform assessment questionnaire	In place (by the end of 2008)
4.1.2.3. Number of advanced training courses held	2006: (see below)	--	2007: (see below)
4.1.2.4. Number of women and men reached	See below	--	See below

¹² Advanced training on 04/05 December 2006 with Ms Eva Schaab from Solwodi e.V. The creation of the network followed this.

Note:

2006: 3 events for personnel in social services and health care with 96 women and 15 men;

4 events for personnel in education with 68 women and 18 men;

1 event as part of police training with 10 women and 46 men (annual report 2006:61)

2007: 3 events for personnel in social services and health care with 34 women and 3 men;

5 events for personnel in education with 75 women and 15 men;

1 event as part of police training with 14 women and 54 men;

45 events dealing with violence and sexual abuse in post-primary education with 327 girls and 395 boys (annual report 2007:105ff)

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
4.1.4. Advanced training courses for teaching staff in cooperation with the <i>Ministère de l'Éducation nationale et de la Formation professionnelle</i> (Ministry of National Education and Vocational Training)			
4.1.4.1. Number of advanced training courses held	0	Per <i>lycée</i> (secondary school) 1	1
4.1.4.2. Number of women and men reached	0	15	0

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
4.1.5. Training for the police in cooperation with the police academy			
4.1.5.1. Integration into the existing training classes	2	2	2
4.1.5.2. Number of women and men reached	46 men; 10 women	All class members	2007: 54 men, 14 women

Review of the indicators defined for the measure	Actual value 2006/2007 (start of NAP implementation)	Target value	Actual value (10/2008)
4.1.6. Scientific impact analysis in relation to the Protection from Violence Act			
4.1.6.1. Number of (police) expulsion orders	188	--	214 (2207)
4.1.6.2. Analysis of statistics relating to the police, the Service Providing Assistance to Victims of Domestic Violence (SAVVD), the public prosecutor's office and the <i>Comité de coopération</i> (Cooperation Committee)		Defined by law	Takes place regularly, agreed in law, figures available
4.1.6.3. Interpretation of the data, reporting and communication of the results		Report to Council of Government and Parliament	Report available, debate on it in March 2008

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
4.1.7. Development of tools to take care of children as victims or witnesses of domestic violence			
4.1.7.1. Exchange with women's refugees in Germany on the practice of caring for children as victims or witnesses of domestic violence – has taken place		As required – once	Took place in 2007
4.1.7.2. Tools have been developed to take care of children as victims or witnesses of domestic violence	Lack of transparency regarding support tools used	Transparency regarding existing tools used and any necessary new tools	All tools are available to MEGA and all facilities Conclusion planned
4.1.7.3. Tools are used in practice	--	Every facility uses tools	No relevant statements exist as yet

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
4.1.7. Development of tools to take care of children as victims or witnesses of domestic violence			
4.1.7.4. Evaluation of the actual support given and communication of the results	--	1 annual assessment meeting with minutes	Start from 2007

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
4.1.8. Evaluation of the effectiveness of refuges and advice centres			
4.1.8.1 Results of the statistics for women's refuges and advice centres as well as for the "Riicht eraus" (Outreach) advice centre for violent men (see appendix on the profile of victims and offenders)	--	Calculation of data through external evaluation	Analysis report in 2009
4.1.8.2. Analysis of surveys involving women's advice centres, the <i>Service d'assistance aux victimes de violence domestique</i> (Service Providing Assistance to Victims of Domestic Violence) and women's/girls' refuges	--	Annual analysis and discussion	Analysis and discussion have taken place
4.1.8.3. Findings of children's groups, e.g. <i>service psy-enfants</i> (child psychology service), etc.	--	Annual analysis and discussion	Analysis meeting 11/2008
4.1.8.4. Annual reports of women's refuges and advice centres as well as of advice centres for violent men	Data in the annual report	Annually	Issued annually
4.1.8.5 Annual report by MEGA	Data in the annual report	Annually	Relevant data included
4.1.8.6. Annual report by the <i>Comité de coopération</i> (Cooperation Committee) to the government	rapport06comitéversi onCG.doc	Annually	<i>Rapport au Conseil de Gouvernement</i> (Report to Council of Government)

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
4.1.8. Evaluation of the effectiveness of refuges and advice centres			
4.1.8.7. Analysis and interpretation of the data and communication of the results	Initial report	External report	Analysis report in 2009

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
4.1.9. Raising of public awareness with regard to the issue of domestic violence			
4.1.9.1. Use of cinema and television advertising	Lack of informative material	Cinema advert – use in cinemas and on television	Advert ran three times a week in cinemas in 2007, once a month on television in 2008 from February to June and also in cinemas in November (on the International Day for the Elimination of Violence Against Women) Use of cinema advertising cut back for cost reasons
4.1.9.2 Brochure is on display in police stations, pharmacies, NGOs, immigration offices and hospitals, etc. in French, German, Portuguese, Serbo-Croat and Albanian	Lack of multilingual informative material (only available in German and French)	Multilingual brochure, display in places that disseminate information	Distributed everywhere, regular dispatch English version planned for 2009

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
4.2 Campaign against trafficking in women			
4.2.1. Quantitative and qualitative evaluation of public attitude			
4.2.1.1. Part of the study by market research company ILRES	--	Study in 2007	Study data

Note: See annual report P. 108 to 113; study was included in the 2nd interim report as an example of best practice

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
4.2.2. Cartography of prostitution			
4.2.2.1. Analysis of the cartography results (see 2 nd interim report, brochure, MEGA website)	--	Available	Available
4.2.2.2. Assessment of conferences held by the committee (police, relevant women's refuges and advice centres, the <i>Ministère de la Justice</i> (Ministry of Justice), the public prosecutor's office, the <i>Ministère de la Santé</i> (Ministry of Health), <i>Aids-Berodung Croix-Rouge</i> (Red Cross AIDS Services) – monitoring of study	1 meeting in 2006	-	2 meetings in 2007
4.2.2.3. Analysis of the public opinion poll by market research company ILRES on the issue of prostitution	--	Press conference	
4.2.2.4. Interpretation of the data and communication of the results (press conference, specialist conference)	--	Report and documentation	Conference in 2008

Note: Study was presented to the public in 2007 and received fairly considerable media coverage.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
4.2.3. Listing of requests from punters (12% of interviewees for the study by market research company ILRES were punters)			
4.2.3.1. Documentation of customer requests by asking prostitutes about punters	--	Report Cartography	Available since 2007
4.2.3.2. Analysis of the requests and communication of the results	--	Report Cartography	Available since 2007

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
4.2.4. Creation of a support network for victims of human trafficking			
4.2.4.1. Analysis of the drop-in centre surveys	--	1 survey/year	
4.2.4.2. Analysis of the statistics of the drop-in centre, the police and the association <i>Femmes en détresse</i> (Women in Need)			* Available
4.2.4.3. Networking of facilities and institutions (provided for in law) that work in the field of violence and trafficking in women	Meeting in 2006	Regular meetings	Meeting in 2007 plus internal meetings
4.2.4.4. State funding of support facilities for victims	--	2 places	1.5 places
4.2.4.5. Number of support facilities	--	2	2
4.2.4.6. Number of women reached by non-governmental organisations (2007/2008)	--		* 1 female victim of human trafficking / 2 female victims of forced prostitution

Note: Bill exists and has been discussed twice in the *Comité Interministériel* (Inter-Ministerial Committee), in July 2008 within the context of an amendment to the Penal Code and Immigration Act, which also provides for social services for victims of human trafficking.

Review of the indicators defined for the measure 4.2.5. Raising of customer awareness	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
4.2.5.1. Number of measures to raise customer awareness	--	--	Conference on prostitution held Informative material available on various issues Draft law introduced by 4 delegates on prostitution: prostitution should be made a criminal offence

Review of the indicators defined for the measure 4.2.6. Multilingual information tool for women	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
4.2.6.1. Dissemination of a multilingual information tool for anyone providing prostitution services			

Note: Still in the planning stage at the time of the final data collection.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
6.1 National plan for innovation and full employment 6.1.9. Continuation of the “Affirmative Action” programme and evaluation of the impact of the programme			
Newly devised indicators exist as well as a revised standard questionnaire	New, due to change to the concept	Indicators applied	Indicators applied

Note: The indicators are documented in the guideline for the “Implementation of Affirmative Action in the Private Sector in Luxembourg”, dated 27.10.2007. They are structured into three action areas:

- Action area 1: Equality of women and men as employees
 - Action area 1.1 Hiring and employment
 - Action area 1.2 Income distribution
 - Action area 1.3 Personnel development and career advancement
 - Action area 1.4 Corporate culture
 - Action area 1.5 Sexual and moral harassment in the workplace
 - Action area 1.6 Change of occupation
- Action area 2: Equality of women and men in decision-making positions
- Action area 3: Equality of women and men in the ability to balance work and private life

An example from action area 1.1 Hiring and employment

Goals	Indicators (in company survey and employee questionnaire)	Target value for indicators
Deploy women and men in line with their qualifications	(2) Share of women and men in employment <ul style="list-style-type: none"> • in occupational categories • in positions • in fixed-term employment • in marginal employment • in part-time employment (with reduced hours) 	<ul style="list-style-type: none"> • Same access to and same distribution of employment for both sexes (no discrimination in respect of hours, place of work or forms of employment contract) • Same access to and equal distribution of positions (see action area 3: equality of women and men in decision-making positions) • For part-time employment, see action area 2: equality of women and men in the ability to balance work and private life

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
6.1.10. Abolition of gender-specific differences in income within the context of affirmative action			
6.10.1.1 Equality in income distribution/reduction in differences in income International indicators of the Central Service for Statistics and Economic Studies (STATEC) are applied	*	*	*

Note: Data for indicators cannot be displayed for data protection reasons. So far, the measure has only been implemented in individual companies.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
6.1.11. Advanced training for gender-specific evaluation and assessment of job content in collaboration with trade unions and companies within the context of affirmative action			
A customised questionnaire has been developed	--	Questionnaire used	Within the context of advanced training on the issue of equal pay with Swiss experts Katz & Baitsch: ABAKABA job evaluation scheme used in autumn 2008

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
6.2. Business start-up: organisation of activities by the network involving the <i>Ministère de l'Economie et du Commerce extérieur</i> (Ministry of the Economy and Foreign Trade), the <i>Ministère des Classes moyennes, du Tourisme et du Logement</i> (Ministry of Small Firms and Traders, Tourism and Housing), the Union of Luxembourg Enterprises (UEL), the <i>Chambre des Métiers</i> (Chamber of Skilled Trades) and the Federation of Female CEOs of Luxembourg (FFCEL)			
6.2.1. Planned activities take place in 2008		Event in 2007	Event in 2008
6.2.2. Evaluation of the activities in 2008		Evaluation results	Evaluation results
6.2.3. Public communication of the activities		Reports in the media, MEGA annual report	Reports in the media, MEGA annual report

Note: Lack of data so far for an evaluation of the indicators. And the cooperation partners either do not have the data or have not published it yet.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
6.5. Implementation of the EU directive on equal treatment between men and women in the access to and supply of goods and services (Directive 2004/113/EC)			
6.5.1. Directive has been implemented	No implementation of the directive so far	Directive implemented	Report to EU

Note: The report to the EU has been scheduled for December 2008. The report is necessary due to the legal exception that insurance tariffs may differ for the sexes. The exception must be justified and supervised. The tariffs must also be transparent.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
6.6. Integration of all equality laws in the areas of employment, remuneration and access to goods and services into one fundamental law for equality between women and men (EU directive of 2002)			
6.6.1. Law has been enacted		Valid law	Not implemented in this legislative period Legislation in the area of employment has been bundled with the " <i>Code du Travail</i> " (Labour Code)

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
7.1. Promotion of the participation of women in political and economic decisions			
7.1.1. Promotion of advanced training for female candidates and politicians			
7.1.1.1. Number of measures	--	1 measure per party	Start in 2008
7.1.1.2. Women reached	--	60 women (12 women per party)	Data in 2009

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
7.1.2. Studies on the participation of women			
7.1.2.1. "Women in the Labour Market" study will be published again in 2007	Study from 1997 and 2004	Continuous updating of the study	Study in 2007

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
7.1.3. Encouragement for companies within the context of affirmative action			
7.1.3.1. Companies currently involved per year	Average of 10 per year since the start	10	10

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
7.1.4. Media campaign to promote equality			
7.1.4.1. Posters, folders, press advertising	Information deficiencies	Public information	Provided for in the media plan and implemented
7.1.4.2. Brochure sent to all civil servants	Information deficiencies	Public information	Brochure sent
7.1.4.3. Planning of further campaigns	Information deficiencies	Public information	New posters planned for 2008, new media too

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
7.1.5. Studies, initiatives and information and awareness campaigns for companies			
7.1.5.1. "Women in the labour market" study	Study from 1997 and 2004	Continuous updating of the study	Study in 2007
7.1.5.2. Further studies in preparation or in progress		No further studies	No further studies planned

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
7.2. Promotion of equality in local politics through the implementation of an information circular of 7/2005			

Note: A separate book provides the communes with instructions for analysing structures in the municipality (toolbox), see: http://www.mega.public.lu/actualites/actu_min/2007/07/politique_communale020707/outils/index.html

Responsibility for collating data lies with the communes.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
7.3. Prize for best equality policy			
7.3.1. Number of communes involved in the competition (quota)			

Note: The prize is to be advertised at the end of 2008. 14 indicators (incl. commitment, obligation, equality concept, reports in the municipal council, public relations work, advanced training for officials) have been developed. A separate book provides the communes with instructions for analysing structures in the municipality (toolbox), see:
http://www.mega.public.lu/actualites/actu_min/2007/07/politique_communale020707/outils/index.html

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
8.1. Reinforcement of state structures			
8.1.1. Action plan with analysis, implementation plan and evaluation			
8.1.1.1. Action plan has been adopted and is available	Start of the implementation of measures	Measures implemented and assessed	Status of measures in 2008 (see minutes of meetings)
8.1.1.2. External evaluation has been awarded	Start of the work	2 interim reports 1 final report	2 interim reports, final report at the end of 2008

Review of the indicators defined for the measure Evaluation report on the impact of the measures	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
8.1.2.1. Annual reports of the individual ministries on the implementation status of their measures (specialist and structural measures)	Agreement on annual reporting in writing in the C.I., assistance in the form of a template	Annual report	One-off written report from 7 ministries
8.1.2.2. Annual evaluation report from the external company	Reporting contractually agreed	2 interim reports	2 interim reports
8.1.2.3. Continuous communication of the evaluation results in the C.I.	Continuous communication	Continuous communication	TOP in every meeting of the C.I.

Review of the indicators defined for the measure 8.4. Review of laws and ordinances in respect of gender equality	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
8.4.1. <i>Fiche d'évaluation d'impact</i> (impact assessment form) has been adopted and introduced	Preparation and adoption of <i>fiche</i>	Introduction of <i>fiche</i> into regular practice	Analysis by 8/2008
8.4.2. Analysis of the <i>fiche d'évaluation d'impact</i>	<i>Fiche</i> introduced at the end of 2006	Annual analysis	First analysis in the 2 nd interim report on the external evaluation
8.4.3. Communication of the results in the C.I.	<i>Fiche</i> introduced at the end of 2006	Annual communication of the results in the C.I.	Presentation and discussion of the results in the C.I. (2/2008) and as part of the final report (12/2008)

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
9. Implementation of basic rights			
9.5. Raising of awareness and information on the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) through publication of the school guide to it			
9.5.1. School guide is available	Completion and distribution of school guide	Distribution to all <i>lycées</i> (secondary schools)	Distribution to all <i>lycées</i>
9.5.2. Analysis of teacher surveys		Analysis of teacher surveys	No surveys back
9.5.3. Analysis of pupil surveys		Analysis of pupil surveys	No surveys back
9.5.4. Documentation and communication of the results			No documentation due to a lack of material

Note: The guide has been distributed, but no assessment questionnaires have been sent to the *Ministère de l'Égalité* (Ministry for Equal Opportunities). In one school in which the guide is being used, an in-depth discussion was conducted with the female equality officer. The outcome of this was that use of the guide would not be communicated internally and would be left up to the individual teacher.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
10. Media			
10.1. Organisation of equality awareness campaigns			
10.1.1. Number of campaigns	Two campaigns in 2006	Annual campaigns	2 campaigns in 2007 and 2008

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
10. Media			
10.1. Organisation of equality awareness campaigns			
10.1.2. Target groups reached	Public	Public	New data in 2009
10.1.3. Response from the public	Survey, results available	Determining of response via regular telephone surveys	Survey conducted in 2008

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
10. Media			
10.2. Promotion of a balanced presence of women and men in communication professions (press associations, communication and IT agencies) through			
10.2.1. Analysis of statistics and studies			
10.2.1.1. Analysis of the "Daily newspapers" study is available	Available		
10.2.1.2. Documentation and communication of the results	Study was sent to newspapers, no response		Provision in 2008 as background information
10.2.1.3. Analysis of the study "Women and men on the news on Luxembourg television" is available (RTL study 2005)	No consequences drawn in relation to the measure	--	Provision in 2008 as background information
10.2.1.4. Documentation and communication of the results			

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
10. Media			
10.2. Promotion of a balanced presence of women and men in communication professions (press associations, communication and IT agencies) through			
10.2.1. Analysis of statistics and studies			
10.2.1.5. Analysis of the survey on the ministry's advertising campaign and on personal viewpoints concerning the issue of gender equality is available	2006 survey		2008 survey with the same question, results available
10.2.2.6. Documentation and communication of the results			

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
10.2. Promotion of a balanced presence of women and men in communication professions (press associations, communication and IT agencies) through			
10.2.2. Promotion of affirmative action in the area of communication			

Note: The indicators defined in 2006 for the review of the measure have been superseded through the creation of the “*Guide de la communication publique*” (public communications guide).

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
12.1. Promotion of collaboration between the organisational units responsible for children's rights and CEDAW (exchange of information)			
12.1.1. Meeting between MEGA and the ombudswoman for children's rights	--	Meeting in 2008	Meeting took place in 2008

Note: On 04.12.2008, a joint conference was held between the *Ombuds Comité fir d'Rechter vum Kund* (Ombuds-Committee for Children's Rights), the *Fondation Kannerschlass* (Foundation to Combat the Sexual Exploitation of Children), the *Commission Consultative des Droits de l'homme* (Consultative Commission for Human Rights) and UNICEF Luxembourg, supported by the *Ministère de l'égalité des chances* (Ministry for Equal Opportunities) and the *Ministère de la famille et de l'intégration* (Ministry for Family and Integration).

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
12.2. Measures to raise awareness and provide information on equality through publication of the school guide to CEDAW (see 9.5)			
See indicators formulated for measure 9.5.: Raising of awareness and information on the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) through publication of the school guide to it			

3.8. *Ministère de l'Environnement* (Ministry of the Environment)

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
11.1. Integration of gender into the NAP for sustainable development – equality as essential principle			
Indicators			

Note: The indicators for implementation will be defined once the plan has been adopted in the Council of Government. So, indicators have yet to be developed as well in 2008.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
11.2. Analysis of the measures in the Kyoto Protocol and promotion of self-help projects in developing countries			
11.2.1. Number of projects			
11.2.2. Selection of developing countries			

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
11.2. Analysis of the measures in the Kyoto Protocol and promotion of self-help projects in developing countries			
11.2.3. Distribution of financial resources, by project and developing country			

Note: The ministry has not funded any projects. There is therefore no data for these indicators.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation) (data in 2005)	Target value in 2016	Actual value (09/2008)
11.3. Reorganisation of the forestry commission to take account of gender			
11.3.1. Increase in the employment ratio for women to 25% in the next 10 years	37 women (8.8%) 382 men (91.2%)	105 women (25%) 314 men (75%) ¹³	
11.3.2. Increase in the ratio of women at managerial level	No separate data here has been submitted for the forestry commission. The career data submitted relates to employees in the <i>Ministère de l'Environnement</i> (Ministry of the Environment) and in 2 environmental administrations.		

Note: The law is ready; the Council of Government has approved it.

¹³ This assumes that the number of employees in the forestry commission will remain constant.

3.9. *Ministère de la Famille et de l'Intégration* (Ministry for Family and Integration)

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation) ¹⁴¹⁵	Target value	Actual value (09/2008)
1.1. Introduction of gender mainstreaming into the NAP			
1.1.1. At-risk-of-poverty rate by Age group (0-15; 16-64; 65+) Gender	<div> <div>All</div> <div>11</div> </div> <div> <div>0-15</div> <div>18</div> </div> <div> <div>16+ all</div> <div>10</div> </div> <div> <div>16+ men</div> <div>10</div> </div> <div> <div>16+ women</div> <div>10</div> </div> <div> <div>16-64 all</div> <div>11</div> </div> <div> <div>16-64 men</div> <div>11</div> </div> <div> <div>16-64 women</div> <div>11</div> </div> <div> <div>65+ all</div> <div>6</div> </div> <div> <div>65+ men</div> <div>6</div> </div> <div> <div>65+ women</div> <div>6</div> </div> <div> <div>(2003)</div> <div></div> </div>		
1.1.2. Relative poverty gap (difference between the at-risk-of-poverty threshold – 60% of the average income of the total population – and the average income of the population below the at-risk-of-poverty threshold) by Age group (0-15; 16+; 16-64; 65+) Gender	<div> <div>All</div> <div>17</div> </div> <div> <div>0-15</div> <div>15</div> </div> <div> <div>16+ all</div> <div>17</div> </div> <div> <div>16+ men</div> <div>17</div> </div> <div> <div>16+ women</div> <div>19</div> </div> <div> <div>16-64 all</div> <div>19</div> </div> <div> <div>16-64 men</div> <div>17</div> </div> <div> <div>16-64 women</div> <div>20</div> </div> <div> <div>65+ all</div> <div>14</div> </div> <div> <div>65+ men</div> <div>14</div> </div> <div> <div>65+ women</div> <div>14</div> </div> <div> <div>(2003)</div> <div></div> </div>		

¹⁴ The Government of the Grand Duchy of Luxembourg: National Strategy Report on Social Protection and Social Inclusion, 2006.

¹⁵ Based on data from 2005 or before (where indicated).

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation) ¹⁶¹⁷	Target value	Actual value (09/2008)
1.1. Introduction of gender mainstreaming into the NAP			
1.1.3. At-risk-of-poverty rate by <ul style="list-style-type: none"> • Employment status (gainfully employed; unemployed; retired; not working) • Gender 			
1.1.4. Persons in households without employment by <ul style="list-style-type: none"> • Age group (0-17; 18-59) • Gender 	0-17 all 3.0 18-59 all 6.5 18-59 men 5.0 18-59 women 8.1 2004)		
1.1.5. Adults aged 18-59 in households without employment by type of household (single persons with no children; single persons with children; couples with no children; couples with children; others)	1-person household with no children 29.8 1-person household with children 7.0 2-person household with no children 39.0 2-person household with children 11.4 Others 12.8 (2003)		
1.1.6. Employment rate by gender	1998 2005 All 60.5 63.6 Men 74.5 73.3 Women 46.2 53.7		2007 All 64.2 Men 72.3 Women 56.1
1.1.7. Employment rate of older persons in gainful employment, by gender	1998 2005 All 25.1 31.7 Men 35.2 38.3 Women 15.5 24.9		2007 All 32.0

¹⁶ The Government of the Grand Duchy of Luxembourg: National Strategy Report on Social Protection and Social Inclusion, 2006.

¹⁷ Based on data from 2005 or before (where indicated).

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation) ¹⁸¹⁹		Target value	Actual value (09/2008)
1.1. Introduction of gender mainstreaming into the NAP				
1.1.8. Quota of young unemployed by gender	1998	2005		
	All 6.9	13.8		
	Men 6.5	11.8		
	Women 7.3	16.4		
1.1.9. Young adults without a school-leaving certificate, either as a student or during vocational training, by gender	2004	2005		
	All 12.9	13.3		
	Men 12.8	17.0		
	Women 13.0	9.6		
1.1.10. Average age on leaving the labour market, by gender				
1.1.11. Ratio between the average income of people over 65 and that of people between 0 and 64 years of age, by gender	All 1.00			
	Men 0.99			
	Women 1.01 (2003)			
1.1.12. Spending on social security in % of gross domestic product, by type of need (age, disability, death of spouse; illness; unemployment; family and children; accommodation and social exclusion)	All 22.7			
	Age, disability, death of spouse 11.8			
	Illness 5.8			
	Unemployment 1.0			
	Family and children 4.1			
	Accommodation and social exclusion 0.6			
	(2003)			

¹⁸ The Government of the Grand Duchy of Luxembourg: National Strategy Report on Social Protection and Social Inclusion, 2006.

¹⁹ Based on data from 2005 or before (where indicated).

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)²⁰²¹	Target value	Actual value (09/2008)
1.1. Introduction of gender mainstreaming into the NAP			
1.1.13. Life expectancy by Gender Age group (from birth; from the age of 45; from the age of 65)	20031995 Men at birth ...73.0 75.0 Women at birth ... 80.2 81.0 Men from age of 45 30.5 32.1 Women from age of 45 36.8 37.1 Men from age of 65 14.7 15.5 Women from age of 65 19.2 19.0		
1.1.14. Child mortality	1995 2004 5.6 3.9		

Note: The EU Commission has added more indicators for the National Strategy Report on Social Protection and Social Inclusion 2008 – 2010. The updated indicators have been included in the continuation of the action plan. Therefore, the list of indicators here ought to be adapted accordingly.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
1.2. Organisation of gender training for project managers in the NAP's inter-ministerial committee as well as for persons responsible for implementation			
1.2.1. Gender training courses have taken place (three gender training courses for departmental heads and senior officials)	0	3	3

²⁰ The Government of the Grand Duchy of Luxembourg: National Strategy Report on Social Protection and Social Inclusion, 2006.

²¹ Based on data from 2005 or before (where indicated).

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
1.3. Analysis of the measures of the NAP in respect of the gender dimension			Data from 2007
same as 1.1.			
1.3.1. Number of places in <i>maisons relais</i> (childcare centres) and crèches			
1.3.2. Quota of persons in gainful employment in <i>maisons relais</i> and crèches, by gender			169 men (12%) 1,263 women (88%)

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
1.4. Introduction of the category of gender into the statistics for social assistance by the National Agency for Social Measures (SNAS)			
1.4.1. All the data in the statistics for social assistance is broken down according to gender	Data not gender-differentiated	Data gender-differentiated as standard	Data available on a gender-differentiated basis

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
6.1.8. Increase in places of 66% in <i>maisons relais</i> (childcare centres) and 33.3% in crèches			
6.1.8.1. Number of places in <i>maisons relais</i> and crèches		4000 new places	
6.1.8.2. Number of trained caregivers in relation to the number of children to be looked after in <i>maisons relais</i> and crèches			

Note:

For 2006.²²

Places for children from 2 months to 2 years: from 574 to 583 => + 1.6 %

Places for children from 2 to 4 years: from 682 to 868 => + 2.1 %

Places for children from 0 to 12 years: from 572 to 550 => - 3.9 %

TOTAL = + 5 places = (+ 0.25%)

For 2007.²³

Places for children from 2 months to 2 years: from 583 to 589 => + 1.03 %

Places for children from 2 to 4 years: from 891 to 910 => + 2.13 %

TOTAL places (crèches + childcare centre crèches): 1499 (= 589 + 910)

+ 289 = 1788 places in total (full-time in state-run crèches)

*TOTAL = - 4 places = (- 0.3%)

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
9.6. Youth welfare campaign relating to diversity, human rights and participation			
9.6.1. Target group reached, by gender and age			
9.6.2. Organisation of materials and media			
9.6.3. Involvement of young people in projects, by gender and age			
9.6.4. Target group reached, by gender and age			

Note: This measure is not evaluated, so there is no data for measuring the indicators.

²² http://www.mfi.public.lu/publications/rapports-activite/rapp_act_2006.pdf, P. 65: "Tableau récapitulatif du réseau des structures d'accueil conventionnées" (Table summarising the network of state-run childcare facilities).

²³ http://www.mfi.public.lu/publications/rapports-activite/rapp_act_2007.pdf, P. 47: "Tableau récapitulatif du réseau des structures d'accueil conventionnées" (Table summarising the network of state-run childcare facilities).

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
9.7. Human rights education: training measures within the context of the agreement between the <i>Ministère de la Famille et de l'Intégration</i> (Ministry for Family and Integration) and the umbrella organisation, the Luxembourg Youth Council (CGJL)			
9.7.1. Gender-sensitive organisation of materials and media			
9.7.2. Systematised feedback from young people, by gender (feedback sheet)			
9.7.3. Systematised feedback from CGJL (feedback sheet)			
9.7.4. Continuous public communication and discussion of equality aspects in the media			

Note: Data was not available at the time the report was issued and/or had not been submitted to Gitte Landgrebe S.à.r.l.

3.10. *Ministère de la Fonction publique et de la Réforme administrative* (Ministry for Public Service and Administrative Reform)

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
8.1.5. Training of employees within the administration on the issue of gender			
Indicators to evaluate advanced training			

Note: The evaluation sheets were not used continuously, so there is no reliable data for measuring the indicators.

3.11. *Ministère de la Justice* (Ministry of Justice)

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
2.6. Specific training measures: proactive raising of awareness among members of the judiciary, police officers and prison staff			
Indicators to evaluate advanced training			

Note: The integration of gender mainstreaming into basic training for police officers has not yet begun. There is therefore no data yet for measuring these indicators. The training measures for the other occupational categories have not been evaluated, so there is no data available for these indicators either.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
9.2. Bill to combat human trafficking (implementation of international law)			
9.2.1. Tabling of a draft law to combat human trafficking in Parliament	Need for legal regulations to combat human trafficking	Law enacted	The bills are ready and have been tabled in the parliamentary process
9.2.2. Template for the <i>Fiche d'évaluation d'impact</i> (impact assessment form) for the bill	Absence of gender-differentiated legal impact assessment	Gender-differentiated legal impact assessment is standard	Template has been used

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
9.3. Bill to amend divorce			
9.3.1. Tabling of a draft law to amend divorce in Parliament	Equality-oriented modernisation of divorce law	Equality-oriented reform of divorce law is complete	The bill is being prepared
9.3.2. Template for the <i>Fiche d'évaluation d'impact</i> (impact assessment form) for the bill	Absence of gender-differentiated legal impact assessment	Gender-differentiated legal impact assessment is standard	Template has not been used yet because law is still being prepared

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
9.4. Bill to combat marriages of convenience and forced marriages			
9.4.1. Drafting of the bill in an inter-ministerial working group, using legislation from Austria and Germany as work aids			
9.4.2. Tabling of the draft law to combat marriages of convenience and forced marriages in Parliament	Equality-oriented modernisation of divorce law	Equality-oriented reform of divorce law is complete	The bill is ready and is currently being discussed in Parliament
9.4.3. Template for the <i>Fiche d'évaluation d'impact</i> (impact assessment form) for the bill	Absence of gender-differentiated legal impact assessment	Gender-differentiated legal impact assessment is standard	The relevance to equality has been checked. The impact has been classified as gender-neutral

3.12. *Ministère de la Santé* (Ministry of Health)

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
3.1. Integration of gender into health indicators and health information			
3.1.1. Share of overweight persons, by gender and age group			
3.1.2. Healthy years of life from the age of 65, by gender, according to the international definition			
3.1.3. Cancer rate, by gender and type of cancer			
3.1.4. Suicide rate, by gender and age group			
3.1.5. Percentage of current smokers, by gender and age group			
3.1.6. Average age of women giving birth to their first child			
3.1.7. Indicators for preventive medicine are being added (e.g. for young people: risk indicators (alcohol and drugs, emotional stress, physical strain)			

Note: Health indicators and health information are still in the planning and conception phase. There is therefore no data yet for these indicators.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
3.2. Integration of gender into the NAP for health			
3.2.1. Consideration for equality between women and men in all measures in the NAP for health			

Note: Work on this measure has not yet begun. There is therefore no data yet for these indicators.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
3.3. Promotion of healthy lifestyles <ul style="list-style-type: none"> • Gender-specific promotion of good health and preventive care through intersectoral and multidisciplinary collaboration • Application of national recommendations concerning breast cancer 			
3.3.1. Equal access for women and men to measures promoting good health			
3.3.2. Target groups for health-promoting measures, by gender and age			

Note: There is no data for these indicators.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
3.4. Raising of awareness relating to sexual and reproductive health <ul style="list-style-type: none"> • Sex education information on the spread of sexually-transmitted diseases and AIDS • Intensification of condom campaigns 			
3.4.1. Gender-differentiating design of brochures, pamphlets, etc.			
3.4.2. Gender-differentiating design of websites			This cannot be included due to a lack of time
3.4.3. Documented and communicated evaluation of measures to raise awareness			No data available because there is no evaluation

Note: There is no data for these indicators.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
3.5. Equality in health insurance – maternity			
3.5.1. <i>Fiche d'évaluation d'impact des mesures législatives sur l'égalité des femmes et des hommes</i> (impact assessment form for assessing the impact of legislative measures on equality between women and men)			

Note: Implementation of the measures has not been evaluated in the ministry. There is therefore no data for the indicators either.

3.13. Ministère de la Sécurité sociale (Ministry of Social Security)

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
1.5. Equality in the pension system and campaigns against illegal labour			
1.5.1. Analysis of social insurance law in relation to equality, taking into account: <ul style="list-style-type: none"> • Pensioners, by gender, age and pension amount • Pensioners, by gender, age and pension type (e.g. own pension, widow's/widower's pension or both together) • Pensioners, by gender and insurance term 			
1.5.2. Option for individualising pension rights has been reviewed			

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
1.5. Equality in the pension system and campaigns against illegal labour			
1.5.3. Splitting system in the event of divorce has been introduced			
1.5.4. Conditions for access to a pension have been analysed, taking into account: <ul style="list-style-type: none"> • Drawing of an early retirement pension at the age of 57²⁴, by gender and line of business • Utilisation of other insurance options (extension of insurance, supplementary insurance, co-insured), by gender and origin 			
1.5.5. Number of (additionally) insured domestic helpers (to prevent illegal labour)			

Note: Given that the project for equality in pension law is no longer being pursued, the list of indicators will not be processed further. Data on the number of (additionally) insured domestic helpers (to prevent illegal labour) was still not available at the time of the final data collection.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
3.6. Standardised national insurance card			
3.6.1. Administrative provision exists and is applied	Unequal treatment of both sexes with regard to entry of the name on the registration card	Equal treatment of both sexes with regard to entry of the name on the registration card	Name at birth is standard, supplemented with other options

²⁴ Condition is 40 compulsory insurance years.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
6.3. Compatibility: gender-specific analysis of the ability to balance work and family life			
6.3.1. Utilisation of parental leave ²⁵ , child-raising allowance, baby years, by gender			
6.3.2. Years off to bring up children, by gender			
6.3.3. Absences for family reasons, by gender			
6.3.4. Share of women and men among single parents			

Note: The data for these indicators is currently being collated and is expected to be available from February 2009.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
6.4. Opening-up of accident insurance to risks associated with volunteer work			
6.4.1. Legal basis has changed	Need to change the legal basis	Change of the legal basis in Parliament	Bill is currently before Parliament

Indicator extending beyond the action plan	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
Spending on health in % of gross national product, by gender			

Note: There is no gender-specific data on health costs in Luxembourg.

²⁵ Receipt of lump sum, no substitute wage payment, i.e. no contribution is made to social insurance.

3.14. *Ministère des Transports* (Ministry of Transport)

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (09/2008)
11. Environment			
11.5. Gender-specific analysis of local public transport offers (ÖNPV)			
11.5.1. Data on gender-specific differences in travel behaviour (e.g. route combination, means of transport used)			
11.5.2. Passenger car density (population by gender to cars)			
11.5.3. Traffic safety: annual number of road casualties (whether or not resulting in death), by gender and age group			
11.5.4. Annual subscribers to local public transport, by gender and age group			

Note: This measure has not been implemented, so there is no data for the indicators.

3.15. *Administration de l'emploi* (Administration for Employment)

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
2.2. Promotion of diversity in the educational and career choices of girls and boys			
2.2.3. Information campaign relating to careers with vacancies			
Note in 2007: There are no special campaigns, but 2.2.3.1. Standard of advice: advisers encourage pupils not to concentrate on gender-typical professions			The standards have been communicated, but not laid down in writing

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
2.2. Promotion of diversity in the educational and career choices of girls and boys			
2.2.4. Promotion of atypical careers and educational pathways (girls' or boys' day)			
2.2.4.1. Choice of atypical businesses			
2.2.4.2. Choice of atypical careers			
2.2.4.3. Depiction of women and men in atypical careers in informative material (e.g. woman as crane operator, man as nurse)			

Note: This measure is being implemented in cooperation with the Women's Information and Documentation Centre (*CID Femmes*), which is in overall control. *CID Femmes* is evaluating the measure. There is therefore no data available to ADEM for these indicators.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
2.2. Promotion of diversity in the educational and career choices of girls and boys			
2.2.5. Advanced development and raising of awareness of staff involved in offering guidance			
	Need to raise awareness of staff	Staff awareness of equality has been raised	Integration into existing internal advanced training

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008) (Reporting year 2007)
2.5. Promotion of equality in access to lifelong learning and the information society Support and training for unemployed women in collaboration with the Labour Office (AA) Funding for lifelong learning for the needy			
2.5.1. Number of projects promoted, which offer special measures for unemployed women	9		9
2.5.2. Special advice for women, which is provided by a female social pedagogue; from 2008, she will be joined by a female psychologist	3		3

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
6.1. National plan for innovation and full employment (NAP)			
6.1.1. Improved equality-oriented support structure for young people			
6.1.1.1. Quotas of young people registered as unemployed, by gender			
6.1.1.2. Number of measures to support young people (depending on the involvement of employers)			
6.1.1.3. Spread of participants in the measures, by gender and age			
6.1.1.4. Spread of participants, by gender and vocational fields			

Note: Data on the measures is documented in ADEM's annual report. Given that the basis of the data is not known, the data cannot be assigned directly. The monthly *Bulletin Luxembourgeois de l'emploi* (Luxembourg Employment Bulletin) does not, however, contain details of the quotas of young people registered as unemployed, by gender.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008) Reporting year 2007
6.1. National plan for innovation and full employment (NAP)			
6.1.2. Gender-specific guidance, education and advanced training systems for the unemployed – special measures with providers in industry			
6.1.2.1. Number of measures for unemployed women and men	28		31
6.1.2.2. Spread of participants in the measures, by gender			
6.1.2.3. Spread of participants, by gender and vocational field			

Note: The participation data has not been processed on a gender-differentiated basis.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
6.1. National plan for innovation and full employment (NAP)			
6.1.3. Equality in work that ensures a livelihood			
6.1.3.1. Employment rate by gender			
6.1.3.2. Employment rate of older persons in gainful employment, by gender (see NAP for poverty)			
6.1.3.3. Employment rate by gender and highest level of education and training			
6.1.3.4. Unemployed and long-term unemployed, by gender, age group and highest level of education and training			
6.1.3.5. Working hours with and without children, by gender			
6.1.3.6. Share of women and men in the volume of paid employment			
6.1.3.7. Average age on leaving the labour market, by gender			

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
6.1. National plan for innovation and full employment (NAP)			
6.1.3. Equality in work that ensures a livelihood			
6.1.3.8. Unemployed and long-term unemployed, by gender, age group and highest level of education and training			

ADEM only has data for job seekers. This is documented continuously in the monthly *Bulletin Luxembourgeois de l'emploi* (Luxembourg Employment Bulletin). The data on which the indicators are based is compiled in the Ministère de la Sécurité sociale (Ministry of Social Security).

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
6.1. National plan for innovation and full employment (NAP)			
6.1.4. Redynamising of a solidarity-based economy (equality in the integration of the disabled)			
6.1.4.1. Employment rate of disabled people, by gender and age			
6.1.4.2. Employment rate of disabled people, by gender and vocational field			
6.1.4.3. Unemployment rates of disabled people, by gender and age			
6.1.4.4. Placement rates of disabled people, by gender, age and vocational field			

Note: There is no gender-specific data for these indicators. The data could be calculated using data from the monthly labour market statistics. However, this is not very meaningful because the severity of the disability is not recorded. In Luxembourg, an employee is regarded as disabled if there is a 30% reduction in earning capacity. There is no further classification based on the severity of the disability. Owing to system differences in the international arena, the national figures cannot be compared with figures from other countries. So, these figures are not published in Luxembourg. According to the labour market statistics, more men than women are disabled in Luxembourg. Consequently, men dominate in quantity terms in all measures. Data for measuring the impact of the measure on equality is not available.

Review of the indicators defined for the measure	Actual value 2006 (start of NAP implementation)	Target value	Actual value (10/2008)
6.1. National plan for innovation and full employment (NAP) 6.1.5. Redynamising and optimisation of the labour administration			
No indicators			

Note:

Work has indeed begun on this measure, but equality is not included as an issue. The processes have been analysed, but with no details of who is doing the work. There are therefore no indicators for this measure.

4. Spread of the frequency of the *Fiche d'Impact* (standard form for assessing legal impact on a gender-differentiated basis), by ministries

Number of laws, ordinances, etc. by ministries (11/2006 to 7/2008)	Total bills		Without form		Laws only	Without form	
	absolute	in % ²⁶	absolute	in % ²⁷	absolute	absolute	in % ²⁸
<i>Ministère d'Etat</i> (Ministry of State)	17	2.7	7	44	4	1	25
<i>Ministère des Affaires étrangères et de l'Immigration</i> (Ministry of Foreign Affairs and Immigration)	56	8.9	49	88	41	33	83
<i>Ministère de l'Agriculture, de la Viticulture et du Développement rural</i> (Ministry of Agriculture, Viticulture and Rural Development)	45	7.1	5	11	1	0	0
<i>Ministère des Classes moyennes, du Tourisme et du Logement</i> (Ministry of Small Firms and Traders, Tourism and Housing)	11	1.8	9	82	1	0	0
<i>Ministère de la Culture, de l'Enseignement supérieur et de la Recherche</i> (Ministry of Culture, Higher Education and Research)	12	1.9	9	75	2	2	100
<i>Ministère de l'Economie et du Commerce extérieur</i> (Ministry of the Economy and Foreign Trade)	36	5.7	16	44	16	5	31
<i>Ministère de l'Education nationale et de la Formation professionnelle</i> (Ministry of National Education and Vocational Training)	41	6.5	20	50	17	9	53
<i>Ministère de l'Egalité des chances</i> (Ministry for Equal Opportunities)	4	0.6	0	0	3	0	0
<i>Ministère de l'Environnement</i> (Ministry of the Environment)	35	5.6	24	69	11	8	73
<i>Ministère de la Famille et de l'Intégration</i> (Ministry for Family and Integration)	18	2.9	9	50	6	2	33
<i>Ministère des Finances</i> (Ministry of Finance)	65	10.3	43	66	20	12	60
<i>Ministère de la Fonction publique et de la Réforme administrative</i> (Ministry for Public Service and Administrative Reform)	17	2.7	7	41	7	1	14
<i>Ministère de l'Intérieur</i> (Ministry of the Interior)	11	1.8	3	27	5	2	40
<i>Ministère de la Justice</i> (Ministry of Justice)	36	5.7	7	19	20	5	25
<i>Ministère de la Santé</i> (Ministry of Health)	28	4.4	4	14	1	0	0
<i>Ministère de la Sécurité sociale</i> (Ministry of Social Security)	23	3.7	11	5	5	4	80
<i>Ministère des Transports</i> (Ministry of Transport)	60	9.5	31	52	13	6	46
<i>Ministère des Travaux publics</i> (Ministry of Public Works)	96	15.2	85	89	25	22	88

²⁶ In % of all bills documented.

²⁷ In % of all bills belonging to the ministry concerned.

²⁸ In % of all laws belonging to the ministry concerned.

5. Indicators and tools to evaluate advanced training

5.1. Advanced training events and participants by gender between 2005 and 2008

Activities 2005-2008 ²⁹	Women	Men	Total
Exchange of experiences and good practices within the framework of the pilot project of the Ministry for Family and Integration (MIFA) / Ministry of National Education and Vocational Training (MENFP)	9	4	13
Introduction to the concept of equal opportunities for women and men in the administration	24	5	29
Introduction to the concept of equal opportunities for women and men in the administration	9	2	11
The key concepts associated with equal opportunities for women and men	8	1	9
Legal aspects in the legislation relating to equal opportunities for women and men	12	4	16
Communication techniques	5	3	8
The key concepts associated with equal opportunities	13	3	16
Gender legislation: how the aspect of gender equality comes into legislation	5	8	13
Gender mainstreaming – to integrate the dimension of gender equality into the work of the ministries	21	9	30
Gender mainstreaming – to integrate the dimension of gender equality into the work of the ministries	13	4	17
Gender mainstreaming – to integrate the dimension of gender equality into the work of the ministries	2	3	5
Gender mainstreaming – to integrate the dimension of gender equality into the work of the ministries	13	8	21
The importance of integrating the dimension of gender into the measures of the NAP on inclusion	6	4	10
Strategy for implementing the NAP for gender equality	12	1	13
Implementation of the national equality plan for women and men – public sector task	6	13	19
Introduction to the concept of equal opportunities for women and men in the administration	8	1	9
Gender in legislation	16	5	21
Exchange of experiences and good practices	26	10	36
18 activities	208	88	296

5.2. Indicators to evaluate advanced training

The indicators to evaluate advanced training were agreed in the *Comité Interministériel*.

Application of the four GM steps in the planning, implementation and analysis of NAP-specific advanced training

(1) Analysis of gender-sensitive training requirements

- The need for advanced training for personnel development and the specialist implementation of gender mainstreaming has been surveyed on a gender-specific basis.

²⁹ Cf. INAP presentation: Project – Progress, 21 November 2008.

- Data is available on the utilisation of advanced training so far (by gender, age and status in the hierarchy).
- The requisite framework conditions for advanced training have been collated gender-specifically (time, duration, location).
- The issues (in terms of subject and content) have been agreed between the person responsible for advanced training in the ministry and the external trainers.
- The advanced training has been integrated into the ministry's general advanced training plans.
- The gender-specific needs and expectations of the participants are known.

(2) Needs-adjusted concept development

- The analysis results are included in the advanced training concept.
- Institution-related equality goals have been formulated for the advanced training.
- Indicators have been formulated that can be used to review the achievement of the advanced training goals.
- The review method (e.g. questionnaire for participants, trainers) has been defined.
- The quality requirements for trainees have been defined on a needs-adjusted basis:
 - Specialist expertise: specialist knowledge of gender aspects in specialist policies and of gender mainstreaming as an equal opportunities strategy, relevant demonstrable professional experience in equality-oriented advanced training as well as knowledge of the administration and the political background (NAP) in Luxembourg.
 - Methodological competence: gender-based methodology and didactics (materials, language, method diversity).
 - Social skills: relevance to the group of participants, awareness of discrimination and motivation to make a contribution towards ending it, high degree of self-reflection, process orientation.

(3) Needs-based, equality-oriented implementation

- The advanced training concept (goals, methodology, didactics) is implemented accordingly.
- The advanced training is placed in the context of the NAP.
- The importance of the top-down approach to a trainee's own ministry and organisation is discussed.
- The four GM steps are worked through using a concrete institution-specific issue.

- A concrete measure/plan has been derived for the trainee's own ministry and/or further steps have been planned for existing measures.
- The integration of the new insights into everyday work has been discussed.
- The communication of the new insights in the ministry/organisation is planned.

(4) Evaluation

- The results of the advanced training are reviewed on the basis of the indicators defined.
- The insights are taken into account in the plans for further and/or more in-depth advanced training.

5.3. Assessment questionnaires for advanced training

5.3.1. Assessment questionnaire for participants

Dear Participants,

This seminar was part of the National Action Plan for Gender Equality in Luxembourg (NAP). Since 1 June 2006, Gitte Landgrebe S.à.r.l from Wasserbillig has been commissioned by the Ministry for Equal Opportunities, the Ministère de l'Égalité des chances, of the Grand Duchy of Luxembourg to evaluate the NAP. The purpose of the evaluation is to describe and assess the impact of the action plan. One of the main focal points in this is an evaluation of all the advanced training courses offered as part of the NAP.

For this reason, we would appreciate it if you could spare 5 – 10 minutes to complete this questionnaire.

Thank you very much for your cooperation!

Assessment Questionnaire for Participants

Title of advanced training course:

Date:

Duration: hours

Trainer:

Personal details:

Sex: ☐ female ☐ male

Age: ☐ 20 – 30 yrs ☐ 31 – 40 yrs ☐ 41 – 50 yrs ☐ 51 – 60 yrs ☐ over 60 yrs

Ministry / organisation / authority:

Career: ☐ lower career ☐ middle career ☐ higher career ☐ magistracy

Position:

Please insert a cross in the appropriate box	totally	largely	partly	not really	not at all
Preparation for advanced training					
The objective for this advanced training course was agreed with my superiors.					
I can give a clear account of my expectations for this advanced training.					
The information received in advance described the content and methods of the advanced training clearly.					
Methodology and didactics					
The methods used supported my learning process.					
Reflecting on content was part of the advanced training.					
Content and personal gain from learning					
I was able to expand my knowledge of equality and GM.					
I am able to integrate what I learnt into my day-to-day work.					
The advanced training was placed in the context of the NAP.					
The importance of the top-down approach to my own ministry was explained or discussed.					
The four GM steps were worked through using a concrete example taken from practice.					
The integration of the new insights into day-to-day work was discussed.					
The communication of the new insights to my own ministry/organisation was prepared.					
I derived a concrete plan for myself or planned further steps for existing plans.					
Competence of the trainer					
Demonstrated flexibility in organising the advanced training.					
Answered participants' questions.					
Created a pleasant and trust-inspiring atmosphere.					
Provided impetus for self-learning.					
Explained facts well and made them easy to understand.					
Took the professional context of the participants into account.					
Ensured that men and women were equally involved.					
Used gender-neutral language.					
Avoided gender stereotypes.					
Encouraged participants to apply what they had learnt to their everyday work.					

Please insert a cross in the appropriate box	totally	largely	partly	not really	not at all
Framework					
The framework for the advanced training, e.g. the timetable, had been reconciled with my social commitments.					
The duration of the event was appropriate to the objective and content. If not: q too short q too long					

What was the main thing you learnt?

.....

.....

.....

What did you find lacking?

.....

.....

.....

5.3.2. Assessment questionnaire for trainers

Dear trainer,

This seminar was part of the National Action Plan for Gender Equality in Luxembourg (NAP). Since 1 June 2006, Gitte Landgrebe S.à.r.l from Wasserbillig has been commissioned by the Ministry for Equal Opportunities, the Ministère de l'Égalité des chances, of the Grand Duchy of Luxembourg to evaluate the NAP. The purpose of the evaluation is to describe and assess the impact of the action plan. One of the main focal points in this is an evaluation of all the advanced training courses offered as part of the NAP.

For this reason, we would appreciate it if you could spare 5 – 10 minutes to complete this questionnaire.

Thank you very much for your cooperation!

Assessment Questionnaire for Trainers

Title of advanced training course:

Date: Trainer:

Personal details:

Sex: ☐ female ☐ male

Age: ☐ 20 – 30 yrs ☐ 31 – 40 yrs ☐ 41 – 50 yrs ☐ 51 – 60 yrs ☐ over 60 yrs

You have been providing advanced training on the issue of GM for years

You conduct approx. ... (please enter number) advanced training courses on the issue of GM every year

Please insert a cross in the appropriate box	totally	largely	partly	not really	not at all
Preparation for advanced training					
The objective for this advanced training course was agreed between the organiser and me.					
The necessary information (group of participants, times, etc.) was available to me in good time.					
I was informed about the NAP and included this knowledge in the preparations for the advanced training.					
I was able to influence the plans for the advanced training.					

Please insert a cross in the appropriate box	totally	largely	partly	not really	not at all
Methodology and didactics					
The methodological and didactic plans for the advanced training course were appropriate to its objective.					
Sufficient materials and technical aids were available.					
Reflecting on content was part of the advanced training.					
Participants					
The participants were motivated to address the importance of gender equality in their field of work.					
The participants worked through the issue covered in the advanced training using examples taken from their practical situation.					
The participants felt supported and encouraged by their superiors to implement GM in their area of work.					
Framework					
The timetable was good, enabling participants to concentrate on the content of the advanced training.					
The duration of the event was appropriate to the objective and content. If not: q too short q too long					

Your comments on the event

.....

.....

.....

.....

Your suggestions for further events as part of the NAP

.....

.....

.....

5.3.3. Checklist for organisers of advanced training events on the issue of gender mainstreaming

Organiser: Contact:

Title of advanced training course:

Date: Trainer:

Preparation

	yes	no
The needs and expectations of the participants for the advanced training course are known.	q	q
The qualification requirements for the trainer have been specified and are taken into account in the selection process (e.g. specialist knowledge of gender aspects for the respective specialist departments, relevant demonstrable professional experience in equality-oriented advanced training, knowledge of administrative structures in Luxembourg, knowledge of the NAP).	q	q
The issues for the event have been agreed with the trainer.	q	q
Clear targets and indicators to review the achievement of goals have been formulated for the advanced training and communicated to the trainer beforehand.	q	q
The methods to review the achievement of goals have been defined (e.g. questionnaire for participants, questionnaire for trainers, own checklist).	q	q
The advertisement appeals to men and women.	q	q
The advertisement provides clear details of goals and content.	q	q

Implementation

	yes	no
A list of participants is kept (broken down according to gender, age, status in the hierarchy, ministry/organisation).	q	q
A questionnaire for participants is used.	q	q
A questionnaire for the trainer is used.	q	q

Follow-up

	yes	no
The results of the questionnaires were reviewed on the basis of the indicators defined.	q	q
The findings from the analysis of the questionnaires are incorporated into the plans for further advanced training in this area.	q	q

5.3.4. Questionnaire on the advanced training measures

This questionnaire was completed by the female trainer who provided gender training for INAP and MEGA.

1. What advanced training courses have you conducted as part of the NAP since March 2006 on behalf of MEGA, INAP or another ministry/authority?

Date	Organiser	Target group	Title of the event	No. of participants	Is there an analysis available? ³⁰	Is there a list of participants available?

2. Are there any planned advanced training courses that were cancelled?
3. What advanced training courses are planned for 2008 with INAP?
4. What advanced training courses, in your opinion or based on your experience, would be a necessary addition to those already agreed?
5. In your eyes, are there any examples of “successful/best practice” among the advanced training courses provided? What to you constitutes “successful/best practice”?
6. Based on experiences with the participants and/or their comments during the advanced training, where do you see problems/obstacles for the implementation of the NAP, and/or where have problems already arisen?
7. What ideas do you have for making senior officials and employees in the ministries want to participate in advanced training on the issue of “gender”?

³⁰ If the answer is yes, please attach.

6. Structure and process for implementation of the National Action Plan

6.1. Structure and process indicators for evaluating the success of the implementation of the action plan within the ministries³¹

Implementation of the top-down approach: commitment on the part of senior officials and introduction of binding organisational structures

- The management supports the introduction of GM through its own commitment. *E.g. advanced training events are initiated by those at the top, they themselves take part in them, they adopt a stance on the issue of GM in public appearances and they encourage regular reports on the status of the measures.*
- GM has been integrated into existing management/leadership tools, *e.g. staff appraisals, agreement on goals, mentoring, career planning.*
- The management reviews its own style of leadership and the impact this has on men and women.
- Strategic knowledge of GM exists at management level and is updated continuously.
- Binding organisational and information structures have been created. *E.g. gender competence cell, membership of the C.I., GM officer.*
- The organisational structure promotes cooperation between different organisational units and different hierarchies; there are several people involved. *E.g. in the gender competence cell, but also in project and steering committees; these also have multiplier effects for the implementation of the measures.*
- Authority and responsibility for coordination, support, implementation and control as well as further development are clearly regulated.

GM is part of HR policy

- The gender-specific needs and expectations of employees are taken into consideration.
- Equality goals are included in personnel strategies and plans.
- Advanced training is planned on a continuous basis to ensure gender competence among all employees.
- GM knowledge is one of the requirements for HR management.

Systematics of the gender mainstreaming procedure / compliance with the 4 GM steps as the basis for goal-oriented action

- An **analysis** is conducted with gender-specific questions: *What gender-specific inequalities exist in the topic? What are the causes and the factors that may influence them?*

³¹ This template was adopted in the *Comité Interministériel* on 10.01.2007 as the basis for the development of an evaluation tool (see Ch. 6.3).

- Concrete and verifiable equality **goals** have been formulated and stipulated: *What does equality mean for the topic in question (main goal)? What equality goals are set for the individual measures / sub-areas?*
- **Indicators** for reviewing the achievement of goals have been defined.
- The planned measures and projects are **implemented**.
- Both men and women are involved in the **implementation** of the measures.
- The work processes plus the setting and achievement of goals are documented in partial steps or successes.
- The results and progress made regarding the equality goals set are reviewed continuously using transparent indicators (**evaluation**): *Were the goals achieved? What causes exist for non-achievement or partial achievement? What changes are necessary?*
- Findings are processed for transferability: e.g. in the gender competence cells, in the annual reports, for presentation in the C.I., in public publications (e.g. economic review).
- Partial results are included in later work: e.g. work aids.
- Questions and difficulties are recognised and explicitly recorded.
- Solutions are sought.

Resources

Financial resources

- Additional resources are made available for the analysis, implementation of measures, further development and evaluation. *E.g. engagement of external experts, funding of training for all employees, awarding of expert opinions and research contracts.*
- External support is funded.

Time resources

- Time resources are scheduled, *e.g. for participation in the C.I., gender competence cell, implementation of measures.*

Cross-departmental resources

- Pool of experts is available.
- GM is part of the public relations work of the government.
- Implementation is reviewed at government level (impact monitoring, e.g. through regular reporting).

Sustainability of the measures – outward impact

- New regulations/requirements are formulated and communicated externally.
- Partners are involved in the implementation of measures, e.g. subordinate state authorities, NGOs.
- Results are published.
- Equality is made an issue in department-specific public relations work.
- Language and communication are gender-sensitive.

Sustainability of the measures – inward impact

- Internal resources are activated and incorporated into the work.
- Work aids are optimised systematically.
- Internal data (e.g. for human resources management, customer management programme) is collated or processed on a gender-sensitive basis or the gender-sensitive data collection is prepared.
- The application of developed tools / work aids is regulated and binding.
- Results of measures are integrated into sets of rules (*e.g. guiding principle, guidelines, application checking, mandate issuing*) and into control processes (*e.g. discussions, application acceptance, reporting*).
- Specialist requirements are formulated.
- The staff have been trained.
- Language and communication are gender-sensitive: e.g. in circulars, work instructions, forms.
- Participation processes are organised on an equality-oriented basis.
- Implementation and application of results of measures are regulated and binding.
- Knowledge of legal bases is available.

6.2. Checklist for reviewing structure and process indicators

Ministry: _____

Processed by (please name all parties involved in the processing):

0 = Not yet begun. 1 = Still planned for 2008. 2 = Begun and implemented in part. 3 = Implemented in full.	Degree of implementation
	0 1 2 3
Implementation of the top-down approach	
The management actively supports the introduction of GM through its own commitment.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Strategic knowledge of GM exists at managerial level and is updated continuously.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The management has assumed responsibility for the coordination, support, implementation, control and further development of the measures of the NAP.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Gender competence cell and Comité Interministériel	
The gender competence cell has been introduced and meets regularly.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Men and women with different positions in the hierarchy are represented in the gender competence cell.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Regular participation in the Comité Interministériel (C.I.) is assured.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The management regularly keeps abreast of findings by the C.I.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
GM is part of personnel development	
The social commitments of employees (e.g. achieving a balance between family life and work, realising political mandates and caring for family members) are taken into consideration in human resources management.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Advanced training is planned on an annual basis to ensure gender competence among all employees.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The results of the advanced training are communicated in the ministry.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
All advanced training events as part of the NAP are assessed annually in the ministry. The findings are incorporated into the annual report.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Compliance with the 4 GM steps as the basis for goal-oriented action	
An analysis with gender-specific questions has been conducted for measures/topics in the NAP.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Concrete and verifiable equality goals have been formulated and stipulated for measures/topics in the NAP.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The implementation of measures is reviewed using the indicators defined.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Both men and women are involved in the implementation of the measures.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The work processes, including the setting and achievement of goals, are documented in partial steps or successes.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
A gender equality work plan extending over several years is available in the ministry.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The implementation of the work plan is reviewed continuously using defined indicators.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Partial results are included in later work, e.g. work aids.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Specialist and issue-related gender-sensitive statistics are available.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

0 = Not yet begun. 1 = Still planned for 2008. 2 = Begun and implemented in part. 3 = Implemented in full.	Degree of implementation 0 1 2 3
Resources	
External experts are consulted if necessary.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Time resources are scheduled.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
GM is part of the public relations work of the ministry.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Sustainability of the measures – outward impact	
New regulations/requirements are formulated and communicated externally.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Results are published.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Language and communication are gender-sensitive.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Sustainability of the measures – inward impact	
Internal resources (e.g. results of studies already conducted, specialist expertise of colleagues) are activated and incorporated into the work.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The fiche d'impact (standard form for assessing legal impact) is used regularly.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The application of the 4-steps method is assured.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The staff have been trained in GM.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Language and communication are gender-sensitive, e.g. in circulars, forms.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Implementation and application of results of measures are regulated and binding.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Knowledge of legal bases regarding equality and GM is available.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

6.3. Implementation status of the structural measures

In 2008, all the ministries bar one, and even the labour administration, completed the form "Checklist for reviewing structure and process indicators". Given that the questionnaire was also carried out in 2007, the results from both years are compared on the basis of average values (last two columns).

0 = Not yet begun. 1 = Still planned for 2008. 2 = Begun and implemented in part. 3 = Implemented in full.	Degree of implementation						
Implementation of the top-down approach							
	0	1	2	3	no input	Ø 2007	Ø 2008
The management actively supports the introduction of GM through its own commitment.	6	1	9	3	1	1.7	1.5
Strategic knowledge of GM exists at managerial level and is updated continuously.	5	3	10	1	1	1.3	1.4
The management has assumed responsibility for the coordination, support, implementation, control and further development of the measures of the NAP.	7	-	9	3	1	-	1.4
Gender competence cell and Comité Interministériel							
The gender competence cell has been introduced and meets regularly.	2	3	6	7	2	1.8	2
Men and women with different positions in the hierarchy are represented in the gender competence cell.	3	1	1	10	5	1.6	2.2
Regular participation in the Comité Interministériel (C.I.) is assured.	2	1	4	13	-	2.1	2.4
The management regularly keeps abreast of findings by the C.I.	10	-	4	6	-	1.1	1.3
GM is part of personnel development							
The social commitments of employees (e.g. achieving a balance between family life and work, realising political mandates and caring for family members) are taken into consideration in human resources management.	2	-	7	11	-	2.3	2.4
Advanced training is planned on an annual basis to ensure gender competence among all employees.	12	1	5	1	1	0.4	0.7
The results of the advanced training are communicated in the ministry.	12	-	5	1	2	0.8	0.9
All advanced training events as part of the NAP are assessed annually in the ministry. The findings are incorporated into the annual report.	14	1	1	1	3	0.4	0.5
Compliance with the 4 GM steps as the basis for goal-oriented action							
An analysis with gender-specific questions has been conducted for measures/topics in the NAP.	12	-	4	3	1	0.8	0.9
Concrete and verifiable equality goals have been formulated and stipulated for measures/topics in the NAP.	12	2	3	1	2	0.8	0.6
The implementation of measures is reviewed using the indicators defined.	12	1	4	2	1	-	0.8
Both men and women are involved in the implementation of the measures.	8	-	3	7	2	2.2	1.5
The work processes, including the setting and achievement of goals, are documented in partial steps or successes.	11	3	5	-	1	0.5	0.7
A gender equality work plan extending over several years is available in the ministry.	15	1	1	2	1	0.3	0.5
The implementation of the work plan is reviewed continuously using defined indicators.	16	1	-	2	1	0.4	0.4
Partial results are included in later work, e.g. work aids.	15	1	2	1	1	0.9	0.4
Specialist and issue-related gender-sensitive statistics are available.	5	-	3	5	7	1.3	1.6

0 = Not yet begun. 1 = Still planned for 2008. 2 = Begun and implemented in part. 3 = Implemented in full.	Degree of implementation						
Resources							
External experts are consulted if necessary.	11	1	5	3	-	0.5	1.0
Time resources are scheduled.	13	-	4	2	1	1.0	0.7
GM is part of the public relations work of the ministry.	10	1	5	4	-	1.0	1.2
Sustainability of the measures – outward impact							
	0	1	2	3	no input	Ø 2007	Ø 2008
New regulations/requirements are formulated and communicated externally.	10	3	5	2	-	1.1	1.0
Results are published.	13	1	2	4	-	1.1	0.9
Language and communication are gender-sensitive.	7	-	6	7	-	1.4	1.7
Sustainability of the measures – inward impact							
Internal resources (e.g. results of studies already conducted, specialist expertise of colleagues) are activated and incorporated into the work.	9	-	6	4	1	1.2	1.3
The fiche d'impact (standard form for assessing legal impact) is used regularly.	2	-	6	9	3	1.0	1.8
The application of the 4-steps method is assured.	11	-	5	4	-	-	1.1
The staff have been trained in GM.	7	1	10	2	-	0.8	1.4
Language and communication are gender-sensitive, e.g. in circulars, forms.	5	1	4	9	1	1.8	1.9
Implementation and application of results of measures are regulated and binding.	12	-	2	3	3	0.9	0.8
Knowledge of legal bases regarding equality and GM is available.	4	1	5	10	-	2.1	2.2

7. Assessment of the final survey among members of the C.I. and the evaluation questionnaire

7.1. Work agreement of the Inter-Ministerial Committee for Equality between Women and Men³²

A. Preamble

The C.I., the *Comité Interministériel de l'égalité des femmes et des hommes* (Inter-Ministerial Committee for Equality between Women and Men) is the central working and coordinating body for the integration of the strategy of gender mainstreaming into the political and administrative measures of the government of the Grand Duchy of Luxembourg. The focal point of the work lies in assuring and coordinating the implementation of the National Action Plan for Gender Equality of the *Ministère de l'Égalité des chances* (Ministry for Equal Opportunities). The tasks of the C.I. are defined in Article 4 of the Grand-Ducal Regulation of 10.11.2005. They are as follows:

- Planning and coordination of inter-ministerial cooperation.
- Assurance and synchronisation of effective implementation of the National Action Plan in coordination with the ministries and with their support.
- Formulation of assumptions, proposals and recommendations for ministers relating to the importance of gender equality in government action.
- Advice on legal undertakings in terms of anticipated impact on equality.

The work agreement for the C.I. is concluded for the current legislative period (up to 28.2.2009).

B. Advanced training³³

The aim of the advanced training is to raise the awareness of women and men regarding equal opportunities and to develop gender competence in all departments.

Measures are:

- Information events in all ministries for all employees from the third career group upwards (3rd career group according to the list is, e.g. chief bailiffs).
- Inter-ministerial advanced training or advanced training in the ministries on the issues and measures of the National Action Plan.

The members of the C.I. report regularly on the status of the advanced training in the ministries.

The C.I.'s tasks are:

- Preparation of an advanced training plan, including a timetable.
- Assessment of the regular reports from the ministries.
- Updating of the programme.
- Exchange of examples of "best practice" in advanced training.

The *Ministère de l'Égalité des chances* supports the advanced training activities in the ministries through the appointment of experts for the training.

³² Agreed in the meeting of the *Comité Interministériel* on 27.6.2006.

³³ The following structure is based on the table on P. 8 of the action plan.

C. Implementation of the measures in the National Action Plan

The C.I.'s tasks in the implementation of the measures in the National Action Plan:

- Development and coordination of indicators for measuring equal opportunities in the various areas of politics.
- Definition of focal points.
- Preparation of a timetable for implementation and for inspecting implementation.
- Assessment of reports on the implementation status of the measures.
- Illustrative discussion of measure-specific goals.
- Collegial advice on implementing measures.
- Where necessary, training for inter-ministerial working groups on individual measures.

The ministry supports the work of the C.I. by developing tools, setting priorities and coordinating different tasks.

D. Evaluation

The C.I. evaluates its activities continuously through:

- Regular reporting on the status of individual activities.
- Regular assessment of the meetings of the C.I., including a personal appraisal of the results.
- Collaboration with Landgrebe S.à.r.l., the company commissioned by the *Ministère de l'Égalité des chances* to handle the overall evaluation.

The *Ministère de l'Égalité des chances* provides the members of the C.I. with tools for the evaluation and assesses them.

In coordination with the C.I., the ministry reports continuously on the implementation status of the action plan in Parliament, in the relevant international committees and in public.

7.2. Findings of the survey

The *Comité Interministériel* began its work in 1994. The members of the *Comité Interministériel* were surveyed three times during the term of the action plan. A standardised questionnaire was used, which had been agreed beforehand with the *Comité*. On average, members from 17 ministries took part in the survey.

In 2008, 17 members from different ministries answered the questionnaire.

Question: I have been a member of the C.I. since:

C.I. member since:	Quantity
1994	1
2000	2
2001	1
2005	4
2006	4
2007	1
2008	1
Since the start	2
No answer	1

Question: I take part regularly *r* *I take part rather sporadically* *r*

Participation:

Regular	6
Rather sporadic	10
No answer	1

Coordination with own ministry

Question: Have you received a specific mandate from your ministry for your involvement in the C.I.? If so, what is it?

Own ministry has issued a specific mandate for involvement in the C.I.:

Yes	4
No	10
To some extent	3

Mandates mentioned:

- Explanation
- Membership
- NAP for Gender Equality
- As a “*membre suppléant*” (deputy member), I, together with my colleague, am responsible in the C.I. for gender issues so that there is no additional burden on the *cellule de compétence* (competence cell).

Question: Has your ministry clarified whether you can make decisions in the C.I. and what sort of decisions?

The decision-making power has been clarified:

Yes	5
No	10
To some extent	2

Question: Do you regularly report to your ministry on the results of the C.I.'s work?

Report to the ministry on the results of the C.I.'s work:

Yes	4
No	2
To some extent	11

Question: If so, are there arrangements agreed for this, e.g. report to superior, report during team/departmental meeting, handover of minutes to superior or colleagues or to the ministry's gender competence cell?

If so, are there arrangements agreed for this:

Yes	4
No	8
To some extent	3
No answer	2

Question: How, specifically, do you pass on the information, and to whom?

Information is passed on to:

- Superior (2 mentions).
- *Cellule de competence en genre* – gender competence cell (4 mentions).
- Minister.
- *Réunion de Service* – departmental meeting.
- If there are pertinent results, I mention them verbally. People can come to me to consult the reports at any time. It strikes me that we could set up an Intranet in-house and place the reports there where anyone could consult them.
- Reporting on matters that directly concern or might interest our ministry.
- Team meeting.

Assessment of duties

Question: Are the C.I.'s roles and tasks clear to you?

The roles and tasks of the C.I. are clear:

Yes 9

To some extent 7

No answer 1

Question: To what extent has the C.I. performed the tasks defined in Article 4 of the Grand-Ducal Regulation of 10.11.2005 and in its work agreement of 27.6.2006?

The C.I.'s performance in the defined tasks is as follows:

The O.N.'s performance in the defined tasks is as follows:

0 = Not yet begun. 1 = Still planned for this year. 2 = Begun and implemented in part. 3 = Implemented in full.	Degree of performance				No in-put
	0	1	2	3	
General tasks					
Planning and coordination of inter-ministerial cooperation	-	-	9	7	1
Assurance and synchronisation of effective implementation of the National Action Plan in coordination with the ministries and with their support	-	-	9	7	1
Formulation of assumptions, proposals and recommendations for ministers relating to the importance of gender equality in government action	-	-	12	4	1
Advice on legal undertakings in terms of anticipated impact on equality	1	-	9	5	2
Advanced training					
Preparation of an advanced training plan, including a timetable	-	1	10	1	5
Assessment of the regular reports from the ministries	2	-	7	3	5
Updating of the programme	2	-	8	2	5
Exchange of "best practice" from successful advanced training events	2	1	5	1	7
Implementation of the measures in the NAP					
Development and coordination of indicators for measuring equal opportunities in the various areas of politics	1	1	10	1	4
Definition of focal points within the NAP	-	-	11	2	4
Preparation of a timetable for implementation and for inspecting implementation	1	-	8	3	5
Assessment of reports on the implementation status of the measures	1	1	10	-	5
Illustrative discussion of measure-specific goals	-	2	9	-	6
Collegial advice on implementing measures	1	1	9	1	5
Where necessary, training for inter-ministerial working groups on the implementation of individual measures, in which several ministries are involved	3	1	6	1	6

0 = Not yet begun. 1 = Still planned for this year. 2 = Begun and implemented in part. 3 = Implemented in full.	Degree of performance				No in-put
	0	1	2	3	
Evaluation					
Regular reporting on the implementation status of measures, exchange of best practice	1	-	11	1	4
Regular assessment of the meetings of the C.I., including a personal appraisal of the results	3	1	6	1	6
Collaboration with Landgrebe S.à.r.l., the company commissioned by the <i>Ministère de l'Égalité des chances</i> to handle the overall evaluation	-	1	7	3	6

Question: What is your overall assessment of the C.I.'s performance?

The overall assessment of the C.I.'s performance is:

The C.I. performs its tasks to the full	1
The C.I. performs its tasks	11
The C.I. performs its tasks only in part	3
No answer	2

Question: What is your assessment based on?

The assessment is based on the following:

- On comparisons with other C.I.s.
- On the content of the different C.I.s and regular feedback.
- On results that can be implemented.
- On the discussions conducted in the C.I. meetings and the reports that members receive by e-mail.
- Regular meetings enable progress to be made with the work and enhance member awareness.
- On meetings, legislation, informative material.
- The lack of backing and support on the part of the managers of the ministerial departments means that gender mainstreaming is not attributed the importance and hours that would be required in order to introduce this new approach fundamentally and comprehensively.

Question: Is the C.I.'s work adequately supported by external experts? If not: which additional experts should be consulted?

The C.I.'s work is adequately supported by external experts?

Yes	14
To some extent	2
Hard to assess:	1

Note: Within the C.I. there is sufficient support, but there is a lack of specific work- and content-related support for the equality work in the individual departments.

Question: How satisfied are you with the results developed to date in the C.I.?

Satisfaction with the results developed to date in the C.I.:

Perfectly satisfied	1
Satisfied	11
So-so	4
No answer	1

Question: What is your satisfaction or dissatisfaction based on?

Satisfaction is based on the following:

- Concrete measures, legislation (2 mentions).
- Progress in the (general) perception of GM in many areas.

The “so-so” evaluation is based on the following:

- It is hard to implement the theoretical principles in sport. Given the subordinate role assigned to the sports ministry, i.e. the public sector, in sport, it is only possible to make suggestions. The Olympic Committee continues to have the final say.
- Lack of personnel and materials to implement GM.
- Lack of commitment at management level.

Assessment of the cooperation

Question: In your opinion, is the cooperation binding and regulated to your satisfaction, e.g. in relation to the frequency of the meetings, representation, preparations, discussions, templates, minute-taking? If not, where do you see a need for improvement?

The cooperation is binding and regulated to satisfaction:

Yes	10
To some extent	5
No answer	2

Need for improvement:

- Fewer meetings.
- Dates often set where other committees are scheduled.
- Meetings are too regular, and very often there are scheduling conflicts with my other tasks.

Question: In your opinion, is the make-up of the C.I. appropriate to its duties? If not, who do you think should or should not be represented?

The make-up of the C.I. is appropriate to its duties:

Yes	13
No	1
No answer	3

The following suggestions were made regarding the make-up:

- The judiciary ought to be present at all times for analysing legal texts.
- Parity between men and women not representative in the C.I. (but this is impossible).
- Members of the management should be represented.

Question: How do you rate the inter-ministerial cooperation in the C.I.? If you rate it as not so good, why?

The inter-ministerial cooperation in the C.I. is:

Rather good	10
Not so good	1
So-so	5
No answer	1

Reasons for cooperation being not so good:

- Every representative in the C.I. looks after his or her own ministry first (which is a “normal” reaction).
- No time for people to have debates outside the meetings.

Assessment of the framework

Question: Are you satisfied with your contribution to the results of the C.I.’s work?

Satisfaction with own contribution to the results of the C.I.’s work:

Yes	1
No	1
To some extent	13
No answer	2

Question: Are you satisfied with the scheduling of the C.I.’s work?

Satisfaction with the scheduling of the C.I.’s work:

Yes	9
To some extent	6
No answer	2

This year, just over half are satisfied with the scheduling of the C.I.’s work. In both 2006 and 2007, the figure was two thirds.

Question: Do you have problems integrating the work in the C.I. into the list of your other duties? If so, or if so to some extent, what are the problems?

Problems integrating the work in the C.I. into the list of other duties:

Yes	6
No	4
To some extent	5
No answer	2

Problems mentioned:

- Scheduling/scheduling conflicts (2 mentions).
- Lack of time (2 mentions).
- For someone who is not a lawyer, analysing laws takes extra time and effort, which are difficult to accomplish.
- My list of duties overlaps with the work of the C.I.
- After several discussions with the NOC and those responsible in-house (in the sports ministry itself), it would seem difficult to implement the issue of gender mainstreaming in the sporting domain.
- Trips abroad.

Personal experiences

Question: What personal experiences do you associate with the C.I.?

Personal experiences with the C.I. (*multiple answers were possible*)

The inter-ministerial cooperation enriches my work.	8
Involvement in the C.I. is helpful for the implementation of the National Action Plan in my department.	5
I have become more confident about advocating the goals and tasks of the plan in my ministry.	1
I am very involved in the C.I. because I support the goals of the National Action Plan.	7
My knowledge of the importance of equal opportunities for women and men as well as gender in politics has increased.	12
Involvement in the C.I. means I have more work to do in my job.	6
I hardly have anything to do with the implementation of the action plan in my ministry, so the issues are only peripheral to my duties.	7
For me, involvement was usually associated with time pressure.	9
I have no interest in the issue of “equal opportunities between women and men”; involvement in the C.I. is therefore a huge burden.	-
Involvement in the C.I. is one of the duties I have to perform.	11

7.3. Evaluation questionnaire

Third survey involving the members of the Inter-Ministerial Committee for Equality between Women and Men (C.I.) - 2008

I have been a member of the C.I. since:

I take part regularly r I take part rather sporadically r

Coordination with own ministry

Have you received a specific mandate from your ministry for your involvement in the C.I.?

Yes r No r To some extent r

If so, what is it?

Has your ministry clarified whether you can make decisions in the C.I. and what sort of decisions?

Yes r No r To some extent r

Do you regularly report to your ministry on the results of the C.I.'s work?

Yes r No r To some extent r

If so, are there arrangements agreed for this, e.g. report to superior, report during team/departmental meeting, handover of minutes to superior or colleagues or to the ministry's gender competence cell?

Yes r No r To some extent r

How, specifically, do you pass on the information, and to whom?

Assessment of performance

Are the C.I.'s roles and tasks clear to you?

Yes r No r To some extent r

To what extent has the C.I. performed the tasks defined in Article 4 of the Grand-Ducal Regulation of 10.11.2005 and in its work agreement of 27.6.2006?

0 = Not yet begun. 1 = Still planned for this year. 2 = Begun and implemented in part. 3 = Implemented in full.	Degree of performance 0 1 2 3
General tasks	
Planning and coordination of inter-ministerial cooperation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Assurance and synchronisation of effective implementation of the National Action Plan in coordination with the ministries and with their support	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Formulation of assumptions, proposals and recommendations for ministers relating to the importance of gender equality in government action	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Advice on legal undertakings in terms of anticipated impact on equality	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Advanced training	
Preparation of an advanced training plan, including a timetable	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Assessment of the regular reports from the ministries	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Updating of the programme	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Exchange of "best practice" from successful advanced training events	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Implementation of the measures in the NAP	
Development and coordination of indicators for measuring equal opportunities in the various areas of politics	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Definition of focal points within the NAP	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Preparation of a timetable for implementation and for inspecting implementation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Assessment of reports on the implementation status of the measures	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Illustrative discussion of measure-specific goals	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Collegial advice on implementing measures	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Where necessary, training for inter-ministerial working groups on the implementation of individual measures, in which several ministries are involved	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

0 = Not yet begun. 1 = Still planned for this year. 2 = Begun and implemented in part. 3 = Implemented in full.	Degree of performance 0 1 2 3
Evaluation	
Regular reporting on the implementation status of measures, exchange of best practice	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Regular assessment of the meetings of the C.I., including a personal appraisal of the results	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Collaboration with Landgrebe S.à.r.l., the company commissioned by the <i>Ministère de l'Égalité des chances</i> to handle the overall evaluation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

What is your overall assessment of the C.I.'s performance?

The C.I. performs its tasks to the full

The C.I. performs its tasks

The C.I. performs its tasks only in part

The C.I. scarcely performs its tasks

The C.I. does not perform its tasks

What is your assessment based on?

Is the C.I.'s work adequately supported by external experts?

Yes r No r To some extent r

If not: which additional experts should be consulted?

How satisfied are you with the results developed to date in the C.I.?

Perfectly satisfied r

Satisfied r

So-so r

Rather dissatisfied

Extremely dissatisfied r

What is your satisfaction or dissatisfaction based on?

Assessment of the cooperation

In your opinion, is the cooperation binding and regulated to your satisfaction, e.g. in relation to the frequency of the meetings, representation, preparations, discussions, templates, minute-taking?

Yes ☐ No ☐ To some extent ☐

If not, where do you see a need for improvement?

In your opinion, is the make-up of the C.I. appropriate to its duties?

Yes ☐ No ☐

If not, who do you think should or should not be represented?

How do you rate the inter-ministerial cooperation in the C.I.?

Rather good ☐ Not so good ☐ So-so ☐

If you rate it as not so good, why?

Assessment of the framework

Are you satisfied with your contribution to the results of the C.I.'s work?

Yes ☐ No ☐ To some extent ☐

Are you satisfied with the scheduling of the C.I.'s work?

Yes ☐ No ☐ To some extent ☐

Do you have problems integrating the work in the C.I. into the list of your other duties?

Yes ☐ No ☐ To some extent ☐

If so, or if so to some extent, what are the problems?

Personal experiences

What personal experiences do you associate with the C.I.? *(multiple answers are possible)*

The inter-ministerial cooperation enriches my work.	r
Involvement in the C.I. is helpful for the implementation of the National Action Plan in my department.	r
I have become more confident about advocating the goals and tasks of the plan in my ministry.	r
I am very involved in the C.I. because I support the goals of the National Action Plan.	r
My knowledge of the importance of equal opportunities for women and men as well as gender in politics has increased.	r
Involvement in the C.I. means I have more work to do in my job.	r
I hardly have anything to do with the implementation of the action plan in my ministry, so the issues are only peripheral to my duties.	r
For me, involvement was usually associated with time pressure.	r
I have no interest in the issue of "equality between women and men"; involvement in the C.I. is therefore a huge burden.	r
Involvement in the C.I. is one of the duties I have to perform.	r

Other comments I would like to make.....

Thank you for your cooperation!

8. Detailed assessment of the final survey among members of the gender competence cells in the ministries and the evaluation questionnaire

8.1. Findings of the survey

At the end of the external evaluation of the implementation of the National Action Plan, a written questionnaire was conducted to obtain data relating to the framework, the performance of the tasks, the assessment of the results achieved and the prospects for the gender competence cells. The findings of this survey are presented below.

All 20 ministries (with sport as a separate ministry) were invited to take part in the survey.

- The *Ministère de la Santé* (Ministry of Health) has not introduced a GCC and could not therefore participate in the survey.
- The *Ministère des Transports* (Ministry of Transport) has admittedly introduced a GCC, but this has not met for two years, so it could not complete the questionnaire.
- The *Ministère de l'Égalité des chances* (Ministry for Equal Opportunities) has a special status since it deals only with the issue of equal opportunities, so the questionnaire was not relevant.
- The *Ministère de l'Agriculture, de la Viticulture et du Développement rural* (Ministry of Agriculture, Viticulture and Rural Development) has only just established a gender competence cell and so could not yet complete the questionnaire.
- Five ministries did not return the questionnaire despite several requests to do so.

For this reason, there were only 11 questionnaires available for assessment.

Framework of the gender competence cell³⁴ (<i>cellule de compétence en genre de ministère</i>)

Question: Do the members of the GCC feel that the make-up of the GCC is appropriate to its duties? If not, who do you think should or should not be represented?

The members of eight of the ministries feel that the make-up of the GCC is appropriate to its duties, but those of three do not. These three would like to see the following persons/ministries represented:

- Environmental administration.
- Civil servants responsible for internal coordination in the ministry.
- At least one other member, e.g. a representative in the Administration for Employment (ADEM).

Question: How were the members of the GCC appointed?

The members were appointed by:

- Minister (3 mentions).
- General Secretary / *Coordonateur générale* (General Coordinator) of the ministry (3 mentions).
- Director(s) (2 mentions).
- Notification by hierarchy.

³⁴ Hereinafter abbreviated to GCC.

- They are the members who take part in the “*Réunion de service*” (departmental meeting) on a weekly basis.
- Member of the *comité interministériel de l'égalité des chances* (inter-ministerial committee for equal opportunities) + member of the *comité d'actions positives* (committee for affirmative action).

Question: Who convened the GCC for the first time?

The GCC was first convened by (no answer from one):

- Members (3 mentions).
- Director (2 mentions).
- President.
- Ministry's representative in the C.I.
- *Attachée de gouvernement 1ère en rang* (senior government attaché).
- *Coordinateur générale* (General Coordinator).
- *Coordinateur générale* (General Coordinator) and *Coordinateur communication* (Communication Coordinator) together.

Question: When did the GCC have its 1st meeting (month/year)?

The 1st meeting of the GCC took place in (no answer from one):

- 2004
- 4th quarter of 2005 (3 mentions)
- 2nd quarter of 2006
- 3rd quarter of 2006 (3 mentions)
- Feb. 08
- June 08

Question: How frequently has the GCC met per year on average: times

The frequency of the meetings of the gender competence cells varies greatly.

Meetings per year	Number of mentions
12 times	1
4 times	1
2 - 3 times	5
1 time	3
No answer	1

Question: Is there a leader/coordinator for the GCC? If so, who performs this task?

In seven of the ministries/administrations, there is a leader and/or coordinator for the GCC. This task is performed by (no answer from one):

- One of the members.
- Cell's secretary.

- Ministry's representative in the C.I.
- Lawyer / head of HR.
- *Coordinateur générale* (General Coordinator).
- Director.

Four of the ministries do not have a leader for the GCC.

Question: Is the work of the GCC documented continuously?

Continuous documentation only takes place in one ministry.

Question: Do the members of the GCC represent the ministry in the Comité Interministériel (C.I.)? If not, who represents the ministry there? If not, how is the cooperation between the GCC and the member of the C.I. organised?

In 10 of the ministries, the members of the GCC represent the ministry in the *Comité Interministériel* (C.I.)?

Question: Have members of the GCC taken part in advanced training measures for the introduction of gender mainstreaming? If so, please name the training measure and the number of GCC members taking part. If not, is any such participation planned?

In all 11 ministries, the members of the GCC have taken part in advanced training measures for the introduction of gender mainstreaming, which were organised by INAP.

Coordination within the ministry

Question: Are those who run the ministry regularly informed about the results of the work of the GCC? If so, or if so to some extent, are there arrangements agreed for this, e.g. report to superior, handover of minutes?

Regular information on the results of the GCC's work for those who run the ministry was only provided in four of the ministries, while in six ministries information was provided to some extent and in one ministry not at all.

Three of the ministries have reporting arrangements in place, while in three these only exist to some extent and in five there are none at all.

Assessment of performance

Question: Are the GCC's roles and tasks regulated and binding?

The roles and tasks of the GCC are regulated and binding at one of the ministries, to some extent at two and not at all at seven (no answer from one).

Question: Were the tasks defined for the GCC in the Grand-Ducal Regulation specified in more detail by those who run the ministry? If so, or if so to some extent, in what way?

In two of the ministries, the tasks defined for the GCC in the Grand-Ducal Regulation were specified in more detail by those who run the ministry. The tasks were:

- Introduction of a gender column into cultural statistics.
- Attempt to assert parity with standardisations in commissions.

- Women's officer for the ministry.
- Further development of the measure: Training and education (integration of gender into educational courses and research activities).

In eight of the ministries there was no specification, and in one only to some extent.

Question: To what extent does the GCC perform the tasks defined in the Grand-Ducal Regulation?

Performance of the tasks defined in the Grand-Ducal Regulation by the GCC:

0 = Not yet begun. 1 = Still planned for this year. 2 = Begun and implemented in part. 3 = Implemented in full.	Degree of performance				
	0	1	2	3	no input
Planning and coordination of the introduction of gender mainstreaming within the ministry	4	1	5	1	-
Elaboration of a work plan extending over several years for equality between women and men	6	1	3	-	1
Advice on legal undertakings in terms of anticipated impact on equality	5	-	3	3	-
Involvement in the preparation of an advanced training plan, including a timetable	8	1	1	1	-
Collegial advice in relation to gender mainstreaming for the implementation of the measures of the National Action Plan	3	2	5	-	1
Regular reporting on the introduction status of gender mainstreaming within the ministry	4	3	4	-	-
Regular analysis of the work of the GCC and its documentation	9	1	1	-	-

Question: Have those who run the ministry clarified whether the GCC can make decisions, and what sort of decisions? If so, or if so to some extent, what decisions can the GCC make?

The decision-making has been clarified by the ministry management at three of the ministries, but not at eight of them.

Question: Has the GCC called in external experts to support its work? If so, which experts have been consulted? If not, which experts are deemed necessary?

Only one ministry has called in external experts to any extent to support its work. This was the women's officer of the University of Luxembourg (for research and university education).

Assessment of the results achieved by the GCC

Question: How do the members of the GCC rate the performance on the whole?

Opinion was very divided for the assessment of the performance by the members. Three ministries feel that the GCC performs its tasks, five agree to some extent, two say scarcely and one ministry believes that the tasks are not performed.

Question: What do the members base this assessment on?

The assessment is based on the following:

- Tasks only performed to some extent (2 mentions).
- Individual initiatives, convening only sporadically.
- Limited interest in the work of the GCC within the ministry.
- No precise organisation of roles and tasks for the GCC.
- The GCC consists of only 2 members, one of whom has been on parental leave since August 2006.
- The tasks are performed at other levels (Business Start-Up Day, Federation of Women Chief Executives, Dexia Woman Business Manager of the Year Award, Spirit of Enterprise Campaign, Committee for Affirmative Action, Female Labour Committee, Sarabina).

Question: What issues have been dealt with in the GCC?

The following issues have been dealt with in the GCC:

- Preparation and report of the National Action Plan (3 mentions).
- Gender budgeting.
- Gender and statistics.
- Standardisation and women.
- Representation of women.
- Specific training measures and integration of gender into educational courses and research activities.
- Indicators.
- Gender mainstreaming in general.
- Preparation for discussions with the external monitoring party (G. Landgrebe).
- Mainly issues that have also been dealt with in the C.I.
- Discussion of a questionnaire that should be used in schools.
- Girls' day – Boys' day.
- *Charte des valeurs* (Charter of values).

Question: Which legal texts have been examined?

The following legal texts have been examined:

- Depends on the specialism and competence of the officer in question.

- Cinema (only by lawyers, not by GCC).
- *Fonds culturel national* – national cultural fund (only by lawyers, not by GCC).
- All.
- *Projet de loi No 5874 portant sur l'assistance et la protection des victimes de la traite des êtres humains modifiant le nouveau code de procédure civile* (Bill No. 5874 on the assistance and protection of victims of trafficking in human beings, amending the new code of civil procedure).
- *Projet de loi ayant pour objet de modifier l'âge legal du mariage et les dispositions y afférents, ...* (Bill to change the legal age of marriage and related provisions, ...).
- Documents of the *Conseil d'Etat* (Council of State).

Question: What are the key results of the GCC's work to date?

Key results of the GCC's work to date:

- Nomination of a women's officer.
- Gender column in statistics.
- National Action Plan.
- GM in laws.
- Discussion and preparation of the C.I.
- "Follow-up" of the European "Progress" programme.

Question: How satisfied are the members of the GCC on the whole with the results developed to date in the GCC? What is your satisfaction or dissatisfaction based on?

The satisfaction of the GCC's members on the whole with the results developed to date in the GCC varies greatly. Three of the ministries were satisfied, four were so-so, three were rather dissatisfied and one was completely dissatisfied.

The reasons given for satisfaction:

- Full support at the level in the hierarchy.
- Concrete results.

The causes of dissatisfaction:

- Irregular meetings.
- Different implementation of the "tasks" in the departments.
- Little support from colleagues.
- Definition of the tasks remains very vague.
- Almost insurmountable difficulties in implementation (lack of information, time, interest, willingness).
- No results.
- Limited interest in the work of the GCC within the ministry.
- No precise organisation of roles and tasks for the GCC.
- Lack of knowledge.
- Difficulties performing tasks alone.
- Lack of time.

Question: In the opinion of the members, is the GCC's cooperation binding and regulated satisfactorily, e.g. in relation to the frequency of the meetings, representation, preparations, discussions, templates, minute-taking? If not, where do you see a need for improvement?

For two of the ministries, the GCC's cooperation in the opinion of the members is seen as binding and regulated to their satisfaction. Four of the ministries agree only to some extent and five completely disagree. The need for improvement given is:

- Discussion with heads of department.
- External support.

Question: Are the members satisfied on the whole with the scheduling of the GCC's work?

Only the members of two ministries are satisfied with the scheduling of the GCC's work, in six they are satisfied to some extent, while in three they are very dissatisfied.

Question: Do the members have problems integrating the work in the GCC into the list of other duties? If so, or if so to some extent, what are the problems?

The members of five of the ministries have problems integrating the work in the GCC into the list of their other duties, those of four to some extent, while in two there are no problems. The problems mentioned are:

- Lack of time (4 mentions).
- Everyday tasks.
- Other priorities.
- Planning of meetings.

Question: What experiences do the members associate with the GCC?

The members associate the following experiences with the GCC (multiple answers were possible)

The cooperation enriches own work.	3
The results of the GCC's work can also be transferred to the fields in which the members work.	-
Involvement in the GCC is helpful for the implementation of the National Action Plan in the ministry.	3
The goals and tasks of the plan for the ministry have become clearer due to the work in the GCC and can be championed better to colleagues.	1
The GCC is very involved in the ministry because its members support the goals of the National Action Plan.	3
Knowledge of the importance of equal opportunities for women and men as well as gender in politics has increased due to the work in the GCC.	7
Involvement in the GCC means that members have more work to do in their jobs.	5
Gender mainstreaming is not needed to accomplish the ministry's tasks, so the GCC is redundant.	4
Colleagues have a rather distanced and critical view of the work of the GCC.	6
The work in the GCC is usually associated with time pressure.	7
There is virtually no interest in the issue of "equality between women and men" in the ministry; involvement in the GCC is therefore a huge burden.	5

Involvement in the GCC is an additional task for the members of the GCC.	8
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Prospects

Question: What tasks will the GCC continue to perform after the conclusion of the external evaluation of the National Action Plan (February 2009)?

Tasks planned for the GCC after the conclusion of the external evaluation:

	yes	no	to some extent	no input
Planning and coordination of the introduction of gender mainstreaming within the ministry	3	1	4	3
Elaboration of a work plan extending over several years for equality between women and men	-	7	1	3
Advice on legal undertakings in terms of anticipated impact on equality	5	1	3	2
Involvement in the preparation of an advanced training plan, including a timetable	1	5	2	3
Collegial advice in relation to gender mainstreaming for the implementation of the measures of the National Action Plan	5	1	3	2
Regular reporting on the introduction status of gender mainstreaming within the ministry	2	3	4	2
Regular analysis of the work of the GCC and its documentation	2	4	2	3

One ministry indicated that its planned tasks depend on the next government.

8.2. Questionnaire for evaluation of the work of the gender competence cells

Preliminary remark:

Article 4 of the amended Grand-Ducal Regulation of 31 March 1996 provides the legal basis for the establishment of gender competence cells within the ministries. Their mission is also defined in Article 10:

" (1) Each cell will ensure that the dimension of gender is incorporated into the actions and policies of the ministry under which it falls, from the moment that these are conceived.

(2) Its mission will be to assess the situation within the ministry concerned, analyse the ministry's political actions from the perspective of gender and draw up a gender equality work plan extending over several years, defining, in particular, the trends, objectives and results to be achieved.

(3) The cell may be assisted by one or more external experts in the area of gender."

The work of the gender competence cells in the ministries should also be evaluated at the end of the external evaluation of the implementation of the National Action Plan. Please discuss and work through the questionnaire together at one of the meetings of your gender competence cell. Please also complete it together.

Thank you in advance for your cooperation.

Framework of the gender competence cell³⁵ (*cellule de compétence en genre de ministère*)

Who is a member of the gender competence cell?

Name	Area of responsibility in the ministry	Position ³⁶	Gender (f/m)	Age

Do the members of the GCC feel that the make-up of the GCC is appropriate to its duties?

Yes r No r

If not, who do you think should or should not be represented?

How were the members of the GCC appointed?

Who convened the GCC for the first time?

When did the GCC have its 1st meeting (month/year)?

³⁵ Hereinafter abbreviated to GCC.

³⁶ According to the classification of positions, based on the Law of 21.12.1973.

How frequently has the GCC met per year on average: times

Is there a leader/coordinator for the GCC? Yes r No r

If so, who performs this task?

Is the work of the GCC documented continuously? Yes r No r

Do the members of the GCC represent the ministry in the *Comité Interministériel* (C.I.)?

Yes r No r

If not, who represents the ministry there?

If not, how is the cooperation between the GCC and the member of the C.I. organised?

Have members of the GCC taken part in advanced training measures for the introduction of gender mainstreaming? Yes r No r

If so, please name the training measure and the number of GCC members taking part:

If not, is any such participation planned? Yes r No r

Coordination within the ministry

Are those who run the ministry regularly informed about the results of the work of the GCC?

Yes r No r To some extent r

If so, or if so to some extent, are there arrangements agreed for this, e.g. report to superior, handover of minutes?

Yes r No r To some extent r

Assessment of performance

Are the GCC's roles and tasks regulated and binding?

Yes r No r To some extent r

Were the tasks defined for the GCC in the Grand-Ducal Regulation specified in more detail by those who run the ministry?

Yes r No r To some extent r

If so, or if so to some extent, in what way?

To what extent does the GCC perform the tasks defined in the Grand-Ducal Regulation?

0 = Not yet begun. 1 = Still planned for this year. 2 = Begun and implemented in part. 3 = Implemented in full.	Degree of performance 0 1 2 3
Planning and coordination of the introduction of gender mainstreaming within the ministry	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Elaboration of a work plan extending over several years for equality between women and men	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Advice on legal undertakings in terms of anticipated impact on equality	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Involvement in the preparation of an advanced training plan, including a timetable	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Collegial advice in relation to gender mainstreaming for the implementation of the measures of the National Action Plan	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Regular reporting on the introduction status of gender mainstreaming within the ministry	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Regular analysis of the work of the GCC and its documentation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Have those who run the ministry clarified whether the GCC can make decisions, and what sort of decisions?

Yes ☐ No ☐ To some extent ☐

If so, or if so to some extent, what decisions can the GCC make?

Has the GCC called in external experts to support its work?

Yes ☐ No ☐ To some extent ☐

If so, which experts have been consulted?

If not, which experts are deemed necessary?

Has there been any cooperation with MEGA?

Yes ☐ No ☐

If so, for what issues/measures/questions?

Has there been any cooperation with other ministries?

No ☐

Yes ☐ with the ministry/ministries

If so, for what issues/measures/questions?

Assessment of the results achieved by the GCC
--

How do the members of the GCC rate the performance on the whole?

The GCC performs its tasks to the full	r
The GCC performs its tasks	r
The GCC performs its tasks only in part	r
The GCC scarcely performs its tasks	r
The GCC does not perform its tasks	r

What do the members base this assessment on?

What issues have been dealt with in the GCC?

Which legal texts have been examined?

What additional initiatives have been adopted?

What are the key results of the GCC's work to date?

How satisfied are the members of the GCC on the whole with the results developed to date in the GCC?

Perfectly satisfied	r
Satisfied	r
So-so	r
Rather dissatisfied	r
Extremely dissatisfied	r

What is your satisfaction or dissatisfaction based on?

In the opinion of the members, is the GCC's cooperation binding and regulated satisfactorily, e.g. in relation to the frequency of the meetings, representation, preparations, discussions, templates, minute-taking?

Yes	r	No	r	To some extent	r
-----	---	----	---	----------------	---

If not, where do you see a need for improvement?

Are the members satisfied on the whole with the scheduling of the GCC's work?

Yes r No r To some extent r

Do the members have problems integrating the work in the GCC into the list of other duties?

Yes r No r To some extent r

If so, or if so to some extent, what are the problems?

What experiences do the members associate with the GCC? (please discuss the comments in the GCC; multiple answers are possible)

The cooperation enriches own work.	r
The results of the GCC's work can also be transferred to the fields in which the members work.	r
Involvement in the GCC is helpful for the implementation of the National Action Plan in the ministry.	r
The goals and tasks of the plan for the ministry have become clearer due to the work in the GCC and can be championed better to colleagues.	r
The GCC is very involved in the ministry because its members support the goals of the National Action Plan.	r
Knowledge of the importance of equal opportunities for women and men as well as gender in politics has increased due to the work in the GCC.	r
Involvement in the GCC means that members have more work to do in their jobs.	r
Gender mainstreaming is not needed to accomplish the ministry's tasks, so the GCC is redundant.	
Colleagues have a rather distanced and critical view of the work of the GCC.	r
The work in the GCC is usually associated with time pressure.	r
There is virtually no interest in the issue of "equality between women and men" in the ministry; involvement in the GCC is therefore a huge burden.	r
Involvement in the GCC is an additional task for the members of the GCC.	r

Prospects

What tasks will the GCC continue to perform after the conclusion of the external evaluation of the National Action Plan (February 2009)?

Planning and coordination of the introduction of gender mainstreaming within the ministry

Yes r No r To some extent r

Elaboration of a work plan extending over several years for equality between women and men

Yes r No r To some extent r

Advice on legal undertakings in terms of anticipated impact on equality

Yes r No r To some extent r

Involvement in the preparation of an advanced training plan, including a timetable

Yes r No r To some extent r

Collegial advice in relation to gender mainstreaming for the implementation of the measures of the National Action Plan

Yes r No r To some extent r

Regular reporting on the introduction status of gender mainstreaming within the ministry

Yes r No r To some extent r

Regular analysis of the work of the GCC and its documentation

Yes r No r To some extent r

Other comments we would like to make....

8.3. Suggestions for the cooperation and work of the gender competence cells by the *Ministère de la Culture, de l'Enseignement supérieur et de la Recherche* (Ministry of Culture, Higher Education and Research)

The gender competence cell (hereinafter "GCC") of the Ministry of Culture, Higher Education and Research (hereinafter "Ministry") has met on a regular basis since it was established in April 2006.

There are several elements that contribute to the effective performance of this GCC. In particular, attention should be drawn to the importance of the **GCC's make-up**. The Secretary of State made sure, when the GCC was established, that the three departments were represented within the GCC, as were the Ministry's representatives on the inter-ministerial committee, and that a superior was present in the form of the Director of the Department of Culture.

Furthermore, experience has shown that the **frequency of the meetings** of the GCC is an important factor in reinforcing the GCC's work. Whereas the initial meetings were more spread out, recent meetings have been held on a two-monthly basis. It is also essential that a **written report** be drawn up for each meeting as a reminder of the discussions held and the decisions taken and to allow the monitoring of measures.

At its first meetings, the GCC began by analysing its **role** and **tasks**. In addition to what is envisaged in the national action plan, the GCC decided to pursue measures that fall within its tasks but are not provided for specifically by the action plan. The GCC also endeavoured to bring about the appointment, within the Ministry, of an equality officer. This was a task that had not yet been delegated, but the appointment has already proven to be useful.

It should be noted, however, that the work of the GCC is carried out in addition to the ordinary duties of its members, and it would therefore be desirable if the working time devoted to the GCC's work were taken into account to a greater extent. One possible way of improving the GCC's activities could be to regularly inform the Secretary of State about meetings by systematically sending a meeting report.

9. Examples of good practice by topic

All the ministries were invited to develop an example of good practice for the final report according to a documentation form agreed in the C.I. In total, six ministries devised one or more examples of good practice for seven of the 12 topics mentioned in the NAP; with the exception of the first example³⁷, these are included here without comment³⁸.

Topic: Risk of poverty/measures against social exclusion	
Measure 1.5. Equality in the pension rights adjustment and social insurance	Ministry responsible: <i>Ministère de la Sécurité sociale</i> (Ministry of Social Security)

Preliminary remark on this example of good practice

In a study “Model for the functional division of rights” (2006), the difficulties of dividing the pension rights accrued during marriage are explained with the help of the very different results depending on the nature of the pension commitment and the wage segment and level of the spouses. One crucial problem proved to be the co-existence of two pension systems, the pension and a transitional system for civil servants.

The aim was to explore the possibilities for individualisation in pension law and the actions available for changes in social legislation. Owing to the complexity of the subject matter, it has not been possible yet to develop a system for further development of the pension system on an equality-oriented basis.

Therefore, the question of equality in pension law is being taken up again as part of the reform of divorce law.

The measure is included here as an example of good practice because, on the basis of the first step, the analysis, wide-ranging new issues were raised that led to a change in authority for processing the measure. This example makes it clear that, with a given goal (here equality in the pension system), the first step, frequently, must be an analysis to process the complexity of traditional social structures (here the structure of annuities and pensions) before the next steps (definition of measures, implementation and evaluation) can be taken.

In this example, the analysis steps and the conclusions based on the findings are presented.

1st Step: Analysis of the plan

The divorced spouse, who has interrupted his or her career to run the home and look after the children has no entitlement to a pension of his or her own for the period of this interruption unless he or she has paid into the scheme for this period on a voluntary basis. The spouse in question is usually the wife.

In the event of a divorce, it should be possible for each spouse to achieve financial independence and to have a complete insurance history, i.e. for the social contributions paid during the marriage to be factored in for the periods of interruption.

2nd Step: Impact assessment

A first analysis of whether a pension rights adjustment can be implemented in social insurance revealed that dividing the social contributions paid during the marriage creates a risk of achieving lower pensions and social insecurity as a result.

³⁷ Here, a preliminary remark has been inserted by Gitte Landgrebe S.à.r.l. for descriptive reasons.

³⁸ The texts were written by employees in the ministries.

Later, a specially mustered working group comprising representatives of the Ministry for Equal Opportunities, the Ministry for Public Service and the Ministry of Social Security took another in-depth look at this issue.

They came to the conclusion that a pension rights adjustment within the context of a divorce generates a variety of serious problems: on the one hand, it is legally complex because it involves a coming-together between private law (divorce law) and public law (social insurance law), the principles of which are incompatible and lead to injustices.

A second difficulty emerges from the fact that in the Luxembourg pension system there is a special system alongside a general one. Added to this is the possibility of one of the spouses being subject to the Luxembourg pension system, while the other is covered by a foreign system (e.g. in the case of border commuters). For such “mixed couples” it is practically impossible to set up a calculation model without calling into question and reforming the basic principles of pension insurance.

3rd Step: Adjustment of the plan

The bill to reform divorce law enables a foundation for a just division of marital property.

Hence the issue of own pension rights is to become part of the reform of divorce law, overseen by the *Ministère de la Justice* (Ministry of Justice).

4th Step: Implementation and controlling

The current reform of divorce law provides that inequalities between spouses that are the result of one of the spouses running the home and looking after the children are compensated for through the payment of a settlement.

This specification is subject to the appraisal of the divorce judge.

Topic 1: Risk of poverty/measures against social exclusion	
Measure 1.7. Revision of the concept of care for children of school age outside school hours	Ministry responsible: <i>Ministère de la Famille et de l'Intégration</i> (Ministry for Family and Integration)

1st Step: Analysis

According to information from the *Service National à l'Action Sociale* (National Agency for Social Measures), the risk of poverty can be defined as follows (accepted by the Laeken European Council in December 2001)³⁹:

Share of persons with an equivalised disposable household income below the at-risk-of-poverty threshold, which is set at 60% of the national median equivalised disposable income.

The latest relevant data available for Luxembourg (2006) paints the following picture:

- The national at-risk-of-poverty threshold in 2006 was EUR 1484 per month for a single-person household and EUR 3116 per month for a household with two adults and two children under the age of 14,
- The share of the population at risk of poverty in 2006 totalled 14.0%,
- The types of household particularly at risk of poverty include:
 - Single-person households (aged 30-64): 20.8%,
 - Two adults with three or more dependent children: 22.7%,
 - Single parents with one or more dependent children: 49.2%.

³⁹ SILC data 2007.

Gender-specific differences

- The households that are subject to an elevated risk of poverty include single parents with one or more children.⁴⁰ These households make up 4% of the Luxembourg population⁴¹. 94% of these are run by women.⁴²
- Given that family obligations in two-parent families are still assumed mainly by women, regardless of whether or not they work, work conditions between women and men are arguably unequal. They frequently experience interruptions to their career and have fewer opportunities to accept a full-time position⁴³.

In the state of the nation address on 22 May 2008⁴⁴, various measures to prevent a risk of poverty among children were envisaged which had been derived from the analysis:

Child bonus⁴⁵ (already being implemented):

The child bonus is a form of financial support available to families who are entitled to *allocations familiales* (family benefits). The introduction of the child bonus is intended to help combat the risk of poverty among children.

Chèques-Services (service vouchers)⁴⁶ (planned and in the preparation phase):

This measure falls into the sphere of *achieving a balance between work and family life*, and its implementation is expected to take place in 2009. So-called *Chèques-Services* will be introduced within the domain of childcare. These vouchers are intended to help combat poverty and should therefore be distributed mainly to families in financial peril.

Data exists on the employment rate of women and men in *crèches* and *maisons relais* (childcare centres), as well as on the types of families who profit from the package.

- In **crèches**⁴⁷ (0-3 years):
 - of 644 employees in total, 588 are female and 56 male.
 - the share of single-parent households totals 25.60%.
- In **childcare centres and childcare centre crèches**⁴⁸ (100% + 50% communes + non-profit organisations) (3-12 years)

⁴⁰ CEPS/INSTEAD (Sylvie Breulheid and Anne-Sophie Genevois): *Vivre au Luxembourg - Chroniques de l'enquête PSELL-3/2006: Le portrait des familles monoparentales* (Living in Luxembourg - Chronicles of the study PSELL-3/2006: Portrait of single-parent families) (P. 1-2):

"Amongst households with at least one dependent child, slightly more than half of single-parent families (55%) belong to those groups with the most modest standards of living – i.e. with a standard of living of less than 20,700 euros/year – whilst the corresponding figure for two-parent families is one in five (21%)."

⁴¹ *Rapport de stratégie nationale sur la protection sociale et sur l'inclusion sociale 2008/2010* (National Strategy Report on Social Protection and Social Inclusion 2008/2010) (P. 8).

⁴² CEPS/INSTEAD (Sylvie Breulheid and Anne-Sophie Genevois): *Vivre au Luxembourg - Chroniques de l'enquête PSELL-3/2006: Le portrait des familles monoparentales* (Living in Luxembourg - Chronicles of the study PSELL-3/2006: Portrait of single-parent families) (P. 1-2).

⁴³ *Les Femmes et le marché de l'emploi – Etude réalisée par le CEPS/INSTEAD – Actualisation 2007* (Women and the labour market – Study conducted by CEPS/INSTEAD – 2007 update (P. 23).

⁴⁴ <http://www.gouvernement.lu/gouvernement/etat-nation/index.html>

⁴⁵ *Rapport de stratégie nationale sur la protection sociale et sur l'inclusion sociale 2008/2010* (National Strategy Report on Social Protection and Social Inclusion 2008/2010) (P. 14).

⁴⁶ *Rapport de stratégie nationale sur la protection sociale et sur l'inclusion sociale 2008/2010* (National Strategy Report on Social Protection and Social Inclusion 2008/2010) (P. 32).

⁴⁷ Data from the Crèches Service of the "Administration Générale" (General Administration) division.

⁴⁸ Data from the "Enfance et Famille" (Childhood and Family) division.

- of **1432** employees in total, **1263** are female and **169** male.
- Table: Family situation of parents of enrolled children⁴⁹
 - Single-parent family: 25.60%
 - Both parents work full-time: 42.16%
 - One parent works full-time, the other part-time: 18.96%
 - Two parents, one of whom works outside the household: 11.29%
 - Children placed by a guardian: 1.88%
 - Others: 0.09%

2nd Step: Objective

- According to EUROSTAT statistics, the employment rate of women in the Luxembourg labour market in 2007 amounted to 56.1%. Statistically speaking, Luxembourg lags behind Germany and France in this regard.⁵⁰ Therefore, one of the goals⁵¹ of the “*Plan National d’Action d’Egalité des Femmes et des Hommes*” (National Action Plan for Gender Equality) is to improve the quantitative share of the labour force between men and women. This is to be implemented by increasing the number of places in childcare centres and crèches, as well as making opening times more flexible.⁵²
- Based on estimates by the “*Enfance et Famille*” (Childhood and Family) division, the existing structures are insufficient to cope with such growing demand.⁵³ According to the statistics of the *Ministère de la Famille* (Ministry for Family), Luxembourg currently has **20,250** places in childcare structures for children aged 0-12 in crèches, childcare centres and childcare centre crèches, boarding schools, and with childminders (status on: 01.06.07).
- The number of newly created childcare options for children aged 0-12 should amount to **28,384** places in future. The increase in places for childcare for children aged 0-12 should therefore have a positive effect on women’s share of the labour force. It offers women a way of lightening their load, enabling them to continue their career on a full-time or part-time basis.
- Childcare centres, for example, offer the following services, among others: all-day care, lunch or help with homework. Increased flexibility in the opening times means that the majority of mothers are no longer forced to give up their jobs or go part-time. Help with

⁴⁹ *Rapport d’Activité du Ministère de la Famille et de l’Intégration 2007* (Activity Report of the Ministry for Family and Integration 2007) (P. 52).

⁵⁰ http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1996,39140985&_dad=portal&_schema=PORTAL&screen=detailref&language=de&product=REF_TB_labour_market&root=REF_TB_labour_market/t_labour/t_employ/t_lfsi/t_lfsi_emp/tsiem010

⁵¹ Goals of the Lisbon Agenda: to make the region the most competitive and dynamic knowledge-based economic area in the world by 2010.

⁵² *Plan d’Action National de l’Egalité des Femmes et des Hommes 2006 du Ministère de l’Egalité des Chances* “Objectif: Augmentation des taux d’emploi féminin et masculin” (National Action Plan for Gender Equality 2006 of the Ministry for Equal Opportunities “Objective: increase in female and male employment rates”) (P. 19).

⁵³ *Rapport d’Activité du Ministère de la Famille et de l’Intégration 2007* (Activity Report of the Ministry for Family and Integration 2007) (P. 174).

homework offers an additional way of lightening the load for parents.⁵⁴ In addition, it is assumed that single-parent households would be less affected by a risk of poverty.⁵⁵

- Single fathers can draw the same benefit from a more extensive and flexible childcare package as single mothers. And in 'intact' families, fathers also benefit from the additional wage flowing into the household kitty.
- It is also expected that the introduction of *Chèques-Services* will have a beneficial effect on the employment rate of women in the Luxembourg labour market. Given that the risk of poverty affects foreign fellow citizens to a greater extent than Luxembourg inhabitants, the "*gratuité selective*" (selective free access) for *Chèques-Services* could help women from other cultural circles to find more opportunities to take part in the labour market. (This could also encourage children from immigrant families to integrate).⁵⁶
- Luxembourg women and women from abroad therefore have the choice of becoming/remaining financially independent from their husbands since they are receiving a salary and an entitlement to their own health insurance and pension payment. Even if their children are still very young, they have the opportunity to accept a full-time position.
- Given that it is particularly single-parent households that are affected by a risk of poverty, these should take priority in the award of places, as is already the case with the majority of day centres.

3rd Step: Implementation

- A plan spanning several years to increase the number of places in childcare structures was developed.
- In **2005**, its year of inception, **8,000** places were created in childcare centres.
- In **2006**, the number had already risen to **10,247**.
- In October **2008**, there were **15,094** places. A total of 20 municipalities still have no childcare centres, but 18 of them are planning to introduce such structures in the future. The creation of **7,400** new places is planned, too.⁵⁷

The following measures are also planned in relation to childcare structures:

- By **2010**, 15 or 25 free hours/week are envisaged for children who could be affected by social exclusion.
- By **2015**:
 - The creation of 35,000 childcare places
 - All Luxembourg municipalities should have a childcare centre
 - In 75% of municipalities, the childcare centres should offer afternoon care
 - In 50% of municipalities, the childcare centres should offer activities during school holidays
 - In 25% of municipalities, the childcare centres should offer individual aid programmes⁵⁸

⁵⁴ *Rapport d'Activité du Ministère de la Famille et de l'Intégration 2007* (Activity Report of the Ministry for Family and Integration 2007) (P. 174).

⁵⁵ *Rapport de stratégie nationale sur la protection sociale et sur l'inclusion sociale 2008/2010* (National Strategy Report on Social Protection and Social Inclusion 2008/2010) (P. 32).

⁵⁶ *Rapport de stratégie nationale sur la protection sociale et sur l'inclusion sociale 2008/2010* (National Strategy Report on Social Protection and Social Inclusion 2008/2010) (P. 32).

⁵⁷ *Rapport de stratégie nationale sur la protection sociale et sur l'inclusion sociale 2008/2010* (National Strategy Report on Social Protection and Social Inclusion 2008/2010) (P. 26).

- The ministry's *Plan d'Action National d'Egalité des Femmes et des Hommes* (Action Plan for Gender Equality) refers, in connection with the improvement of the quantitative share of the labour force between men and women, to the promotion of cooperation between qualified and unqualified employees.⁵⁹ This would enable the appointment of unqualified personnel as well in the newly created childcare structures, giving women and men without the corresponding diplomas the prospect of higher salaries and therefore a chance to stabilise their financial situation.
- An important role is also played by so-called childminders. In **2003**, the first year, **18** childminders were counted for **90** children. In **2007**, the number had already risen to **101** for **437** children. In addition, the law of 30 November 2007, which governs the rights and obligations of childminders, resulted in an increase in job applications.⁶⁰

Implementation takes place together with the *Ministère de l'Education nationale et de la Formation professionnelle* (Ministry of National Education and Vocational Training) (family helper training).

4th Step: Progress control and evaluation

Responsibility for reviewing the achievement of goals lies with the gender competence cell of the *Ministère de la Famille et de l'Intégration* (Ministry for Family and Integration). Included in the evaluation is the "*Enfance et Famille*" (Childhood and Family) division as well as the childcare centres and crèches themselves.

The achievement of goals for the domain of childcare should be reviewed using the following indicators:⁶¹

- More flexible opening times
- Childcare structures near to where parents live
- Priority for children from single-parent families
- Creation of new childcare places / increase in the number of places in childcare centres and crèches
- Cooperation between qualified and unqualified staff
- Help with homework
- Gender training courses for staff
- Gender activities/programmes in children's groups
- Gender-differentiated statistics: Employment rate of women and men in childcare centres and crèches, types of families (single parents,...)

The structural and political impact on gender equality should be reviewed using the following goals in particular:

- Increase in the employment rate of Luxembourg women and women from immigrant families
- Countering of the risk of poverty in single-parent households

⁵⁸ *Rapport de stratégie nationale sur la protection sociale et sur l'inclusion sociale 2008/2010* (National Strategy Report on Social Protection and Social Inclusion 2008/2010) (P. 33).

⁵⁹ *Plan d'Action National de l'Egalité des Femmes et des Hommes 2006 du Ministère de l'Egalité des Chances* "Objectif: Augmentation des taux d'emploi féminin et masculin" (National Action Plan for Gender Equality 2006 of the Ministry for Equal Opportunities "Objective: increase in female and male employment rates") (P. 19).

⁶⁰ *Rapport de stratégie nationale sur la protection sociale et sur l'inclusion sociale 2008/2010* (National Strategy Report on Social Protection and Social Inclusion 2008/2010) (P.).

⁶¹ Compiled based on assessments by MIFA employees.

The results of the evaluation are included in the *Rapport d'Activité du Ministère de la Famille et de l'Intégration* (Activity Report of the Ministry for Family and Integration).

Topic 4: Violence	
Measure 4.1.6. Scientific impact analysis in relation to the Protection from Violence Act. Focal point: development of concepts to take care of perpetrators of domestic violence	Ministry responsible: <i>Ministère de l'égalité des chances</i> (Ministry for Equal Opportunities)

1st Step: Analysis

This measure is based on the statistics of the joint committee against domestic violence. The committee is made up of representatives of the public prosecutor's office, the police, non-governmental organisations and the *Ministère de la Justice* (Ministry of Justice), and is presided over by the *Ministère de l'Égalité des chances* (Ministry for Equal Opportunities).

The joint committee against domestic violence prepares annual statistics, reviews the effectiveness of the law and is responsible for solving problems to do with the implementation of the law in practice. The committee can also suggest to the government ways of strengthening the fight against domestic violence.

In the 2007 annual report, the joint committee revealed, among other things, that perpetrators do not visit the offender advice centre on a voluntary basis. Only 1 percent of people given expulsion orders visited the advice centre in 2007.

The offender advice centre "*Riicht eraus*" (Outreach) was established in 2003 in parallel to the Protection from Violence Act. Upon being expelled from the home, the perpetrator is informed by the police that he or she can go to this advice centre for help.

2nd Step: Objective

The aim of the measure is to find other ways of changing the perpetrator's violent behaviour, thereby taking a step forward in relation to equality between men and women.

The competencies of the joint committee are further required here to analyse other strategies and improve the help packages for perpetrators. In 2007, the committee met to discuss the strategies that can be used separately or together and which pursue the following three goals:

- The experts of the "*Centre de médiation*" (mediation centre) receive specific specialist training so they can organise dialogue between the perpetrator and the victim professionally. This restorative justice dialogue can only take place if the perpetrator admits to the crime.
- The clarification of accepted behaviour (e.g. at the police station) for men during the 10 days of the expulsion order is introduced as standard. If this is made a task for the police station, the police must be strengthened with further staff and the officers must be qualified for this.
- The perpetrators receive a systematic package of behavioural therapies from the offender advice centre. The main goal of the work with perpetrators is for men to learn to overcome conflicts and crises in their relationships without resorting to violence, thereby significantly contributing to the protection of women and children.

3rd Step: Implementation

The implementation of the various strategies must be discussed further in the joint committee in 2008/2009.

In 2008, the Luxembourg government made additional financial resources available to improve the package for perpetrators at the offender advice centre.

From autumn 2008, the offender advice centre, together with two new female employees, will integrate the Duluth, Minnesota model, the DAIP (Domestic Abuse Intervention Project), into the Luxembourg concept. The DAIP is the oldest and most successful intervention project combating domestic violence. The basis for this project lay in the acceptance of responsibility by all social groups and institutions.

Perpetrators receive support in the form of group therapy. They attend weekly sessions for almost a year. New people with violent tendencies can be inducted into the programme at any time.

So that the concept of care for perpetrators in Luxembourg can be developed further, the *Ministère de l'Égalité des chances* invited Klaus Eggerding and Dr Mirja Silkenbeumer from the Hanover Men's Office in July 2008 to a public conference and an advanced training course for experts from the victim protection centre and the offender advice centre.

The following proposals for a concept that may happen later were discussed during the advanced training:

- Clarification of accepted behaviour provided by the judiciary or police
- Written communication from the public prosecutor's office to the perpetrator advising that participation in group therapy is obligatory
- Proactive approach of the offender advice centre
- Amendment of the Protection from Violence Act (e.g. to allow for the proactive approach of the offender advice centre)

It has transpired that the demand for advanced training is huge. Additional training with the Hanover Men's Office is scheduled for the start of 2009.

4th Step: Progress control and evaluation

The statistics and results of the work with perpetrators are reviewed and documented in the annual report of the joint committee as well as in the report of the academic monitoring of the Protection from Violence Act and also documented with the institutions concerned in relation to action consequences for everyday practice.

The analysis reviews:

- The success rate of the concept of group therapy at the offender advice centre
- The success rate of the strategies listed under point 2 – Objective

Topic 4: Violence	
Measure 4.1.7. Development of tools to take care of children as victims or witnesses of domestic violence	Ministry responsible: <i>Ministère de l'égalité des chances</i> (Ministry for Equal Opportunities)

1st Step: Analysis

This measure relates to the development of tools to take care of children who are victims or witnesses of domestic violence and concerns all boys and girls in women's refuges and advice centres who are victims and/or witnesses of domestic violence.

The measure is based on the statistics of the joint committee against violence and the statistics of women's refuges and advice centres.

The analysis revealed that for a long time children's experiences of violence were not given sufficient attention and there is still no systematic approach for looking after them.

Consequently, a variety of providers have introduced specific group training programmes for children. The *Ministère de l'Égalité des chances* has also made further financial resources available for working specifically with children who experience domestic violence and for developing and trialling tools for looking after children who are victims or witnesses of domestic violence.

2nd Step: Objective

The aim of the measure is to improve the care for children who are victims or witnesses of domestic violence and to better assess their wellbeing. These children need to be exposed to a different pattern of behaviour in an effort to help reduce inequalities between women and men.

Under the direction of the *Ministère de l'Égalité des chances*, the following documents should be drawn up and made available to all employees who work with children:

- Guides, observation forms, materials, suggested reading
- Names of people who are interested in networking at national level and requested issues
- Indications regarding requested and necessary advanced training courses

The group training introduced by various providers involving children who have experienced domestic violence has the following goals:

- Lifting the taboo of experiencing violence
- Increasing self-esteem
- Communicating constructive ways of handling conflict
- Experiencing fun in a group with people of the same age or of different ages

3rd Step: Implementation

The documents specified in the objective were prepared. The networking between the various national providers took place. Since the meeting on 20.12.2007 at the *Ministère de l'Égalité des chances*, employees who work with children have met on 10.04.2008, on 29.05.2008 and on 03.07.2008 for a professional exchange. The next meeting will be held on 4 September 2008.

The results of the networking and of the materials used as well as the benefit of the various advanced training courses are to be presented to the *Ministère de l'Égalité des chances* once a year (autumn 2008).

Through networking, all the help packages for children are to be made available to other providers as well. For example, one provider has made an offer for children of other interested providers to be able to attend group training for children who have experienced domestic violence.

4th Step: Progress control and evaluation

The results of the networking to improve the care for children who experience domestic violence are documented. The number of employees by gender who have taken part in the networking and advanced training, etc., as well as the number of children by gender who can benefit from the measure is recorded in statistics.

The findings of children's groups are documented.

All the results are communicated to the *Ministère de l'Égalité des chances*. They are analysed and discussed together at a meeting in relation to conclusions for everyday practice. On this basis, a decision is also to be made as to whether further funding should be requested to improve the care for children who experience domestic violence.

Topic 6: Labour – Gender equality in the labour market	
6.1 National plan for innovation and full employment 6.1.9 Continuation of the programme for affirmative action in companies in the private sector and evaluation of the impact of the programme	Ministry responsible: <i>Ministère de l'égalité des chances</i> (Ministry for Equal Opportunities)

1st Step: Analysis

The evaluation of the programme (1999-2006), carried out by the consulting company 'Etudes et Formation' and submitted on 11 July 2007, identified the following types of impact:

- At the level of the employees – personal gain, individual impact
- At the level of the company – strong and consistent impact in the case of structural measures – impact on individual participants in the case of isolated measures
- At the socio-political level – impact 'sui generis'; little outward impact.

It was revealed that few measures target gender equality specifically, but relate rather to human resources in general. Moreover, participation in the programme was used by individual companies to take stock of the staff.

2nd Step: Objective

Gender equality should be embedded in the structure of companies so that structural changes related to equality policy are introduced for the long term alongside personal, individual types of impact.

Through a holistic approach, the following 3 issues of equality policy are covered in every company:

- Equal treatment of women and men, including equal pay for identical or equivalent work
- Equality of women and men in decision-making
- Equality of women and men in balancing work and private life

3rd Step: Implementation

- Development of indicators relating to the 3 main issues by the consortium ACORD International

- Adjustment of the staff questionnaire to accommodate the 3 issues (correlation between policy-related goals and taking stock)
- Development of a codified analysis of staff data
- Presentation of the new approach; press conference on 13 November 2007
- Transfer of the 4 GM steps to the project work in the company:

Phase 1

- Stock-take in the company
- Formation of a working group and cooperation with the group
- Analysis of the data collated

Phase 2

- Development of a project with the formulation of clear goals for the company in collaboration between the ministry and the working group (convention)
- Expert opinion of the Inter-Ministerial Committee for Equality between Women and Men
- Ministerial decision, with subsidies if appropriate

Phase 3

- Implementation of the project as actual '*action positive*' (affirmative action) within the context of a convention between the ministry and the company

Phase 4

- Monitoring and evaluation after 2 years

Every project and its measures are checked for relevance to equality at the development stage. If necessary, internal indicators are defined.

Director involvement is essential. Training in 'gender in management' is scheduled.

Wage differences are discussed and, if appropriate, processed with measures. Gender equality at management level, a balance between family life and work, and advanced training are further issues in the complete package of measures that result in a two-year company project.

4th Step: Evaluation

The '*actions positives*' programme is evaluated as part of the NAP for gender equality. Quality control for the individual measures within the companies is assured by academic monitoring and the entire company project is evaluated after 2 years (good practice).

It is clear that the new approach leads to projects that target an improvement in equality in the corporate culture. This is guaranteed by the holistic approach from the very outset of the project. The transfer of the 4 GM steps from the political level to the project level is a success. The application of the 4-GM-steps method is regarded by the companies as quality management.

Topic 7: Decision-making	
7.2. Promotion of equality between women and men through municipal politics	Ministry responsible: <i>Ministère de l'égalité des chances</i> (Ministry for Equal Opportunities) in collaboration with the <i>Ministère de l'Intérieur</i> (Ministry of the Interior), the <i>Ministère de la Culture, Enseignement supérieur et de la Recherche</i> (Ministry of Culture, Higher Education and Research) and the <i>Syndicat des Villes et Communes du Luxembourg</i> (Association of Luxembourg Towns and Municipalities – Syvicol)

1st Step: Analysis

As part of the European project 'Gender equality in local development', a review was conducted of the current situation regarding the implementation of equality policy at municipal level. The aim was to develop indicators for the prize of best practice in equality policy for women and men in the municipalities. The evaluation involved interviews with mayors in municipalities with a population of more than 10,000 inhabitants, municipalities with a medium-sized population of 3,000 to 10,000 inhabitants and smaller municipalities with fewer than 3,000 inhabitants. Workshops were also organised with representatives from politics, administration and the existing commissions of the municipalities.

It was revealed that equality policy is not implemented purposefully and that the measures tend to be covered by social and family policy. The under-representation of women at the top of the municipal hierarchy remains significant despite the targeted support of the *Conseil National des Femmes du Luxembourg* (National Council of Women in Luxembourg) – 80% elected men to 20% elected women.

The municipalities of Luxembourg, Esch-sur-Alzette, Sanem, Schiffange, Dudelange, Bettembourg and Differdange have municipal services that are supposed to implement a targeted equality policy. This is achieved to some extent through action plans (Esch-sur-Alzette, Luxembourg and Dudelange). The regional services (Gender House in Redange and *Mouvement pour l'Égalité des Chances* (Movement for Equal Opportunities) in Echternach) have limited political influence on the leadership of the municipalities that support the services. The influence of the advisory committees on equality policy is generally unsatisfactory and characterised by the organisation of events.

A visible change in gender roles in private life through the creation of more childcare places is not all that evident. The correlation between improved childcare and an increase in the participation of women in the labour market is not being examined.

2nd Step: Objective

The aim of the measure is to supply those responsible in the municipality with the tools needed to shape municipal policy relating to the issue of equality between the sexes.

Attention is paid to ensuring that the 4-GM-steps method defined in the NAP is transferred to the municipality.

3rd Step: Implementation

The following were created:

- a) A diagram showing the creation of municipal policy as a top/down strategy, which has been approved both nationally and internationally by the partner countries of Denmark and Slovenia as part of the European project. It concerns the structure of the policy as well as the players involved in the policy.

- b) The structure integrates the evaluation of the status of the population and of the main institutional measures needed (phase of the analysis).
- c) With the help of the circular to the municipalities (2006 *lettre circulaire*) as well as the handouts of the *Conseil National des Femmes du Luxembourg*, Syvicol and the CEMR (Council of European Municipalities and Regions), the municipalities draw up an action plan for political and administrative purposes as well as for the population (internal plan for the administration and related services, external plan for the population, phase of the objective).
- d) The measures are created using the 4-GM-steps method. Advanced training in the implementation of a gender-oriented municipal policy is offered at the *Institut National d'Administration Public* (National Institute of Public Administration – INAP), both for municipal staff and for those responsible for policy. The implementation tools can be downloaded from the website of the *Ministère de l'Egalité des chances*. They can be used for auto-evaluation and nationwide comparability purposes or as guidelines for those responsible for policy in the municipal council and for the administration.

The ministry also supports the Service for Equality Policy in the Municipalities, which has been based at the *Conseil National des Femmes du Luxembourg* since 1997.

This non-governmental organisation offers regional advanced training courses for equality officers and members of the equal opportunities commissions.

4th Step: Progress control and evaluation

The networking of the initiatives at national level is a consequence of the European project. The measures of the individual players complement one another. The implementation of municipal policy is given a structure that is evaluated by the prize of best practice for equality policy in the municipalities.

Progress control in the municipalities is possible using the indicators for the evaluation. It can be combined at national level, enabling an evaluation of the national concept. This evaluation should be incorporated within the work of the ministry during the next legislative period.

Topic 8: Reinforcement of state structures that foster gender equality	
Measure 8.1. Development of gender competence among public service personnel through training – integration of the gender dimension into national policies through training	Ministry responsible: <i>Ministère de la Fonction publique et de la Réforme administrative</i> (Ministry for Public Service and Administrative Reform – MFPPRA)

Since 2005, the *Institut national d'administration publique* (National Institute of Public Administration – INAP), under the authority of the *Ministère de la Fonction publique et de la Réforme administrative* (Ministry for Public Service and Administrative Reform – MFPPRA), has been offering gender training for officials and employees of the state and the municipalities. This action falls within the framework of the National Action Plan for Gender Equality (NAP), under the section “mechanisms to promote and reinforce state structures that foster gender equality”.

Objective

The aim of the measure described above is to develop gender competence among public service personnel through training.

Implementation and analysis

The reference year for this analysis is 2007, when INAP offered the following training courses in the area of gender:

- Training for equality officers within public service

These training courses were intended for equality officers appointed following the entry into force of the Act of 19 May 2003 in amendment of the general civil service regulations. An equality officer is supposed to have been appointed within each state ministerial department and civil service administration. Provision was made for three training courses:

- "Introduction to the concept of equal opportunities for women and men in the administration." The aim of this seminar was to inform equality officers of the role they are required to carry out in the area of gender equality within their respective departments by providing them with information on the tasks of an equality officer in state ministerial departments and civil service administrations.
- "The key concepts associated with equal opportunities for women and men." The purpose of this training course was to make equality officers aware of the key concepts relating to "gender and the sexes", the role of women and men in society, the approach of gender mainstreaming, the social and economic situation of women and men worldwide, fundamental responsibilities and duties, equality within trade unions and equality in negotiations for collective agreements.
- "Communication techniques." The aim of this seminar was to make equality officers aware of, introduce them to and train them in the role they will be required to carry out in the area of equal opportunities within their respective departments.

- Training for members of the gender competence cells

- "Gender mainstreaming – training of gender competence cells within ministries." The purpose of this training course was to provide a definition of the concept of "gender" and to present the tools needed to develop methods that will allow gender mainstreaming to be transposed into our civil service administrations.

- Training for officials involved in drawing up the texts of laws and regulations

- "Gender legislation." The purpose of this training course was to make legal officials aware of problems associated with equality arising within the context of drafting the texts of laws and regulations.

- Training for all female officials and employees affected by the subject. Priority was given to training officials in the higher career bracket, with a view to their obtaining the certificate in public management.

- "Rhetorical skills seminar for women." The aim of this seminar was to allow participants to develop their rhetorical skills and thereby increase their ability to assert themselves.

It should be noted that, of the six training courses mentioned above, the course relating to "communication techniques" was cancelled. The participation rates in the other training courses were as follows:

Training course	Total number of participants in 2007	Women	Men	Level in hierarchy (women)	Level in hierarchy (men)
Introduction to the concept of equal opportunities for women and men in the administration	11	9	2	Higher: 5 Middle: 2 Lower: 2	Higher: 1 Middle: 1
The key concepts associated with equal opportunities for women and men	8	8	/	Higher: 4 Middle: 3 Lower: 1	/
Gender mainstreaming – training of gender competence cells within ministries	16	13	3	Higher: 8 Middle: 3 Lower: 2	Higher: 3
Gender legislation	20	12	8	Higher: 11 Middle: 1	Higher: 8
Rhetorical skills seminar for women	8	8	/	Higher: 4 Middle: 4	/
Total	63	50	13		

It is possible to make a number of observations on the basis of these statistics:

- The attendance rate for the courses relating to gender is low (63 participants over five courses).
- The majority of participants were female. Of the sixty-three officials who participated in the various training courses in the area of gender, fifty (79.37%) were female and thirteen (20.63%) male. For reference purposes, it can be added that INAP trained 7,595 officials over the course of 2007. Of this number, 5,048 (66.46%) were male and 2,547 (33.54%) female. In view of these figures, it can be stated that female participants were very much in the majority in the context of gender-related training courses, whilst they were clearly in the minority with regard to the other training courses that were offered.
- The majority of the participants were from the higher career bracket (there were 32 women and 12 men from the higher bracket, 13 women and 1 man from the middle bracket and 5 women from the lower bracket).
- The average age of the women who participated in the gender training courses was 40, whilst the average age of the men was 46.

Evaluation

The gender training courses offered by INAP did not enjoy the expected level of success. It has not yet been possible to determine the causes of the shortfall, given that the indicators relating to the evaluation of the training courses were only implemented in autumn 2007.

Nevertheless, in order to move things forward, the *Ministère de l'Égalité des Chances* (Ministry for Equal Opportunities – MEGA), in collaboration with the *Ministère de la Fonction publique et de la Réforme administrative* (Ministry for Public Service and Administrative Reform), the *Ministère de l'Intérieur et de l'Aménagement du Territoire* (Ministry of the Interior and Spatial Planning) and the *Institut National d'Administration Publique* (National Institute of Public Administration – INAP), has decided to participate, within the framework of the Community programme “Progress”, in a call for proposals aimed at improving the

incorporation of the gender dimension into national policies through the development of a concept that allows the gender dimension to be integrated at the level of basic and advanced training for officials of the state and the municipalities.

In other words, the aim of the project is to embed the gender dimension within INAP's structures as well as within the training courses it provides.

The groups being targeted by the project are the superiors at ministries and civil service administrations, the employees of INAP and the trainers engaged by INAP.

The project has been devised in four stages: the first makes it possible to analyse the current situation, the second to formulate a concept, the third to transpose the concept and the fourth to verify and evaluate the transfer of the concept into the training structure.

Topic 11: Environment	
Measure 11.1 Explicit integration of the gender dimension into the national plan for sustainable development (PNDD) and consideration for the analysis and implementation of the measures in relation to the aspect of gender	Ministry responsible: <i>Ministère de l'environnement</i> (Ministry of the Environment) as coordinator of the PNDD, otherwise all ministries responsible

1st Step: Analysis

The inclusion of the gender issue into the plan for sustainable development rests on the finding in relation to unequal opportunities in life and quality of life for women and men and the requirement for the inclusion of society as a whole in order to implement sustainable development.

Unequal opportunities in life for women and men were identified in the following areas⁶²:

- **Inequality in the representation of the population**, with 3 women and 12 men in the government, 14 women and 46 men in the Chamber of Deputies, 3 women and 18 men in the Council of State, and 13 female mayors for 116 municipalities;
- **Only limited visible change in gender roles in private life**, given that only 23% of employees requesting parental leave are men, whereas women make up 96% of people taking the first parental leave and 77% of those taking the second parental leave. In addition, between 32 and 36% of women work part-time compared with 3 to 7% of men;
- **Unchanged inequality in opportunities in the labour market** in terms of income, social security and career opportunities, with 54.6% of women and 72.6% of men in gainful employment, with a 16% share for women on the Board of Directors of companies, with women accounting for 24% of directors of companies employing more than 15 people, and with wage inequalities of 14% (average gross monthly wage of male employees is EUR 3,939 compared with EUR 3,168 for female employees);
- Women are at a disadvantage as regards **unemployment**, given that between the ages of 25 and 54 the risk of becoming unemployed, where the conditions are exactly the

⁶² The data for the points "labour market" and "unemployment" comes from a STATEC study "*Marché du travail: Égalité hommes-femmes, mythe ou réalité?*" (Labour market: Equality between men and women, myth or reality?) STATEC Economic Report No. 105.
The data for the point "private life" comes from the 2007 Activity Report of the Ministry for Family

same (age, nationality, age at immigration and level of education), is twice as high for women as for men.

2nd Step: Objective

Gender equality by means of gender mainstreaming is an overarching quality target for a complete sustainability plan.

With this in mind, every measure must be examined to see whether there is any difference in its impact on women and men in order to prevent a negative impact on either sex.

The objective is the creation of a sustainability plan that integrates the issue of equality consistently.

3rd Step: Implementation

To achieve the objective of “integration of the gender issue into the sustainability plan”, a number of prerequisites had to be met.

The competent ministry is represented in the “*Commission interdépartementale de développement durable*” (Inter-Service Commission on Sustainable Development – CIDD)⁶³ responsible for developing the plan.

The work of the CIDD was monitored by an expert with experience in, among other things, developing sustainability plans incorporating the gender issue.

The *Conseil National des Femmes* (National Council of Women) and *CID Femmes* (Women’s Information and Documentation Centre) were invited to roundtable discussions with civil society. These two committees contributed comments on the current draft of the PNDD at the CIDD’s request. During the roundtable discussion with civil society as well as in the comments sent in on the current draft of the PNDD, criticisms relating to the gender issue were raised. It was stressed that gender mainstreaming is a cross-cutting task and that all campaign areas ought to be extended to include the aspect of gender. In particular, the gender perspective is absent in the increase in poverty, in the increasing uncertainty regarding employment and in the growing income gap, as well as in the sections dealing with health, north-south relations and school education. The application of gender-neutral language is also missing. What is more, gender budgeting should be introduced in pilot projects by 2013, given the trialling of the approaches abroad and the fact that Luxembourg could assume a pioneering role thanks to its present wealth.

Gender aspects could also be included in sustainability training for adults and consumers.

And finally, it should be noted that gender equality can only be targeted successfully within the context of a sustainability plan if gender mainstreaming is integrated into all sector policies.

4th Step: Progress control and evaluation

The aim – the integration of the issue of equality into the sustainability plan – has been achieved.

To date, the process for developing the plan has provided for 3 roundtable discussions or workshops with representatives of civil society. The main criticisms of the first discussions in relation to the need to take stock, as regards equality as well, have been heeded and incorporated as the first section of the plan.

⁶³ Make-up of the CIDD: Ministry of State, Ministry of the Interior (director of the Spatial Planning and Water Management Office), Ministry of Agriculture, Ministry of Housing, Ministry of Foreign Affairs (director of Development Collaboration), Ministry of the Economy, Ministry of National Education and Vocational Training, Ministry of Culture, Higher Education and Research, Ministry for Equal Opportunities, Ministry for Family, Ministry of Finance, Ministry of Health, Ministry of Social Security, Ministry of Transport, Ministry of Labour and Employment, and Central Service for Statistics and Economic Studies (STATEC).

During the latest roundtable discussion (May 2008) with civil society and in the subsequent opinions, a number of quality and action targets for the current draft of the PNDD were discussed. The CIDD will try to integrate these comments.

The process for developing the PNDD provides for the definition of suitable indicators once the action targets and measures have been determined.

Topic 11: Exchange of experience and knowledge in the area of urban policy	
Measure (beyond the NAP)	Ministry responsible:
Promotion of gender equality through the establishment of a <i>Cellule d'Information nationale pour la politique urbaine</i> – CIPU (national information unit for urban policy)	Initiative of the <i>Ministère de l'Intérieur et de l'Aménagement du territoire</i> (Ministry of the Interior and Spatial Planning), in collaboration with the <i>Université du Luxembourg</i> (University of Luxembourg), the <i>Ministère de l'Economie</i> (Ministry of the Economy), the <i>Ministère du Logement</i> (Ministry of Housing), the <i>Ville de Luxembourg</i> (City of Luxembourg), the <i>Ville d'Esch-sur-Alzette</i> (City of Esch-sur-Alzette) and the northern municipalities

1st Step: Analysis

Urban policy should generate equal opportunities for men and women, for young and old in the labour market and in all areas of urban life. The advancement of women and gender mainstreaming are a cross-cutting task.

The reasons for the increased importance of urban issues and players at EU level are varied: general reorientation in the development goals of the EU from balance-oriented strategies towards goals of increasing growth, competitiveness and innovation as well as the inclusion of these goals in the EU Cohesion Policy 2007-2013; and extensive recognition of the role of major urban centres as driving forces for growth, employment, innovation and education, etc. But cities are also seen as “hotspots” for social and ecological problems (social exclusion, migration, integration, equality between the sexes, young and old in the labour market, etc.).

Ministers responsible for urban policy, mayors and also urban organisations are increasingly being recognised as important political governance partners for the implementation of EU policies. Until 2004, Luxembourg had not taken part in EU discussions on urban policy at either national or local level. In addition, there was no network between local players in relation to urban issues and no national urban policy either.

In 2004, during the Netherlands' Presidency of the EU, Minister Halsdorf made the decision that the Grand Duchy should start to play an active role in discussions concerning European urban policy. Consequently, Luxembourg's participation in the network project EUKN (European Urban Knowledge Network), which was initiated in May 2005, was a logical step. Involvement in EUKN required the establishment of a National Focal Point, which created, for the first time, a national database with studies and practical examples from the broad-based field of urban development, town planning and urban policy in Luxembourg.

All in all, Luxembourg, represented by the Ministry of the Interior and Spatial Planning (DATer), has made varied efforts in recent years to be actively involved in urban policy at European level and to help shape the agenda of the respective EU Presidency in relation to this issue. The experience gained and the contacts established with European partners should be exploited further and expanded, and Luxembourg should derive tangible added value from its involvement in the informal collaboration between the Member States. The condition for the creation of this added value is the involvement of local players in the discussions!

In order to meet these challenges, the establishment of a national information unit for urban policy offers an ideal option.

A coordinated focus for Luxembourg human resources in deployment at EU level, the use of structural fund incentives for the internationalisation of urban players and an active networking of knowledge generated at EU level with specialist discussions in Luxembourg will enable Luxembourg to forge a new position for itself.

2nd Step: Objective

The convention for the creation of the CIPU was signed on 23 April 2008 by the aforementioned partners concerned. Since June 2008, Tom Becker has been working at the University of Luxembourg as a research associate responsible for the tasks of the CIPU.

The possible duties of the information unit for urban policy comprise the following aspects:

- Central contact point for issues relating to urban policy;
- Contact partner for both local players and international organisations;
- Exchange of information between local players in the area of urban policy (specialist conferences, discussion forums ...);
- Creation of a network structure at national level in the area of urban policy;
- Representation of Luxembourg at EU events in the area of urban policy and purposeful sharing of information received with Luxembourg players;
- Identification of current research requirements and initiation of research projects;

CIPU for Luxembourg:

- Arousing of attention to urban issues at various levels and in various sectors;
- Identification of requirements at local level;
- A better understanding through a common 'specialist' language;
- Improved collaboration between the players involved in urban policy;
- Involvement of local level in EU discussions;
- A national electronic database for experiences in urban policy.

On the basis of its role as a national information unit for urban policy, the CIPU can draw attention to the issue of gender equality and contribute to the exchange of knowledge and experiences relating to 'gender' issues, most notably through the preparation and presentation of Luxembourg and international examples of best practice on the CIPU homepage at www.cipu.lu, as well as on the national EUKN homepage: www.eukn.org/luxembourg/

3rd Step: Implementation

- Search, expansion, exchange and circulation in respect of examples of best practice on the issue of gender equality and equal treatment for women and men in the area of urban policy and town planning. The national and European EUKN database offers interesting possibilities here;

Example: Germany: cities and municipalities have applied gender mainstreaming in various departments and with various methods. The German Association of Cities (www.stadtetag.de) conducted a survey on this among its member cities in 2003. The specialist areas mentioned the most frequently were town planning, playgrounds, youth work and transport policy.

The German Association of Cities compiled the findings to date in 2003 and grouped them together in a work aid "Best practice in gender mainstreaming from the communes".

- Discussion of equality and equal treatment of the sexes in workshops run by the CIPU in the areas of urban policy and urban development;
- Help for cities and urban players in the quest for suitable national and European funding so that projects can be realised on the issue of equality and equal treatment of the sexes with reference to urban policy and urban development;
- The CIPU can help the *Ministère de l'Égalité des Chances* to identify and, if necessary, initiate research projects that are relevant for the urban players in Luxembourg;
- Support for the *Ministère de l'Égalité des Chances* in its efforts to win cities and urban players over for new projects, e.g. by the CIPU working together with the ministry to develop a strategy for better ways of reaching this target group. On the basis of its close relations with the cities and urban players as well as its Internet presence, the CIPU can represent an important link between the local players and the ministry. The areas of violence, economy, resolutions, development measures, environment and conflict situations are of interest here.
- All campaigns organised by the CIPU are examined in terms of their gender equality and equal treatment of the sexes. As part of this measure, CIPU staff will take part in advanced training courses in gender mainstreaming to ensure consideration for gender aspects in ongoing work.

4th Step: Progress control and evaluation

- Publications of examples of best practice on the issue of equality and equal treatment of women and men in the national EUKN database;
- Discussion of equality and equal treatment of the sexes in the areas of urban policy and urban development in workshops and seminars organised by the CIPU;
- Publication and circulation of information on the national and European programmes that promote gender equality and within the context of which urban players can realise projects (on the CIPU homepage, in newsletters, and at information events, etc);
- By 2010, participation of CIPU staff in advanced training on gender mainstreaming to ensure consideration for gender aspects in ongoing work;
- By 2010, planning/implementation of national or European projects involving one or more urban players and/or identification and, if necessary, initiation of a research project on the issue of equality and equal treatment of women and men with an urban dimension;
- Development of a strategy in collaboration with the ministry in order to win cities and urban players over for new projects on the issue of gender equality.