

**OPERATIONAL GUIDE
MAINSTREAMING GENDER
EQUALITY**

TABLE OF ACRONYMS

ADKAR	Awareness Desire Knowledge Ability Reinforcement
AIDS	Acquired Immunodeficiency Syndrome
AUSPE	Users in Resource Management
CEDAW	United Nations Convention on the Elimination of All Forms of Discrimination against Women
CSW	Commission on the Status of Women
CTA	Chief Technical Advisor
DAC	Development Assistance Committee
EIGE	European Institute for Gender Equality
EU	European Union
GAP	Gender Action Plan
GBV	Gender-Based Violence
HIV	Human Immunodeficiency Virus
ICP	Indicative Cooperation Programme
IEC	Information, Education and Communication
LGBTI	Lesbian, Gay, Bisexual, Transgender and Intersex
MFEA	Ministry of Foreign and European Affairs
M/W	Men/Women
NGO	Non-Governmental Organisation
OECD	Organisation for Economic Co-operation and Development
QM	Quality Manual
RBA	Rights-Based Approach
ROF	Country/Regional Office
SDG	Sustainable Development Goals
SRHR	Sexual and Reproductive Health and Rights
SMART	Specific, Measurable, Achievable, Relevant, Time-Bound
STI	Sexually Transmitted Infection
TFD	Technical and Financial Document

TFP	Technical and Financial Partner
ToC	Theory of Change
ToR	Terms of Reference

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EXECUTIVE SUMMARY

Gender equality is a prerequisite for improved access to quality basic social services and well-being, and thus for socio-economic growth. Due to the negative consequences of gender inequalities on development, gender is recognised as a key cross cutting issue for Luxembourg's cooperation. The gender strategy of Luxembourg's cooperation (2021-2030) defines the orientations and priorities in terms of gender equality, women's empowerment, and the fight against all forms of Gender-Based Violence (GBV). It intends to strengthen the integration of gender in all its interventions, according to a twofold approach, namely (i) the systematic horizontal integration in all activities and components of Luxembourg's cooperation, and (ii) the financing of dedicated interventions.

This guide describes how LuxDev ensures the operational integration of gender equality and women's empowerment in its operations. Referring to known procedures (e.g., the "Formulation Process - FOR_5") for the elaboration of a project or programme, this guide constitutes the user's manual for LuxDev's staff (including its partners and providers) to facilitate the integration of gender mainstreaming in the four phases of the programme cycle - identification, formulation, implementation, and closure of the activities entrusted to the agency.

Our commitment in the identification phase

Although the identification process is the responsibility of the Ministry of Foreign and European Affairs (MFEA), taking gender equality and women's empowerment into account very early in the project/programme cycle is crucial. Starting with the identification of the new programmes, the agency strives to use its mandate as a reliable advisor to the Luxembourg government, its know-how and its roots in partner countries to convey this message and translate it into concrete actions. This guide will help to identify and establish the elements needed at the end of the identification phase to feed into the formulation process. What information do we need?

- to have identified, through our monitoring work, the key gender issues of the beneficiary country;
- to have conducted a well-informed debate/exchange with our embassies on the orientations taken with the partner country and to act as a reliable advisor on gender equality. Analyse the situation of gender equality and women's empowerment in the country and propose, if necessary, sustainable alternatives and more inclusive solutions (to be further developed in the formulation phase) as well as a dedicated budget;
- any project should by default contribute to a better inclusion of the most vulnerable populations (and therefore have, with duly justified exceptions, a marker established by the Development Assistance Committee (DAC) 1 gender as a minimum (to be found in the formulation mandate));
- have an understanding of the activities of other Technical and Financial Partners (TFP) in the country in the field of gender equality and women's empowerment. Knowledge of the projects and ambitions of European actors in the partner country;
- have conducted a mapping of stakeholders who are *responsible for gender equality interventions* with simple statistics (who, what, duration, amount and funding mechanism, target regions, beneficiaries, institutional partners, main strengths and weaknesses);
- to have involved the gender and human rights expert from headquarters in all these initial reflections and analyses.

Our commitment during the pre-formulation phase (understood as preparation for the formulation phase)

The pre-formulation period should be able to complement/confirm the orientations taken in the identification phase. The objective is to address the needs of the formulation in terms of gender equality and women's empowerment:

- produce a guidance note for the formulation team outlining the findings on gender equality and women's empowerment during identification;
- conduct a critical analysis of the formulation mandate to ensure that the request is consistent with the analysis carried out in the identification phase;
- where appropriate, recommend additional gender studies in the formulation process;
- confirm the DAC marking;
- review the lessons learned from previous projects in the same sector and especially the recommendations made on the integration of cross-cutting themes (environment/climate, gender, and governance);
- include in the formulation Terms of Reference (ToR), if relevant, the necessary human and financial resources (e.g., include a gender expert in the formulation).

Our commitment to formulation

Our expectations at the end of the formulation phase are as follows:

- in the case of DAC marking, a clear objective and indicators for gender-responsive actions have been defined that complement other development results to ensure resilience, sustainability, and inclusiveness. This objective does not have to be independent from other development results but may well be cross-cutting to all our interventions in the country;
- have a dedicated budget for the chosen actions;
- have a concluding note on gender (completed guidance note from the previous stage) for the operational team;
- to have provided the means to invest in awareness-raising and continuous training of our partners and teams on gender equality issues in relation to the actions selected.

Our commitment to change management

Our expectations of a logical framework or Theory of Change (ToC) are:

- a coherent intervention logic (logical framework or ToC) that integrates gender mainstreaming issues, strengthens accountability for gender equality and women's empowerment results and improves project/programme performance and quality;
- that the guidelines are taken into account when the project is designed;
- include tool sheets n°26 to 33 with examples of effect and impact indicators for some key sectors of Luxembourg cooperation;
- have identified objectively verifiable indicators.

Our commitment during implementation

In the implementation phase, the focus is on projects and programmes where at least one of the relevant DAC markers has a value greater than or equal to 1. The following points of attention include but are not limited to:

- consider that the implementation of mainstreaming actions or specific actions implies the availability of a dedicated budget (to be foreseen when formulating);
- ensure that the application of guidelines and tools adapted to local conditions enhances the ownership, effectiveness and efficiency of mainstreaming actions;
- provide the means to invest in awareness raising and continuous training of our partners (national and non-public) and our teams on the themes of gender equality and women's empowerment, specifically in relation to the selected actions;
- apply the recommendations of the guide regarding the diagnosis of the capacities of implementing partners;
- identify avenues/guidelines for targeted efforts to strengthen the capacity of key implementing partners;
- ensure the collection and/or analysis and use of relevant, comparable, and quality data to inform evidence-based decision-making.

Our commitment during evaluation and capitalisation

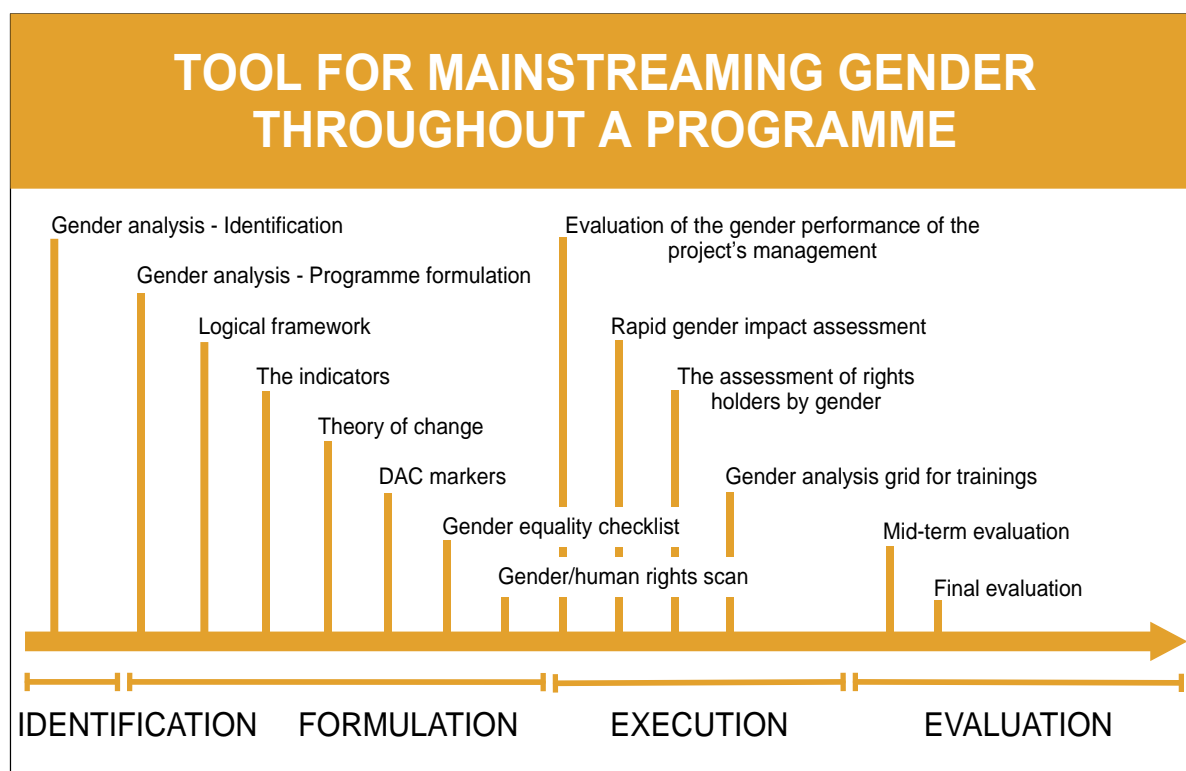
Our expectations at the end of the project can be summarised as follows:

- integrate gender-related evaluation questions into the ToR of interim and final evaluations;
- have consulted the tool sheets n°16 "Rapid gender impact assessment" and 17 "Gender disaggregated rightsholder assessment" with the guiding questions for gender mainstreaming in assessments;
- identify (if relevant) a topic for capitalisation on the gender dimension and develop a capitalisation product¹;
- collect promising practices from projects/programmes and facilitate dissemination to the field and/or headquarters.

¹ This could be a written note, video, podcast, webinar, workshop, comic, animation, etc.

Guidelines and implementation tools adapted to local conditions.

The expected impact is greater equality and a tangible effort to empower women and girls and eliminate all forms of violence. The practical needs and strategic interests of Men/Women (M/F) are different and require different approaches and solutions in which the target audience must be actively involved. Therefore, no one size fits all approach can be applied. However, at the same time there are generic aspects of mainstreaming across the different stages of the programming cycle, which can serve to ensure that the effort pays off. A fundamental challenge throughout the stages of the cycle described below will be to access, collect and use relevant data systematically, which is essential, for example, for context analysis and monitoring. This will require the collection and/or analysis and use of quality comparable data, disaggregated by sex and age, to inform evidence-based decision-making. In addition, the lack of technical capacity among key stakeholders, both rights-holders and duty-bearers, including familiarity with the project cycle approach, as well as language challenges, may require targeted efforts to build the capacity of key implementing partners to engage in this process.



For questions or suggestions for improvement, please contact the focal point of this guide, the gender and human rights expert of LuxDev.

1. WHY MAINSTREAMING?

Mainstreaming is the process of integrating a particular concern into development actions. Gender mainstreaming is the process of assessing the implications for M/W and people of diverse gender identities of any proposed action, including legislation, policies or programmes, in all areas and at all levels. In general, women and girls in all their diversity and other marginalised groups bear the heaviest and most direct consequences of gender-based inequality and violence. In fulfilling its mandate, in particular the implementation of the Ministry's commitments to respect, protect and achieve gender equality in development cooperation, LuxDev is also a duty-bearer in promoting gender equality². Therefore, this guide represents for the agency the translation of its will to align itself with the national orientations in this field³. The gender strategy of Luxembourg's cooperation is part of Luxembourg's feminist foreign policy⁴ and aims to contribute to the realisation of the 2030 Agenda, as well as to the respect of international agreements on gender in the international, European and Luxembourgish normative framework.

1.1. International commitments

At the international level, LuxDev aims to align with the 2030 Agenda and its 17 Sustainable Development Goals (SDG), recognising the indispensable role of gender equality in achieving sustainable development. Gender equality and women's empowerment are universal goals in their own right, as explicitly stated in SDG 5 - "Achieve gender equality and empower all women and girls", the 1979 United Nations Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the 1995 Beijing declaration and platform for action, both of which have been ratified by Luxembourg. In addition to the SDG, there are numerous instruments, policies and declarations that recognise the importance of the gender dimension as internationally recognised goals stemming from:

- the UN declaration on the elimination of violence against women;
- the programme of action of the 1994 international conference on population and development and the 2019 Nairobi Summit for Sexual and Reproductive Health and Rights (SRHR);
- the council of Europe convention on preventing and combating violence against women and domestic violence, the so-called Istanbul convention;
- the convention on the rights of the child;
- the convention on the rights of persons with disabilities;
- the convention on social, economic and cultural rights, the framework for action on women, girls, gender equality and Human Immunodeficiency Virus (HIV) (2009) of the joint UN programme on HIV / Acquired Immunodeficiency Syndrome (AIDS);
- documents from the annual sessions of the Commission on the Status of Women (CSW)⁵, the UN economic and social council;
- the respective European Union (EU) agreements.

On the strength of its political and proactive support for equality, Luxembourg's cooperation has set up several actions to give weight to the generation equality forum (2021), the largest international meeting for equality between men and women since the 4th world conference on women in Beijing in 1995. This intergenerational forum aims to accelerate the implementation of the Beijing platform for action (26 years after its adoption), the MDG, and to better rebuild societies from a gender perspective. It also helps to limit the impact of the Covid-19 pandemic on women and girls.

² It is left to the representations in the partner countries to understand equality as either equality of M/W or equality between M/W. The latter option is more restrictive, as it is narrower in scope in the sense that it deals only with relations between M/W, and not - as in the first option - with relations between women and men of different categories. Thus, for example, it will consider the relationships between M/W living with a disability and not between women living with a disability and women living without a disability. This distinction is more relevant when dealing with more sensitive target groups such as people from the LGBTI community.

³ Awaiting national guidance note on gender equality.

⁴ Luxembourg recognises and systematically defends the rights of women and girls as human rights and promotes greater participation of women at all levels of responsibility. Luxembourg is committed to strengthening the social, economic, and political role of women and to equal opportunities.

⁵ The CSW is dedicated exclusively to the advancement of women and the achievement of gender equality. It is the main political body in charge of promoting gender equality. The CSW systematically monitors progress in the implementation of twelve critical areas of concern identified by the Beijing platform for action.

1.2. Commitments at European level

Luxembourg's cooperation interventions in the field of gender will be evaluated, as far as possible, through indicators close to the EU's Gender Action Plan (GAP III 2021-2025)⁶, launched on 25 November 2020. This action plan sets out the EU's political and operational roadmap for a gender-equal world. Through this plan, EU action will address the structural causes of gender inequality through a transformative approach and contribute to the empowerment of women and girls as drivers of change. Special attention is given to women and girls facing multiple forms of discrimination.

1.3. Commitments at national level (Luxembourg)

The gender strategy of Luxembourg's cooperation⁷ defines the orientations, priorities and long-term guidelines of Luxembourg's cooperation in terms of gender equality⁸ and the fight against all forms of GBV. It is in line with the priorities of the general strategy of Luxembourg's cooperation "*En route vers 2030*" and considers the other fundamental cross-cutting themes of cooperation, namely the respect of human rights, and the protection of the environment and the fight against climate change, which are closely linked to the challenge of gender equality. The Agency's interventions address the needs of all sections of the population and aim to ensure the participation of civil society in their design, implementation and monitoring, regardless of ethnicity, gender identity and expression, age, disability, sexual orientation, origin, social background, etc. Therefore, throughout this guide, the term "in all their diversity" is used to express that, regardless of the group targeted, individuals in all their diversity are included.

1.4. National commitments of Luxembourg's partner countries

Despite their potential, the countries targeted by Luxembourg's cooperation are facing socio-economic challenges that could be properly addressed if everyone had access to the same opportunities. Unfortunately, gender equality and women's empowerment are still far from being achieved in all areas, particularly in health, education, employment and governance, revealing the presence of deep inequalities. As signatories of international conventions on gender (such as CEDAW, the international conference on population and development, etc.) and the Beijing platform for action, Luxembourg's cooperation partner countries have made national commitments to gender equality and women's empowerment. Luxembourg intends to support its partner countries - and countries of intervention in general - in the operationalisation of their commitments through the maintenance of a permanent political dialogue on proper consideration of the gender dimension and the strengthening of the capacities of national and local institutions in charge of gender policies and strategies.

2. PURPOSE OF THE GUIDE

The objective of this guide is to support a transformation process, aiming at direct and indirect effects on gender relations at the level of the projects and programmes implemented by LuxDev. The guide also strengthens the organisational development of LuxDev as a "social system" with a structure and hierarchy. Gender mainstreaming is conceived as a systematic and planned process of organisational learning with the aim of achieving gender equality both internally and through concrete results in our activities (European Institute for Gender Equality - EIGE, p. 5)⁹. Such an approach thus contributes to the achievement of greater gender equality through the services and products delivered.

⁶ GAP III 2021- 2025 sets out the EU's political and operational roadmap for a gender-equal world. Through this plan, EU action will address the structural causes of gender inequality through a transformative approach and contribute to the empowerment of women and girls as drivers of change. It makes the promotion of gender equality a priority in all external policies and actions; proposes a roadmap for joint work with stakeholders at national, regional and multilateral levels; intensifies action in strategic thematic areas; calls on the institutions to lead by example; and ensures transparency of results.

⁷ The gender strategy 2021 is divided into the following **five thematic priority areas**:

1. SRHR.
2. Education, training and vocational integration.
3. Economic empowerment (equal access to decent work).
4. Gender-balanced participation in political, public and economic decision-making processes.
5. Preventing and combating gender-based violence.

⁸ By referring to the term gender, this strategy does not limit itself to the binarity of gender identity into two distinct forms (feminine and masculine) but takes into account the multiplicity of sexual identities and gender expressions present in our communities while aiming to promote this diversity.

⁹ EIGE, institutional transformation, gender mainstreaming toolkit, 2016.

In this way, we aim to improve the quality of our interventions through a greater consideration of gender equality, which could be summarised as follows:

- all new interventions in the field are based on a gender analysis;
- the conclusions and recommendations of these analyses feed into the project/programme cycle;
- progress on gender equality will be measured by the monitoring and evaluation system.

Specific objective of this guide

The guide will also contribute to greater equality within partner countries through “gender-sensitive” or “gender-transformative” interventions. These interventions will be formulated and implemented according to the approach based on the respect, protection and promotion of human rights and a results-based approach. In line with the gender strategy of the Luxembourg cooperation, the agency places great emphasis on the principles of inclusion, empowerment, and non-discrimination.

2.1. Why was this guide developed?

The desired impact is greater gender equality and a tangible effort to empower women and girls in the partner countries. In this regard, it is important to note that there is no single concept of equality. The levels of equality targeted by rights holders and duty bearers in partner countries vary from country to country. The equality aimed at in Vietnam is not the same as that aimed at in Mali. Furthermore, the equality sought by rights holders in Burkina Faso is not always the same as that sought by duty bearers at the level of the Burkinabe government. There is no single answer to the problems of inequality. The practical needs and strategic interests of M/W are different and require different approaches and solutions. One size fit all does not and cannot be applied.

These findings explain the need to integrate this equality issue from the outset of the policy dialogue to define the room for manoeuvre and frame the objectives of gender and human rights interventions. However, this guide focuses more specifically on LuxDev’s responsibilities. This guide can then be read in conjunction with the gender strategy of Luxembourg's cooperation.

2.2. What is the added value for LuxDev employees?

The implementation of this guide will make it possible to adjust, modify and integrate new orientations and continue the process of gender mainstreaming as well as accompany the specific interventions in favour of the empowerment of women and girls. This is a long-term process that must constantly adapt to changes and challenges within the organisation and in its external environment, in the socio-economic, political and cultural fields (migration, economic crisis, terrorism, etc.). Thus, although significant progress has been made, LuxDev can certainly contribute further to the promotion of gender equality. This guide asks that you join these efforts and aims to show you how throughout the project cycle. The guide, inspired by the experiences of other actors in this field, will provide examples of good practice. It will also allow LuxDev to be more visible on this topic and hopefully raise awareness and motivation among employees and partners to work towards a more equal society.

The first chapters deal with the methodological framework and instruments for gender mainstreaming in the project cycle, monitoring and evaluation. Next, a series of tools to implement gender mainstreaming in a harmonised way is provided, and finally, the guide offers a list of online training courses on gender and human rights.

“Gender mainstreaming is thus understood as both a process and a state. If gender equality as a common goal is finally integrated into an institution, gender equality will become an integral part of an organisation's objectives and daily work routines.”
(EIGE p. 5)

2.3. Implementation of international, European, and national commitments

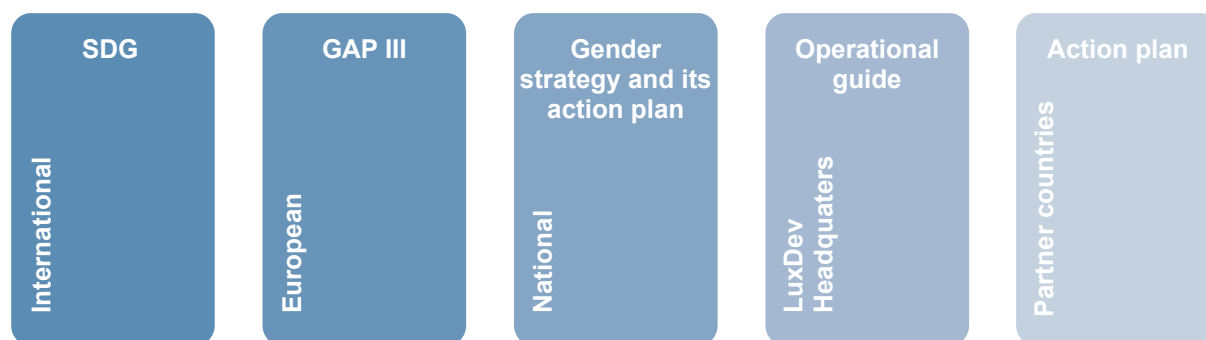


Figure 1 - Link between the different “gender” documents

3. PRINCIPLES FOR GENDER MAINSTREAMING IN INTERVENTIONS

Gender mainstreaming in LuxDev’s activities will be aligned with the principles of aid effectiveness, in line with the Paris declaration, and will be guided by the principles underlying the implementation of the gender strategy of Luxembourg’s cooperation.

3.1. The principle of ownership

Developing countries take ownership of their development policies and strategies and ensure the coordination of action in support of development. Luxembourg cooperation will support and promote the appropriation of the gender dimension by all stakeholders at different levels in its countries of intervention, by respecting their policies and helping them to strengthen their capacity to implement them.

3.2. The principle of alignment

Donors base all their support on the national development strategies, institutions and procedures of partner countries. Luxembourg cooperation interventions will thus be based on the needs and priorities of partner countries, as identified in national and regional development strategies and other relevant policies, regulations and commitments in the field of gender equality and women's empowerment.

3.3. The principle of harmonisation

Donors are working to improve harmonisation, collective effectiveness and manageability, especially for countries with weak administrative capacity, such as fragile states. This includes establishing common arrangements in partner countries for planning, financing and implementing development programmes, including on gender equality and women's empowerment.

3.4. The principle of results-based management

Both donors and partner countries manage resources and improve decision-making for results. Luxembourg cooperation will fully support the efforts of its partner and wider intervention countries to put in place performance assessment frameworks to measure progress in the implementation of key components of national development strategies, including on gender equality and women's empowerment dimensions.

3.5. The principle of mutual accountability

Donors and developing countries hold each other accountable for development results.

3.6. The “do no harm” principle

The logic of the “do no harm” principle is the fundamental concept that development co-operation should not cause unacceptable harm or human rights violations to M/W. All efforts to solve development problems, such as poverty, should not lead to new problems and harm¹⁰. To do so, it is essential to systematically examine the potential risks associated with the gender dimension of the project/programme (existing or to be implemented) and take them into account in the design of the intervention, in accordance with the gender equality laws and regulations in force in the partner countries.

¹⁰ A rights-based approach to EU development cooperation, encompassing all human rights, p. 17.

Example: Nicaragua - The PortalTEC platform. Access to technology is improving for much of the world's population, but constraints remain for women in Nicaragua, where computers and communications are not yet used for economic empowerment. The principle of “do no harm” in this context calls for example for the PortalTEC platform, which has become a very powerful tool for technical education, to also benefit adolescent girls (tailored to their educational choices) and groups living in vulnerable conditions (translation into local languages).

Example: the SEN/031 - Health and Social Protection programme (2018-2022), financed by the Senegal-Luxembourg Cooperation, (26 MEUR) has helped to improve access to high-quality, efficient and equitable healthcare services. The intervention area covers seven medical regions with a population of 6.9 million Senegalese (45% of the Senegalese population). The programme's priority is to improve access to health services for women and girls. The regions of Kaffrine and Matam are characterised by early fertility. These regions deserve special attention. In the area of social protection, particular emphasis will be placed on improving care for young, isolated girls. Equal access to training has also been promoted. In addition, the SEN/031 has continued to support the Ministry of Health and Social Action's gender unit, in particular with a workshop to validate tools for gender institutionalisation within the Ministry of Health and Social Action and civil society training on menstrual hygiene management in the Fatick region. The proposed global gender mainstreaming strategy has made gender a cross-cutting issue in the health and social protection sector¹¹.

3.7. The principle of “maximising positive effects”

The aim here is to measure the positive human rights impacts (for both women and men) of the implementation of development programmes and projects. It is also important to pay attention to the positive effects that the integration of other cross-cutting themes can bring. For example, when contributing to the economic advancement of women in rural areas in Burkina Faso by strengthening women's marketing capacities, it is even more important to pay attention to the quality of the food they are selling at the markets and the working conditions in which they process agricultural products.

Example: Burkina Faso - Support project for the sustainable management of forest resources (BKF/023). AGREF aims to contribute to the protection and sustainable development of forest resources by ensuring a healthy environment for the population. Among the major results expected are the optimisation of forestry sectors, improved protection of forest resources, optimisation of reforestation, diversification of food resources and sources of income. The new support should enable better knowledge, preservation, and sustainable management of wood and non-wood forest resources by and for the benefit of the populations. Speaking of the populations, it is important to underline that they are M/W, and that their knowledge of forest resources, their ways of managing them or their destination are different when addressing M/W.

3.8. The “leave no one behind” principle

The principle of “leaving no one behind”, or the principle of inclusion, means starting any project/programme with the full participation of people living in extreme poverty.

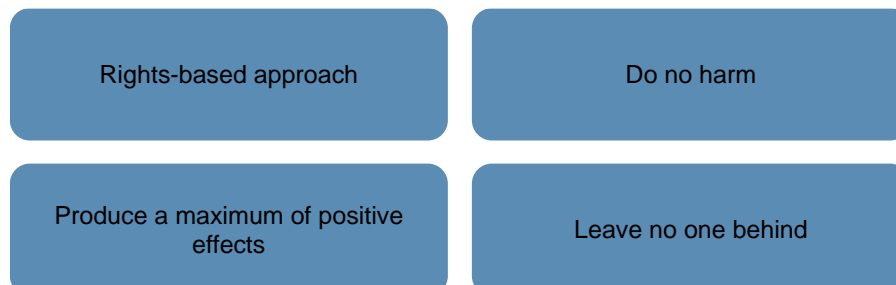
Although considerable progress has been made in tackling poverty and injustice, too many people - the poorest, those who are excluded, disadvantaged, or exposed to violence and discrimination - still face terrible inequalities in access to resources, opportunities and rights.

Reaching out to these groups, ensuring that their voices are heard and enabling them to enjoy the benefits of progress must therefore be a priority.

For the agency, the principle of inclusion is about considering all vulnerable or disadvantaged groups. This means integrating the principle of intersectionality, which refers to the situation of people who experience several forms of discrimination, domination, or stratification within a society at the same time (e.g., discrimination on the basis of gender, age, ethnic origin, disability, sexual orientation, gender identity and expression, migrant/refugee status, background or other determining factors).

¹¹ https://luxdev.lu/files/documents/Genre_SEN_vF.pdf.

LuxDev will pay particular attention to stakeholders who are usually excluded from the implementation of policies, projects, and programmes. The aim is to better understand and benefit from the positions of the various key actors. For example, when supporting the development of a new school system or planning the construction of a new school, it is important to invite representatives of people living with disabilities. Their input into the development of new secondary education plans benefits all adolescents and empowers girls. Their views are crucial to enable all adolescents to feel included, although their environment respects their “diversity”. The principle of non-discrimination involves assessing whether projects and programmes meet the needs of all women and girls, men, and boys, and ensuring the participation of civil society in design, implementation, and monitoring.



3.9. The principles of the human rights-based approach

In the field of cooperation, the Human Rights Based Approach (HRBA) has been developed and is applied by the different TFP including UN agencies as well as the EU and bilateral agencies.

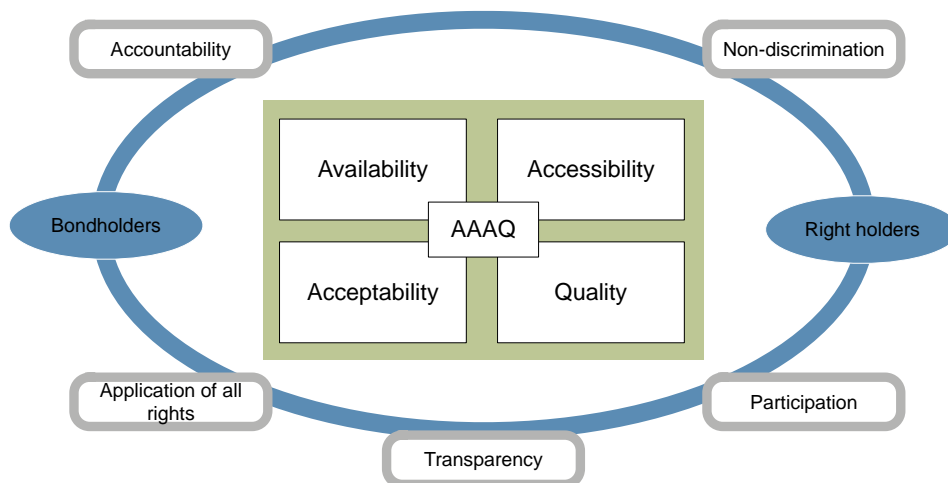
The aim of this HRBA is to support or accompany states and their institutions, the main debtors of legal obligations relating to human rights¹², in fulfilling their duties, and to strengthen the capacities of rights-holders to assert their rights. From this perspective, project recipients go beyond being recipients and beneficiaries to becoming actors and rights-holders.

Rights holders are individuals or groups who are supposed to know, be able to claim, enjoy and exercise their rights. The key point is that these rights are available, accessible, (culturally) accepted and of good quality.

The different principles are presented below and form the basis of the reflections to be carried out when integrating gender into the project cycle:

- **application of all rights:** means that projects and programmes are about all rights holders and not a selection of them. They are also about all rights, not trade-offs between them. Human DBA builds on international human rights obligations that countries have signed and ratified;
- **participation and inclusion:** the aim is to enable people to access relevant information about projects and programmes and to be included in the development process. Participation is more than a set of consultations or a technical step in the preparation of a programme. It is about fostering participation in decision-making processes as a basis for active citizenship;
- **non-discrimination and equal access:** it is essential that rights-holders have equal access to basic public goods and services supported or provided by projects and programmes. It is even more important that special attention be paid to the needs of populations living in vulnerable/poor conditions and those most at risk of poverty and human rights violations;
- **accountability and access to the rule of law:** This principle concerns the alignment of relevant national legislation with human rights legal obligations. As it is the responsibility of the state to respect, protect and fulfil the enjoyment of human rights and to promote good development, it is essential that accessible, transparent and effective accountability mechanisms exist at central and local government levels;
- **transparency and access to information:** the state and other duty-bearers can only be held accountable if citizens have access to information and freedom of expression. It is therefore essential to ensure access to free and independent information in a format that is accessible to all, especially vulnerable groups, and populations. This also requires that projects and programmes implemented at national, regional, or local level are transparent.

¹² Obligors are those structures that have an obligation to respect, protect and fulfil human rights.



Example: NIG/703 - Support to the water and sanitation sector in Niger within the framework of PROSEHA. In the framework of the implementation of the right-based approach, particular emphasis will be placed on capacity building for rights holders (users, citizens: right to water) and duty bearers (administration, municipalities, companies, etc.). A balance is to be sought between these two groups both in terms of the results to be achieved and the budgets to be allocated. In addition, this approach puts forward four fundamental principles that we illustrate in the table below (as an example):

Participation	Non-discrimination
<ul style="list-style-type: none"> • user participation in local planning; • user participation in resource management (AUSPE); • empowering municipalities in the management of public water and sanitation services. 	<ul style="list-style-type: none"> • participation of women and specific groups (pastoralists) in local planning; • integration of the issue of people with disabilities in certain plans (public latrines, etc.); • reducing disparities in access to water and sanitation; • indicators by locality/region and gender.
Transparency	Accountability
<ul style="list-style-type: none"> • budget planning: BPO / PROSEHA, DPPD, budget orientation debate, national assembly; annual planning of the MCF; • posting of finance laws online; • integration of the resources from the sale of water into the municipal budgets; • communication of local authority budgets; • communication of the lists of villages / AEP at the commune, region and national level (posters and press); • communication of procurement plans (press); • regulation of the price of water in rural areas. 	<ul style="list-style-type: none"> • monitoring of budgets: RAP, DPPD; • monitoring of municipalities, delegates and AUSPE; • audit of communal funds (ERF and SMEA); • audits and controls by national bodies; • external audits.

3.10. The methodological framework for gender mainstreaming

In order to incorporate the gender equality perspective in all areas and at all levels, by the actors generally involved in the implementation of policies, gender mainstreaming is based on a twofold approach, which concerns on the one hand the (re)organisation, improvement, evolution, and evaluation of decision-making processes¹³, and on the other hand, special attention to actions oriented towards the empowerment of women and girls in order to meet their specific needs (short term) or strategic interests (long term).

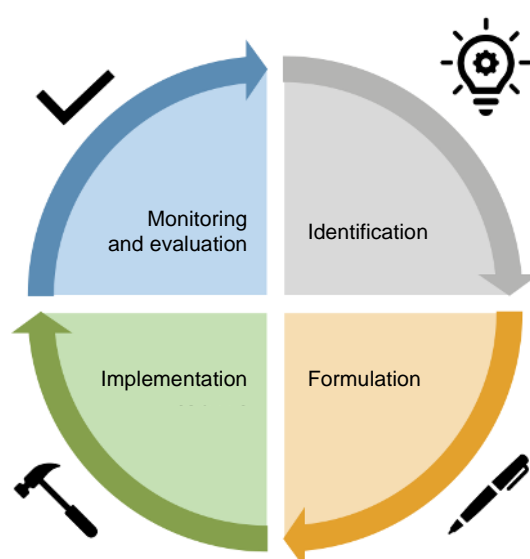
This dual approach includes a systematic consideration of the differences in conditions, situations, needs and interests of M/W in all interventions. It implies that M/W participate on an equal footing when identifying objectives or when designing development strategies and plans.

¹³ Council of Europe definition



Example: Vietnam - Cao Bang - Rational use of water and agriculture (VIE/036). The VIE/036 project “Rational use of water and agriculture” aimed to support sustainable value chains for poverty alleviation and food security in the mountainous areas of Cao Bang province. The specific objective is to manage agricultural production more effectively in all its dimensions while addressing the needs of ethnic minorities and other segments of the population in need. The expected result is to improve and diversify agricultural production systems to make them more productive, resilient, and sustainable, and to make marketing mechanisms more efficient and demand driven. The dual approach to gender concerns i) the integration of the needs and interests of producers and traders from the planning, implementation and monitoring and evaluation stages; ii) a focus on the long-term interests of producers and traders in order to strengthen and promote their positions and status in agricultural production value chains.

4. INSTRUMENTS FOR THE INTEGRATION OF GENDER IN THE PROJECT CYCLE

Gender mainstreaming should be an integral part of project and programme management and be considered at all stages of the cycle, from identification to evaluation (see chart below), rather than being undertaken in isolation. Beyond this, Luxembourg's development cooperation should systematically seek to support its partner countries' efforts to promote gender equality and women's empowerment in development policies, plans and programmes.



The following table brings together all the relevant actions and tools for mainstreaming gender in the different phases of the project and programme cycle. These actions and tools are then detailed in the following four sub-sections which focus respectively on support to the identification process through sectoral analyses, gender mainstreaming in the identification process and then formulation, implementation, and monitoring and evaluation. The different approaches (projects and programmes) and implementation modalities (LuxDev/national) are also considered.







Project cycle stages	Main entry points	 Actions to be carried out	 Available tool sheets	Targeting and implementation responsibilities
Identification	Political dialogue	<ul style="list-style-type: none"> • putting the gender dimension on the agenda of the political dialogue with the national authorities (partnership commissions); • involve public authorities and key stakeholders. 		<ul style="list-style-type: none"> • embassies; • MFEA country desk.
	Sector analysis	<ul style="list-style-type: none"> • inform and support the pre-formulation process; • produce a country thematic/sector note for gender equality and women's empowerment issues; • consult the available gender country sheets. 	Gender country sheets (recent data and ongoing programmes)	<ul style="list-style-type: none"> • Country/Regional Office (ROF) LuxDev; • expert support from LuxDev headquarters if needed.
	Formulation mandate	<ul style="list-style-type: none"> • identify gender issues and opportunities at the macro (institutional) level for informed targeting; • identify the challenges and opportunities related to the gender dimension at different levels (Indicative Cooperation Programme (ICP), specific sector, geographical area of intervention); • identify policies, national strategies and key stakeholders related to this theme; • to guide the formulation and marking of DAC on the basis of analyses. 		<ul style="list-style-type: none"> • embassies; • MFEA country desk.

Formulation	Gender analysis	<ul style="list-style-type: none"> take into account the challenges and opportunities related to the gender dimension at different levels identified during the identification phase (CIP, specific sector, geographical area of intervention); take into account the policies, national strategies and key stakeholders related to this theme identified during the identification phase. 	ToR for specific analysis(s) to be integrated in the identification or formulation (tool sheets n°2 and 3).	<ul style="list-style-type: none"> MFEA country desk; formulation team; formulation committee.
	Gender mainstreaming in project formulation (Technical and Financial Document - TFD)	<ul style="list-style-type: none"> integrating gender into the log frame/ToC; formulate Specific, Measurable, Achievable, Relevant, Time-Bound (SMART) gender-sensitive impact, outcome and result indicators. 	<ul style="list-style-type: none"> tool sheet on gender-sensitive indicators (tool sheet n°10); DAC / Organisation for Economic Co-operation and Development (OECD) marking guide appendix. 	<ul style="list-style-type: none"> formulation team; quality control country desk; expert monitoring support from LuxDev headquarters; formulation committee.
Implementation	Continuing education and awareness	Offer gender training tailored to the needs of staff and partners.	Section of this guide: resources and data available, and training available online.	<ul style="list-style-type: none"> local partner institutes and organisations; support from the LuxDev gender expert if needed.
	Monitoring and reporting system	<ul style="list-style-type: none"> update the monitoring and evaluation matrix in real time (at least twice a year); prepare the results-oriented progress report with a section on gender equality themes. 		<ul style="list-style-type: none"> technical assistant / Chief Technical Advisor (CTA); LuxDev gender expert support or mobilisation of external experts.
		<ul style="list-style-type: none"> drafting accountability reports on these issues to various institutions. 		<ul style="list-style-type: none"> LuxDev gender expert.
	Ad hoc missions	Carrying out advisory missions and issuing recommendations.		LuxDev gender expert

Monitoring and evaluation	Mid-term and final evaluations	Integrate gender-related evaluation questions into the ToR of interim and final evaluations.	ToR for gender mainstreaming in evaluations (mid-term, final) (tool sheet n°25).	<ul style="list-style-type: none"> evaluation department; technical assistant / CTA; expert support like LuxDev.
	Capitalisation	<ul style="list-style-type: none"> carry out a cross-sectional analysis of the reports and summarise the key elements for the field and/or general public; identify a topic for capitalization on the gender dimension and develop a capitalization product; collect promising good practices from projects / programmes and facilitate dissemination. 	Specific guidance for capitalisation.	<ul style="list-style-type: none"> LuxDev gender expert; knowledge management department.

5. IDENTIFICATION

The identification process is the responsibility of the MFEA, which ensures that the gender dimension is taken into account upstream of the project/programme cycle through its regular exchanges and political dialogue with the authorities of the partner country.

Entry points		Key actions  and tools 	How to implement
Political dialogue		<ul style="list-style-type: none"> putting gender on the policy dialogue agenda with national authorities; involve public authorities and key stakeholders; ensure its follow-up during the partnership commissions; support policy dialogue through persuasion and awareness-raising. 	<ul style="list-style-type: none"> embassies; country desk; support by the ROF LuxDev if needed.
Sector watch and gender analysis		<ul style="list-style-type: none"> identify gender issues and opportunities at different levels; identify gender-related policies, national strategies and key stakeholders; inform and support the pre-formulation process. 	<ul style="list-style-type: none"> ROF LuxDev; expert support from LuxDev headquarters if needed.
		<ul style="list-style-type: none"> model thematic/sectoral country note for gender equality and women's empowerment issues. 	
Formulation mandate		<ul style="list-style-type: none"> identify gender equality issues and opportunities at the macro (institutional) level for informed strategic targeting; provide the necessary elements to guide the formulation and marking of DAC based on relevant analyses. 	<ul style="list-style-type: none"> embassies; country desk.

5.1. Political dialogue

Led by the MFEA, the identification phase involves the active mobilisation of national authorities and stakeholders in the countries of intervention. It is therefore essential to put gender equality and women's empowerment on the agenda of the policy dialogue with governments (especially during the ICP preparation workshops with partner countries), to involve the relevant actors, including civil society and encourage a mainstreaming process at the national level. This dialogue can also be conducted in conjunction with other TFP present in the countries and that are committed to this issue. The country's gender profile should inform and feed into this dialogue, which will be more effective if it is based on data, studies, and prior experience. When budget support is envisaged, a high-level dialogue will generally be required at both sector and national levels.

The representatives of the LuxDev offices may, depending on the case, contribute to the political dialogue conducted by the embassies through advocacy and awareness-raising actions at various levels in parallel with the actions led by the embassies and the Ministry's country desks, with partner and intervention countries. This dialogue plays a central role in promoting gender mainstreaming in cooperation activities and will ensure that the gender approach, tools and expected results are validated and appropriated by the national counterparts hence facilitating the mainstreaming process in the subsequent phases of the project and programme cycle.

5.2. Sector watch and gender analysis

In the identification phase, the agency acts as a trusted advisor to the Luxembourg government and can support the process with information from a regular sector watch. In this way, LuxDev makes the most of its know-how and its presence in the country to identify, through our monitoring work, the key issues of the beneficiary country from a gender equality perspective. These sectoral analyses can feed a debate/exchange with our embassies on the orientations taken with the partner country and propose, if necessary, alternatives for a transformational approach to gender (to be further developed in the formulation phase).

The sector watch leads to an understanding of the gender activities of other TFP in the country and makes it possible to track the projects and ambitions of European actors in the partner country. This analysis of the legal and regulatory framework informs the agency and the MFEA on existing sectoral policies and strategies, their level of application and provides explanations for the gaps between policy objectives and reality. The aim is to identify gender issues and opportunities at different levels to inform and support the identification process.








5.3. Formulation mandate

The MFEA consolidates the information from the policy dialogue and relevant sectoral analyses and drafts the formulation mandate which identifies the gender-related challenges and opportunities at the macro (institutional) level. The formulation mandate, addressed to LuxDev, should provide all the necessary elements to guide the formulation as well as the DAC marking to enable strategic and informed targeting. The mandate closes the identification phase and opens the formulation phase of the TFD.

6. FORMULATION

Formulation¹⁴ is the key step to support our bilateral cooperation partners in translating, from an operational point of view, the general orientations of the ICP (or similar) or requests and the specific orientations of the formulation mandates into a TFD. The formulation process is complex and multi-dimensional and requires interdisciplinary analyses of stakeholders, context, risks, as well as the proposal of actions, indicators and means. At the end of the process, the TFD should indicate the results to be achieved as well as the operational elements such as modalities, instruments, and budget to implement the envisaged support.

¹⁴ See "Formulation Process - FOR_5" in the Quality Manual (QM).

Entry points		Key actions  and tools 	How to implement
Analysis of the mandate		<ul style="list-style-type: none"> analysis of the formulation mandate received. 	<ul style="list-style-type: none"> LuxDev office representative, LuxDev headquarters expertise support.
Gender analysis		<ul style="list-style-type: none"> identify gender issues and opportunities at different levels; identify policies, national strategies and key stakeholders related to gender equality and women's empowerment. 	<ul style="list-style-type: none"> country desk; formulation team.
		<ul style="list-style-type: none"> ToR for specific analysis to be integrated in the formulation. 	
Gender mainstreaming in project formulation		<ul style="list-style-type: none"> integrate gender into the ToR of the formulation as well as the logical framework/ToC; formulate SMART impact, outcome and result indicators that integrate the gender dimension; establish the notation of gender DAC markers. 	<ul style="list-style-type: none"> formulation team; quality control country desk; formulation committee.
		<ul style="list-style-type: none"> tool sheet n°10 on gender indicators; guide to DAC/OECD marking. 	

6.1. Analysis of the mandate

Conduct a critical analysis of the ToR to ensure that the application is consistent with the gender equality and women's empowerment analyses carried out in the identification phase.

If the mandate has a strong focus on gender or if gender mainstreaming is requested, the above steps should be followed.

If the mandate provides a recommendation on the desired DAC/OECD marking, this step should confirm the DAC marking and ensure its adequate integration. If the mandate is not precise and leaves the marking open to formulation to propose a relevant marking, then LuxDev must provide in the ToR for formulation, if deemed relevant, the necessary human and financial resources (e.g., integrate a gender expert in the formulation).

Review the lessons learned from previous projects in the same sector and especially the recommendations made on the integration of cross-cutting themes. If necessary, recommend an additional gender study during formulation.

6.2. Gender analysis

LuxDev is in line with the commitment made in the EU's GAP III to introduce strict rules on the application and monitoring of the principle of gender mainstreaming in all sectors. All external aid in all sectors, including infrastructure, digital, energy, agriculture, and blended financing, etc., should integrate a gender perspective and support gender equality¹⁵. Thus, all new interventions should be subject to a systematic gender analysis.

There are two types of gender analysis. A global analysis, which is systematically carried out at the identification level and leads to a policy choice, and a second, sectoral and more programme-specific analysis, to be carried out if deemed relevant and necessary.

¹⁵ https://ec.europa.eu/commission/presscorner/detail/fr/IP_20_2184

6.2.1. Approach/procedure

The level of detail and depth of the analysis may vary according to needs, the instructions given by the MFEA during the identification phase (see formulation mandate) and will be defined according to the availability and quality of existing studies. It is therefore necessary to find out from the start of a ICP programme or project whether general (country) and/or specific (sector or area of intervention) gender analyses exist, and to use them in the design of new projects/programmes or for the achievement of the expected results.

The gender analysis mission takes place either upstream or at the same time as the formulation mission. It must be based, as far as possible, on existing analyses and data collected from the stakeholders involved in these subjects but may involve the collection of additional data in the field (particularly in the case of the project approach and the implementation of a participatory methodology). The gender expert thus participates in all coordination meetings (briefing, debriefing, visit to the partner ministry, etc.). His/her report is submitted to the head of mission and to the LuxDev ROF, which will assess the quality of the report based on the criteria mentioned in tool sheet n°5.

The LuxDev office may also organise a debriefing meeting with the gender expert and the mission leader to discuss the recommendations made in the report. The ROF will have to ensure that the results of the gender expert's report have been used to feed into the formulation of the project/programme and that this theme is effectively and transversally integrated into the TFD and the following phases.



Example of **the thematic guidelines for gender mainstreaming**, which LuxDev developed for the **ICP V in Lao PDR**. The document identifies in a first contextual part the gender profile of the country with recent data, including the impact of Covid-19 on power dynamics in Laos. It then describes the national policies and priorities in relation to the gender dimension, and finally defines the guidelines and orientations for ensuring that gender is considered in the priority intervention sectors of the ICP. This is done through the identification of specific entry points and activities, as well as the implementation modalities at the different phases of the project and programme cycle (tools and procedures, human, technical and financial resources).

Different tools are available and to be applied depending on the stage of progress of the project/programme:

- tool sheet n°1 - ToR for a gender analysis from a human rights perspective - identification - ICP;
- tool sheet n°2 - ToR for a gender analysis of a sector programme - identification;
- tool sheet n°3 - ToR for a gender analysis of a sector programme - formulation;
- tool sheet n°4 - Gender analysis from a human rights perspective of a sector programme - formulation;
- tool sheet n°6 - Criteria for assessing the quality of gender analysis;
- tool sheet n°13 - Stakeholder analysis.

6.3. Gender mainstreaming in the TFD

The recommendations resulting from the gender analysis are of three types: i) recommendations for optimal gender mainstreaming in the project/programme; ii) recommendations for a gender sensitive logical framework¹⁶ and iii) recommendations on the gender marker score¹⁷ (G0, G1, G2). The ROF checks whether the recommendations are well integrated in the TFD. If not, a justification is attached to the TFD. LuxDev's gender expert follows the process and provides support if necessary. Several instruments are at their disposal, which are explained in the paragraphs below.

¹⁶ The logical framework is a project planning and monitoring tool used by most development agencies. It facilitates the dissemination of clear information on the planning of a project, but also allows for the monitoring and evaluation of project results. Gender elements can be introduced into its different components in order to make it gender sensitive.

¹⁷ The gender marker or gender equality policy marker is a tool developed by the DAC/OECD. It is a policy indicator used to monitor the allocation of donor resources to promote gender equality. There are three G-marker values: G-0: When gender equality is not targeted, G-1: When gender equality is a significant objective and G-2: When gender equality is the main objective.

6.3.1. Gender mainstreaming in the logical framework / ToC

A ToC acts as a compass and sets your ideas on how change towards the programme or project goal will occur. The process of designing the ToC should be participatory and based on information from the gender power analysis. You will need to identify the long-term changes that the programme aims to achieve and define the outcomes and strategies you will use to achieve these changes. The ToC should be reviewed regularly and adjusted based on continuous monitoring, evaluation, and learning.

To help you develop your gender-sensitive ToC, ask yourself the following questions:

- what gender transformative changes or outcomes do you want to achieve? What does positive change look like for women, girls, gender non-conforming people and members of marginalised populations? What overall long-term impact do you want to see? What are its different elements? At what different levels/areas of change will these changes occur?
- with whom will you collaborate to achieve this change? What alliances, collaborations or relationships will you build to advance these social change processes? How can the ROF use its brokering role to ensure that women's rights organisations and feminist movements lead and design this work? How will you engage these key people?
- how will you achieve this change? What are the social and political change processes that will contribute to achieving these gender transformative changes and in what order will these changes occur? Build a causal pathway by working on the most strategic interventions and social change processes that will bring about the expected results;
- identify your assumptions: what are your assumptions about how and why the proposed actions will lead to these outcomes, and about the links between the outcomes?
- review, adapt and learn: how will you measure progress and learn from your interventions? Are your assumptions still valid? Do you need to change your strategy?

a. Managing change

An intervention that includes gender equality results needs to take into consideration the management of change, in order to create the desire to change, reduce resistance to change and thus increase the chances of success. This can be done with the Awareness Desire Knowledge Ability Reinforcement (ADKAR) method, which is also outlined in the guide "Supporting capacity building for change" - FOR_38.

Tool sheet n°12 - Change management: ADKAR method

b. The gender-sensitive logical framework

The gender analysis provides recommendations on the integration of this theme into the logical framework. This integration can be seen at the level of:

- **objectives**, as for example in the project in Niger "to support the training and professional integration of young girls and boys in the regions of Agadez and Zinder in order to contribute to the socio-economic development of these two regions";
- **specific objectives**, as for example in the specific objective "to support the diversification of vocational training provision to adapt it to the needs of the economy, with a focus on equal access and meeting the needs of young people and women" of the programme "SEN/032 - Vocational and technical training" in Senegal;
- **results**, as in the programme "accompanying component of the Senegal-Luxembourg ICP 2007-2011" SEN/023, which includes a result 4 on gender "the most vulnerable groups and **more particularly women** participate effectively in local development".

As a reminder, different changes can be targeted at different levels of the logical framework, which are linked by their estimated causality:

- **overall gender-sensitive objective**: describes the long-term objective, to which the programme/project contributes, e.g. "promoting women's economic empowerment";
- **gender specific objective**: describes an improved situation from the point of view of the beneficiaries (rights holders), e.g. "women have a stable income";
- **gender-sensitive outcome**: describes an improved situation on the part of women, e.g. "women participate in income-generating activities".

These causal links are based on assumptions, which fit into the logical framework. Assumptions refer to preconditions that are necessary for the success (of the result, of the objective) and that are not under the control of the project/programme. They are formulated through positive conditions, such as “the law to fight violence against women and girls is adopted by the parliament”. This condition will allow, for example, to work with associations fighting against violence within a well-defined legislative framework. Assumptions are distinct from risks, the latter having a potentially negative impact on the project. Although they should be taken into account, they are outside the control of the project/programme, such as the slow passage of laws in parliament, to continue with the example mentioned above. It would also be relevant to include in the logical framework the risks that have been identified on the basis of a gender analysis and to define corresponding mitigation measures. Further information is provided in the appendix.

Tool sheet n°9 - Gender-sensitive logical framework

6.3.2. Gender indicators

The gender analysis will also include recommendations on indicators¹⁸. Each outcome and objective is accompanied by indicators. A relevant distinction is between gender-sensitive indicators (gender indicators)¹⁹, gender equality indicators and gender transformative indicators²⁰. Gender-specific indicators are most often used, but they do not measure the transformation of gender roles and relations, which is the objective of gender mainstreaming in projects and programmes:

- **gender-sensitive indicators:** measure changes for M/W in quantitative or qualitative terms;
- **gender equality indicators:** measure inequalities and/or changes in gender gaps;
- **gender transformative indicators:** measure gender equality and women's empowerment as an essential element of social change in gender roles and relations.

The gender score of the programme (see DAC marking below) and the formulation of the objectives and results will guide the choice of the type of indicator. Indeed, it is difficult to conceive, for example, that an objective for the promotion of gender equality would not be accompanied by any gender equality indicator.

For benchmarking, priority will be given to the SDG and GAP indicators, while looking at national level indicators where these may be appropriate for the intervention. This will facilitate alignment with international guidelines but also related reporting.

In a context of national execution, we are often required to use the indicators of the counterpart. Nevertheless, it is advisable to ask whether the indicator is relevant to the measurement of the desired result. In case of doubt, specific support to the counterpart for the improvement of its data collection system and the implementation of SMART indicators should be considered. Indeed, the risk is to find oneself at the time of the evaluation with indicators that cannot be completed, and therefore results that cannot be measured. The indicator sheets foreseen in the technical guide for results-based formulation, management and monitoring should ideally be defined in the TFD, and at the latest during the inception phase.

Tool sheet n°10 - Gender indicators

¹⁸ Gender-sensitive indicators must, like all indicators, be adapted to each specific project. They should be developed in association with the people involved in the project, M/W. There are two main types of indicators: 1. gender-specific, or sex-disaggregated, indicators. These are the indicators usually used but broken down by sex (e.g., number of M/W women participating in the association's activities), 2. gender indicators measure the evolution of M/W relations (e.g. incidence of domestic violence; employment rate of women in the formal sector).

¹⁹ Sex-disaggregated data are data collected and presented separately for women and girls, men and boys. Such disaggregation provides a more accurate picture of the actual roles, situations and conditions in which M/W live in a society, e.g., literacy rates, educational attainment, entrepreneurship, employment, wages, dependents, access to property (housing and land), access to credit and indebtedness.

6.3.3. The gender marker

In the absence of clear instructions in the formulation mandate and/or ToR, the formulation mission leader proposes a score of 0, 1 or 2 for the project/programme. The score of the marker is defined according to the ambitions that have been set, the instructions of the MFEA during the identification phase and the results and recommendations of the gender analysis, effectively integrated in the TFD. The proposed and duly justified gender marker scores are reviewed during the formulation committee and validated by the MFEA teams during the appraisal/approval of the project/programme. Once assigned and endorsed, these scores cannot be changed during the implementation of projects and programmes.

DAC members are indeed asked to indicate whether the supported project/programme has gender equality objectives through a three-value scoring system (see table below).

Marker	Definition
Not goal-oriented (Value 0)	The project/programme was examined against the marker but was not found to be targeting the objective of gender equality.
Significant objective (Value 1)	Gender equality is an important and deliberate objective of the project/programme, but it is not the main reason for its achievement.
Main objective (Value 2)	Gender equality is the main objective of the project/programme, and its pursuit fundamentally determines the design of the project/programme and its expected outcomes. This project/programme would not have been undertaken without the objective of gender equality.

The attribution of the “significant” score (1) requires positive answers to the following questions:

- a gender analysis of the project was carried out;
- the findings of the gender analysis contributed to the design of the project;
- presence of at least one explicit objective/outcome on gender equality, with at least one associated gender indicator;
- data and indicators are disaggregated by gender where appropriate;
- there is a commitment to monitor the gender equality outcomes of the project.

According to the **marking of the project/programme's gender equality support policy**, the following standards will be applied:

- when the project/programme receives a marker 1 this means that data and indicators should be disaggregated by sex where relevant, indicators are gender sensitive, and at least one indicator is gender equality specific;
- as for marker 2, data and indicators should be disaggregated by sex where appropriate, most indicators are specific to gender equality, at least one indicator is transformative of gender relations.

Example - Niger - PASEHA - NIG/026

Example - Significant objective - PASEHA 3, jointly funded by the Grand Duchy of Luxembourg and the Kingdom of Denmark, supports the Ministry of Water and sanitation in the process of transferring competences to local authorities. For the whole of Niger, in 2018, 2,950 new households had access to basic drinking water service for the first time. In addition, four new pastoral pumping stations provide drinking water to 4,000 people in pastoral areas. To improve access to basic sanitation, 119 public toilets have also been built. These infrastructures will improve the living conditions of the population on several levels. In terms of health, the risks of disease will be reduced. In terms of education, the chances of children attending and staying in school will be improved. This is particularly the case for young girls, who will have access to acceptable sanitary conditions and will be relieved of the burden of fetching water.

More detailed explanations can be found **HERE** (hyperlink).

6.3.4. Other recommendations

a. Optimal gender mainstreaming in the project/programme

The final recommendations of the gender analysis concern the entire project/programme. There are five main types of recommendations:

- **recommendation 1:** gender equality issues most relevant to the project/programme;
- **recommendation 2:** the most relevant gender equality issues, supported by references to political commitments to gender equality (international, national, regional level);
- **recommendation 3:** information and statistics on people and target indicators to be used for project/programme formulation, disaggregated by sex and age;
- **recommendation 4:** gender mainstreaming in the log frame, with suggestions for the DAC gender marker, the human rights scan and the gender scan;
- **recommendation 5:** the integration of gender equality and equal opportunities principles into the project management system (training, recruitment, etc.).

These elements are included in an annexed checklist, which aims to ensure that gender equality is integrated into the project/programme design in a coherent, comprehensive, and explicit way.

b. Deepening the context of the activities

Some contexts may not have been explored in sufficient depth during the gender analysis to ensure that the four principles (Human Rights-Based Approach (HRBA), do no harm, leave no one behind and maximise positive impact) are respected. Fortunately, it is never too late to do it right.

Thus, some tools are proposed in the appendix, which in principle are used in the framework of a gender analysis, but which, if necessary, can prove to be a very useful complement to the development of activities and the achievement of results.

Tool sheet n°13 - Stakeholder analysis
Tool sheet n°18 - Practical needs and strategic interests
Tool sheet n°19 - Division of labour according to gender roles
Tool sheet n°20 - Resource access and control profile
Tool sheet n°21 - Decision profile
Tool sheet n°22 - Social card
Tool sheet n°23 - Seasonal calendar
Tool sheet n°24 - Daily activity clock

Monitoring gender mainstreaming in the TFD

c. The gender scan

The instrument enables decision-makers and practitioners to estimate (ex-ante) the effect and impact of promoting gender equality in relation to the budget earmarked for a programme or project. The instrument concerns an assessment of the desired effect and/or impact of a gender equality intervention, i.e., a gender-blind, gender-sensitive, gender-transformative effect/impact or an effect/impact at the level of the gender mechanism or civil society in charge of gender issues. Through a simple assessment, the formulators assign a score to the project/programme. This score will be followed up during the implementation, monitoring and evaluation phase. Note that it is possible that a project pre-assessed as “gender sensitive”, becomes “gender transformative” during its implementation.

Example: Niger - Supporting the training and professional integration of young girls and boys

Main objective - The project “Supporting the training and professional integration of young girls and boys in the regions of Agadez and Zinder with a view to contributing to the socio-economic development of these two regions” targets young people in the regions of Agadez and Zinder aged between 15 and 30, who are rural and have little or no schooling. The objective is that, after the training, some of the young people will move on to an economic activity other than those linked to the various forms of trafficking practised in the target regions. In terms of girls’ participation, the project managed to exceed the initial target in 2018, training 771 girls, i.e., 38.6% of participants (compared to 35% planned). The mid-term evaluation showed that girls were more likely to go into the traditional home economics streams. In addition, some of them drop out when they get married. Efforts to integrate girls will therefore continue in 2019, focusing on their participation in fields traditionally “reserved” for men, such as mechanics or electricity. In this sense, the project has evolved from a gender-sensitive project, integrating girls and boys, to a transformative project, aiming to change gender roles and relations.

Tool sheet n°8 - Gender scan










d. Human Rights Scan

After finalisation of the TFD, interventions are categorised according to their degree of human rights sensitivity. Four categories are distinguished: human rights blind, human rights sensitive, promoting human rights and capacities for their realisation/fulfilment, and transforming the realisation/fulfilment of human rights. This tool allows decision-makers to focus on the principles of do-no-harm, do-maximum-good and leave-no-one-behind. Once categorised, the intervention may change its score and close monitoring should be able to justify this change and explain it through disaggregated data. The tool is seen as guidance and does not represent any control or sanction mechanism in case the project is considered “human rights blind”. However, a contribution to capacity building of duty bearers (e.g., the gender mechanism) to achieve for example a more updated reporting to the CEDAW Committee²¹, and/or capacity building of rights holders to be more aware of their rights to combat GBV, are commitments that are part of the new EU development consensus.

Tool sheet n°7 - Human rights scan

²¹ Convention on the elimination of all forms of discrimination against women.

7. EXECUTION AND FOLLOW-UP

Entry points		Key actions  and tools 	How to implement implementation
Continuing education and awareness		<ul style="list-style-type: none"> offer gender training tailored to the needs of staff and partners. 	<ul style="list-style-type: none"> local institutes and organisations; support from LuxDev gender experts.
		<ul style="list-style-type: none"> available resources and data, and online training. 	
Diagnosis of partners' capacities		<ul style="list-style-type: none"> analyse the capacities of national partners and the gender mechanisms in place; define support and/or capacity building activities. 	<ul style="list-style-type: none"> technical assistant / CTA; support from the LuxDev gender expert or mobilisation of external experts; programme approach.
		<ul style="list-style-type: none"> tool sheet on criteria to be considered for the diagnosis of capacities on gender aspects (tool sheet n°5). 	
Monitoring and reporting system		<ul style="list-style-type: none"> update the monitoring and evaluation matrix in real time (at least twice a year); prepare the results-oriented progress report with a section on cross-cutting themes. 	<ul style="list-style-type: none"> technical assistant / CTA or national counterpart; support from gender expert and LuxDev M&E expert or mobilisation of external experts.
		<ul style="list-style-type: none"> writing external reports. 	
Ad hoc		<ul style="list-style-type: none"> carry out advisory missions and issue recommendations. 	<ul style="list-style-type: none"> gender expert.

7.1. Awareness raising, continuous training and capacity building

LuxDev management will take every opportunity to ask the gender expert to present the gender approach within LuxDev (presented in this guide) at staff meetings, meetings with representatives, peer interviews. To carry out this task successfully and to underline the importance LuxDev attaches to the promotion of gender equality, it is important that these interventions are announced well in advance to the target audiences and that they are integrated at the beginning of the agendas (not at the end). In this way, staff at headquarters and technical assistants in the field (including CTA) will be familiar with the seriousness of the subject. The gender expert ensures their induction and organises capacity building where necessary (and interesting). The monitoring of gender mainstreaming in the implementation of projects and programmes is the responsibility of the technical assistants and CTA of the programmes, preferably managed by a gender expert from the project/programme staff. They can use the tools explained below in this respect. Additional efforts of technical assistants (and CTA) in the field of gender are highly appreciated by LuxDev and are encouraged. The gender expert at LuxDev HQ will act as a support resource and provide advice and guidance as needed. The use of a roster of external experts, to be mobilised and contracted according to identified field needs to support the LuxDev expert and/or the project/programme implementation teams, may also be considered.

To ensure full support, staff will participate in a training course of this kind at the start of the project/programme, to be adapted to their needs (technical assistance, support teams).

The training they receive consists of at least one of the following elements:

- basic online training (e.g., "I know gender");
- an introduction to gender issues during their visit to LuxDev in preparation for their mission, if applicable, or during a mission by the gender expert in the field;
- a bilateral meeting with the gender expert, to clarify the gender elements, for projects that are marked G2;
- online training in gender and human rights.

The technical assistance also integrates the gender dimension in any other training organised by the project/programme, using the *checklist* below, which includes the following elements:

- participants (who participates, access facilitation measures, etc.);
- content (is gender mainstreamed?);
- the methodology applied (participatory, workshop, facilitation, presentations, etc.);
- facilitators (who are the “trainers”, resource persons, etc.).

Appendix 5 - Gender and human rights online courses

7.2. Diagnosis of implementing partners' capacities

In the case of an implementation modality delegated to a national counterpart (as well as non-public partners), a strategically designed capacity building effort of the implementing partners must be foreseen and applied, in particular for projects/programmes that have gender markers. A rapid diagnosis of the partners' capacities on the gender dimension could be carried out beforehand during the start-up phase of the project/programme by internal staff or outsourced to consultants. This diagnosis, carried out with the help of tool sheet n°5, could concern individual, functional, and organisational capacities (procedures, devices and processes put in place within the organisation with regard to gender), or even institutional and systemic capacities (gender strategies, etc.).

Based on the assessment of gender mainstreaming needs in national systems and arrangements, an appropriate capacity building plan should be developed.

Tool sheet n°5 - Criteria for analysing the gender performance of a partner institution

7.3. Monitoring and reporting system

Monitoring is defined as “a continuous process of systematically collecting information, according to selected indicators, to provide managers and stakeholders of an ongoing development action with evidence of progress, achievement of objectives and use of allocated funds”²².

The general strategy for Luxembourg cooperation stresses that “regular monitoring of the implementation of projects and programmes will be reinforced. In a constantly evolving development context, regular monitoring improves the overall results achieved by identifying difficulties in real time, thus facilitating rectification along the way. Such increased adaptability ensures that development actions will continue to produce the expected results, and “leave no one behind”²³. From a gender perspective, this means that women and girls, as well as groups living in situations of poverty or vulnerability, must not be left behind.

To enable stakeholders to show the effects and impacts of public policies on gender, the application of the monitoring, evaluation and learning system, in line with the DAC/OECD evaluation criteria, is a shared “concern”. Representatives, CTA, technical assistants, the gender expert, as well as LuxDev management, all accountable for the commitments made, will establish different “progress reports” based on the processes described in the technical guide for results-based formulation, management, and monitoring.

7.3.1. Internal reporting

The monitoring of gender mainstreaming in projects and programmes is the responsibility of the technical assistants and the CTAs. The person in charge of monitoring the project/programme should be trained in gender issues.

The items listed below are part of the usual monitoring process.

²² According to the OECD/DAC glossary of key terms in evaluation and results-based management.

²³ <https://cooperation.gouvernement.lu/dam-assets/politique-cooperation-action-humanitaire/documents-de-reference/strat%C3%A9gie/Strat%C3%A9gie-MAEE-EN.pdf>

a. The monitoring and evaluation matrix

The monitoring and evaluation matrix is established by the programme during the formulation phase, and at the latest during the launch phase. It is accompanied by indicator sheets²⁴. It makes it possible to measure the level of achievement of results (also in terms of gender) in relation to the target values.

It is constantly monitored by the person in charge of monitoring, and preferably the results in terms of gender are subject to special monitoring by the gender expert in the programme. Ideally, it is updated in real time, depending on the frequency of collection of the various indicators that make it up, or at least twice a year, and leads to an analysis whose findings feed into the management of the programme and its steering.

b. The progress report

The progress report is an annual report prepared by the project team with the support of the country office and focused on results, which also has the particularity of being shared with the counterpart. However, if the project/programme is in a phase where such information cannot be provided (during the start-up phase, or if the monitoring system is not yet sufficiently mature) the report will focus on the main activities implemented (output reporting).

Part of this report is devoted to cross-cutting themes, including gender. Given the Agency's desire to focus reporting on the essentials and to avoid getting bogged down in a tedious narrative, it is therefore essential to talk in terms of progress made in relation to the expected results and the indicators set to measure their achievement, but also in terms of the challenges and risks that have been identified and not yet taken into account during implementation. In this context, the following tools are of interest:

Tool sheet n°16 - Rapid gender impact assessment
Tool sheet n°17 - Assessment of right holders by gender

These tools allow respectively to check whether the project/programme has a positive or negative impact on the situation of M/W and to measure whether the planned or ongoing actions meet their priorities. In particular, this helps to address unforeseen or invisible gender equality effects that may affect the results of the project/programme.

7.3.2. External reporting

The gender expert is responsible for drafting several reports to meet the requirements of other bodies, notably the EU and UN systems. LuxDev is not as such accountable, but it delivers its services and contributions to the duty-bearer, namely the MFEA, which is supposed to report on GAP III, the follow-up of the Beijing platform and the follow-up of the SDG.

The information requested, among others, in relation to GAP III is:

- how many projects meet the G1 and G2?
- how many projects/programmes have received G0?
- what justification is given for G0 projects/programmes?
- what percentage of programme indicators correspond to the indicators proposed by the GAP?






In the GAP report, representations are also required to complete the relevant appendices.

7.3.3. Ad hoc missions

At the request of LuxDev ROF on specific needs, the gender expert will carry out advisory missions, following which recommendations will be issued through the mission report. The person in charge of implementation and the person in charge of the follow-up of the recommendations will also be mentioned in the mission report, as well as the different deadlines to be respected.

²⁴ Technical guide for results-based formulation, management and monitoring.

8. EVALUATION AND CAPITALISATION

Entry points		Key actions  and tools 	How to implement implementation
Mid-term and final evaluations	 	<ul style="list-style-type: none"> integrate gender-related evaluation questions into the ToR of interim and final evaluations. tool sheet with guiding questions for gender mainstreaming in evaluations (tool sheet n°25)²⁵. 	<ul style="list-style-type: none"> country desks; knowledge management & evaluation department; expert support for gender and human rights LuxDev.
Capitalisation		<ul style="list-style-type: none"> carry out a cross-sectional analysis of the reports and synthesise the key elements for the field; identify a topic for capitalization on the gender dimension and develop a capitalization product; collect promising practices from projects/programmes and facilitate dissemination. 	<ul style="list-style-type: none"> knowledge management & evaluation department; gender and human rights expert LuxDev.

8.1. Mid-term and final evaluation

LuxDev underlines that gender equality is analysed in all evaluations and is systematically assessed in depth, for those projects/programmes where the DAC marking defines gender as a “main” (marker 2) or “significant” (marker 1) objective.

A gender evaluation assesses the extent to which a project or programme has contributed to the reduction of gender inequalities in the sector concerned and provides recommendations on the issue for future projects and programmes. It will assess gender mainstreaming at the level of programme design, actual implementation and propose elements for further action. Mid-term evaluations will present lessons learned, and final evaluations will make general recommendations.

The ToR of the evaluations on the one hand, and the draft reports on the other, are systematically shared with the gender expert for critical reading.

Appendix 18 provides gender-related elements to be taken into account when drawing up the ToR for an evaluation assignment.

Tool sheet n°25 - ToR for evaluations

8.1.1. *Monitoring gender performance within interventions*

The success of gender mainstreaming in projects and programmes depends to a large extent on the behaviour of the project/programme management and the staff, who take this management as a model. For example, management plays an important role in ensuring decent working conditions, respecting staff hours and holidays, preventing gender stereotypes and jokes or applying non-discriminatory human resources management.

At key moments (or in preparation for a mid-term evaluation for example), management can assess the capacity of project managers to remain focused on gender mainstreaming issues during project/programme implementation. This internal exercise will be supported by a tool (see tool sheet n°15) and can be moderated by a national consultant. The tool can also be used for internal quality control or be attached to field missions of HQ staff (when the gender expert comes on mission for example). The purpose of this exercise is to determine whether the project is meeting its commitments on gender mainstreaming. This covers the content of documents prepared under the project/programme and the attitudes of project management staff as perceived by key stakeholders/beneficiaries of the project. This exercise can only be successful if it is conducted in conditions of trust and using a participatory and facilitated methodology, over a period of a few days, when project/programme staff are gathered together.

Tool sheet n°15 - Gender performance assessment of project management

²⁵ <https://www.oecd-ilibrary.org/docserver/543e84ed-en.pdf?expires=1689871985&id=id&accname=guest&checksum=3D7D7164D913D4B42C2D88BDCC2FCF4E>

8.1.2. Gender impact assessment of interventions

During implementation and once gender training is given at project/programme level, there is a risk that commitments will evaporate. Therefore, the project/programme management will give continuous attention to cross-cutting issues and in particular to gender. The management can organise awareness-raising sessions, days dedicated to gender issues (World women's day, world anti-violence day) or any other initiative that involves the staff. In addition to these suggested initiatives and regular monitoring of gender commitments, gender rapid assessments can be organised by the project/programme management or staff.

This exercise is done with the help of a tool (in appendix) that provides a grid to: i) quickly carry out a gender analysis; ii) assess the effectiveness of a project or programme; and iii) explain concretely, through examples, what it means to manage effectiveness from a gender perspective. This tool provides a list of questions to check whether the project/programme has a positive or negative impact on the situation of M/W (girls/boys) belonging to the target groups.

The prospects for the impact of a project/programme are linked to its objectives. Impact is often difficult to measure, as other external factors may also influence it. Projects/programmes implemented in a context where gender-based discrimination prevails are likely to have an impact on gender relations, whether positive or negative; a gender-neutral impact is unlikely to occur. It is therefore essential to have a tool to regularly monitor the impact of the project/programme on these issues.

Tool sheet n°16 - Rapid gender impact assessment
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8.1.3. Evaluation of beneficiaries by gender

Behaviour and monitoring of gender commitments is an important entry point for gender mainstreaming in projects and programmes. However, it is also important to question the views and behaviours of beneficiaries, the rights holders, to find out whether the intended effects and impacts are being realised and whether the activities carried out are meeting needs and interests.

A gender-disaggregated beneficiary assessment helps project and programme managers to check whether projects and programmes are meeting the needs of M/W, girls and boys, belonging to the target groups and in particular to groups living in conditions of poverty or vulnerability. During the implementation phase, this assessment helps to address unforeseen or “invisible” effects of the programme, as well as changes in the attitudes of the beneficiaries that may affect the results of the project (either positively or negatively). The tool also allows the quality of the project/programme results to be assessed and improved where necessary.

Tool sheet n°17 - Assessment of rights holders by gender
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8.2. Capitalisation

The gender expert will carry out a cross-cutting analysis of progress reports, closure reports and evaluation reports, synthesising the key elements for the field, according to the feedback loop principle.

Each year, the gender expert will, in collaboration with the field, identify a gender capitalisation topic and develop a capitalisation product²⁶. Similarly, when a programme decides to develop a gender capitalisation document, the gender expert will be included in the process.

Also with a view to sharing knowledge and experience, the gender expert will collect promising practices from projects/programmes and facilitate their dissemination and sharing.

9. WHICH TOOLS FOR WHICH PHASE OF THE PROJECT CYCLE

Throughout the project cycle, the tools mentioned throughout the guide are intended to harmonise and strengthen our gender equality interventions. They can be used as they are, but also adapted to the context, shared with counterparts, and even used during other phases of the cycle than the one to which they are mainly linked. The matrix in appendix 1 presents these tools and the stage or stages of the project cycle to which they are associated.

²⁶ Guidance on capitalisation available in the QM.

LIST OF TOOL SHEET OF THE OPERATIONAL GUIDE TO GENDER MAINSTREAMING

Tool sheet n°1	ToR for a gender analysis from a human rights perspective - identification - PIC
Tool sheet n°2	ToR for a gender analysis of a sector programme - identification
Tool sheet n°3	ToR for a gender analysis of a sector programme - formulation
Tool sheet n°4	Gender analysis from a human rights perspective of a sector programme - formulation
Tool sheet n°5	Criteria for analysing the gender performance of a partner institution
Tool sheet n°6	Criteria for assessing the quality of gender analysis
Tool sheet n°7	Human rights scan
Tool sheet n°8	Gender scan
Tool sheet n°9	Gender-sensitive logical framework
Tool sheet n°10	Gender indicators
Tool sheet n°11	Gender equality checklist
Tool sheet n°12	Change management - ADKAR® method
Tool sheet n°13	Stakeholder analysis
Tool sheet n°14	User guide and gender equality analysis grid for training courses
Tool sheet n°15	Evaluation of the gender performance of the project management
Tool sheet n°16	Rapid gender impact assessment
Tool sheet n°17	Assessment of rights holders by gender
Tool sheet n°18	Practical needs and strategic interests
Tool sheet n°19	Division of labour by gender roles
Tool sheet n°20	Resource access and control profile
Tool sheet n°21	Decision profile
Tool sheet n°22	Social card
Tool sheet n°23	Seasonal calendar
Tool sheet n°24	Daily activity clock
Tool sheet n°25	ToR for evaluations

LIST OF TOOL SHEETS WITH EXAMPLES OF EFFECT AND IMPACT INDICATORS FOR SOME KEY SECTORS OF LUXEMBOURG COOPERATION

Tool sheet n°26	Gender sensitive indicator - health sector
Tool sheet n°27	Gender sensitive indicator - education and training sector
Tool sheet n°28	Gender sensitive indicator - energy sector
Tool sheet n°29	Gender-sensitive indicator - sustainable development and climate change
Tool sheet n°30	Gender sensitive indicator - water supply and sanitation sector
Tool sheet n°31	Gender-sensitive indicator - financial sector, private sector and enterprise development
Tool sheet n°32	Gender-sensitive indicator - rural development, agriculture and food security
Tool sheet n°33	Gender-sensitive indicator - public sector management and reform

LIST OF APPENDICES

APPENDIX 1	Tool matrix
APPENDIX 2	Glossary
APPENDIX 3	List of national gender policies of partner countries
APPENDIX 4	List of gender mechanisms
APPENDIX 5	Online course in gender and human rights

1. When to use this tool?

This tool can be used at the level of the elaboration of the ICP. The objective of the tool is to provide technical support for a specific and transversal integration of the gender dimension in the new bilateral cooperation programme, starting from a human rights perspective.

2. Presentation

The tool aims at integrating a gender perspective, from a human rights perspective, already in the policy (and sectoral) dialogue and to support the design of cooperation interventions. Systematic attention is given to gender mainstreaming, according to a human DBA. The latter aims at the realisation of the fundamental rights and freedoms of every woman and man, every girl and boy, on the basis of their belonging to the human being. DBA integrates into development cooperation the five process principles, including: i) implementing all rights; ii) participation and decision-making; iii) non-discrimination and equality; iv) accountability; and v) transparency and information sharing. v) transparency and information sharing. A DBA strengthens the capacity of duty-bearers to better respect, protect and fulfil human rights and the empowerment of rights-holders to know, claim and enjoy their rights.

These five process principles are in addition to the four core principles:

- **universality:** Human rights apply to everyone, regardless of gender, nationality, age, disability, sexual orientation or any other category;
- **inalienability:** Human rights cannot be changed, restricted or taken away; they are inherent to human beings; no one can give them up;
- **indivisibility:** All human rights are equally important and valid; no hierarchy is imposed;
- **Interdependence:** Human rights influence and impact each other and often condition the realisation of another right.

The gender analysis, starting from a human rights perspective, will take into account at least the following questions (minimum standards):

2.1 The country's commitments to gender and human rights

- what is the status of ratification of the conventions in the partner country?
- what conventions should be considered in policy and sectoral dialogue?
- what is the status of reporting (in relation to CEDAW and other conventions)?
- what gaps exist between international/regional commitments and national legislation? Are there opportunities to address these gaps in the policy/sector dialogue?
- what reservations are made at CEDEF level?
- what recommendations were made (noted/accepted) at the last UPR?
- what are the most violated human rights, what are the causes?
- what is the relationship between (violated) human rights and other political, civil, economic, social and cultural rights?
- what are other TFP doing to promote human rights/women and gender equality (multilateral organisations, bilateral agencies)? What are the possible complementarities and/or joint actions?
- is there a gender strategy, policy and/or action plan?

2.2 Bondholders

- what is the share of women in government/administration?
- are there any recent changes? If so, which ones? Are women affected?
- what positions do women hold in government?
- what were the results of the last elections?
- are political parties paying attention to the gender issue?
- are there quotas (elections, appointments, etc.)? If so, what is the impact?
- what is the status of women's participation in decision-making processes within ministries / administrations?

- what is the position of the gender mechanism within the government, what is its title? What is its share of the national budget?
- is there a gender focal point (unit, cell, etc.) at the level of sectoral ministries? What is their position/role within their own ministry? What is their relationship with the ministry in charge of gender/women?
- does the country have an ongoing gender budgeting process? If yes, which ministry is in charge of this process (min. of finance, min. in charge of gender)?

2.3 Capacity of bond debtors

- what are the most important stakeholder capacities?
- are they aware of their obligations to respect, protect and fulfil the human rights in question? What are their organisational and institutional capacities?
- at what level are there gaps in capacity to respect, protect and fulfil the human rights in question?
- what are the causes of these capacity gaps? Is it feasible to strengthen them through cooperation? What are the obstacles and levers?
- is there resistance to efforts to improve human/women's rights and gender equality? What kind of resistance?
- where do the major challenges to social/cultural/economic equality and women's empowerment lie? What strategies have been developed to mitigate these resistances?

2.4 Rights holders

- what are the different groups living/working in vulnerable conditions/situations?
- are there marginalised groups, or groups at risk of being left out (minorities, disability, etc.)?
- are there minorities excluded from particular human rights?
- do women have the same rights as men?
 - at the cultural level (stereotypes, prejudices, etc.),
 - (status, conditions, positions, etc.),
 - economic sector (formal, informal, urban, rural, etc.),
 - politics (local, regional, national, etc.);
- what are the manifestations of these differences (in terms of representation, resources and gender relations/distribution of roles, responsibilities, and tasks)?
- women are not a homogeneous group, what are the differences between them?
- what are the multiple discriminations they target at the cultural, social, economic, and political level?
- what are the causes of women's rights violations and (structural) discrimination?
- what opportunities and challenges have been identified to improve the human rights and living conditions of women and girls?
- what opportunities are there for the socio-economic and political empowerment of women?
- do rights holders know their rights, know how to claim their rights, know how to enjoy their rights?
- what is the share of women in peace & security processes?

2.5 Civil society

- what is the role of civil society in promoting women's equality?
- what is the relationship between civil society and authorities (local, regional, national)?
- what organisations are advocating for the needs and interests of women?
- is there a mapping of civil society that reveals power relations?
- what role do religious organisations play?
- what is the role of trade unions?

3. Use

It is proposed to work in three stages:

- an exploratory stage (literature review) and the following links:
 - <https://www.ohchr.org/EN/countries/Pages/HumanRightsintheWorld.aspx>),
 - <http://sdg.humanrights.dk/>,
 - <https://sdgdata.humanrights.dk/>;
- an analytical stage (field mission to refine the literature review);
- a strategic stage (report with recommendations). Appropriate recommendations may be made in relation to the choice of objectives to be pursued, answering the questions:
 - what needs to change? Different views of rights holders / duty bearers,
 - what needs to be done to change this (rights holders/obligation holders),
 - what can/would stakeholders change? What can/would they do to influence/initiate the desired change?

4. Course of action

4.1 Step 1: Literature review

The basic literature review refers first to the reports and documents related to the previous ICP. What are the lessons learned? What needs to be changed? What efforts need to be strengthened? Reference should also be made to other existing gender and human rights analyses (of other TFP). This step is considered preparatory. The analysis should facilitate the decision-making process and strengthen the coherence of the proposed approaches. The human rights and gender analysis allows for a deeper alignment with national strategies and plans and with the development objectives and results envisaged by the partner country and the donor.

4.2 Step 2: Field visit

This second step is carried out in the field (by the delegation or national consultant). The meetings provide a clear view of the human rights and gender issues in force, the capacities to be strengthened, on the one hand of duty-bearers to respect, protect and (progressively) realise human rights, and on the other hand of rights-holders, to know, claim and enjoy the human rights in question. These visits also provide an opportunity to meet with other TFP and learn about their efforts to promote equality. It is also important to meet with the gender mechanism. This step can include a workshop, inviting not only the duty-bearers, but also representatives of civil society organisations (respecting their diversity).

4.3 Step 3: Formulation of recommendations

The recommendations cover:

- the international human rights framework and gaps in engagement;
- the link with the 2030 Agenda, in particular with MDG 5 (<http://sdg.humanrights.dk/>);
- the DAC/OECD gender marker;
- entry points for gender mainstreaming in the CIP;
- the role that the gender mechanism and civil society can play in bilateral cooperation;
- possibilities of collaboration or harmonisation with other TFP working in the field of human rights/women and gender;
- the composition of the identification/formulation team, including the necessary gender/human rights expertise.

5. Sources

- identification (see also Human RBA);
- gender analysis;
- social relations approach;
- gender analysis tools USAID (2017);
- how to conduct a gender analysis. A guidance note for UNDP Staff UNDP (2016);
- identification of violated rights and analysis of causalities;
- analyse stakeholders, their capacities (gender equality capacity assessment tool UN women training center 2014);
- guide “Supporting capacity building for change” - FOR_38 (including tools) - LuxDev.

1. When to use this tool?

During the identification phase or as part of the formulation proposal.

2. Presentation

These ToR focus specifically on the challenges and opportunities in the pre-identified sectors. The analysis provides decision-makers with the relevant information for the concrete formulation of the respective objectives, results, and indicators for capacity building of duty-bearers and rights-holders. This analysis identifies the path of transformation sought through the programme/project and justifies the choices/proposals made. The objective of the analysis is to determine the most effective scenario, aiming at the best results from the financial support. This is particularly relevant when a programme includes sectoral components that need to be assessed separately (e.g., a country strategy programme).

For reasons of transparency and accountability, it is important to assess the potential impact of the project on gender relations, equality between M/W and the positions of M/W belonging to groups living in vulnerable situations (in particular those living in conditions of poverty and disability).

3. Use

This analysis is carried out in three stages.

Step 1. Align programme objectives with partner country commitments

This step aims to ensure coherence between the donor's and the partner country's policies on gender equality. The questions to be answered concern:

- do the partner country's sectoral policies incorporate strategies, policies, or action plans to promote gender equality?
- who are the main rights holders affected by the intervention? How will the intervention strengthen their capacities to know, claim and enjoy their rights?
- which groups are at risk of being left behind? How will the project/programme reduce these risks? To what extent will the sector be able to pay attention to the needs of groups living in vulnerable situations?
- what are the data disaggregated by sex, age, and disability (minimum). Do other TFP have reports, analyses, databases to use?
- what data is available from partner institutions (especially ministries in charge of statistics)?
- is the analysis of the capacities of duty-bearers clear enough to identify the capacities that need to be strengthened? Does the gender mechanism within the sector ministry have disaggregated data, reports, statistics?

Step 2. Prioritisation of objectives and outcomes

This second step aims at gathering concrete information to establish an empowerment pathway (cultural, social, economic and/or political) in order to formulate relevant and gender-sensitive objectives and results, accompanied by quantitative and/or qualitative indicators.

- does the analysis carried out during the identification process make it possible to clearly situate the human rights violated in the given sector, their structural causes, and their relationships?
- does the analysis carried out identify the key issues? Would the project/programme be able to work on these issues?
- has a prioritisation of problems been made, is it feasible? What are the areas of intervention (area of control, area of influence, area of interest)? Depending on the area of control, which problems can the project/programme address?
- does the analysis and available documentation (analyses, reports, data, etc.) identify the women's empowerment results chain? What are the assumptions and preconditions?
- are the objectives and outcomes clear?
- do the formulation of objectives and results include the gender aspect and the needs and interests of people living in vulnerable conditions? Do they ensure that no one is left behind?

²⁷ Tool developed on the basis of the Enabel ToR (BTC).

Step 3. Formulation of recommendations

The final stage aims to provide the results of the analysis and recommendations, which include:

- the presentation of gender-sensitive objectives and outcomes;
- assessment of the likely costs of including gender equality objectives in the project/programme, and the likely burdens on stakeholders (in terms of capacity building);
- gender preconditions and assumptions;
- the need for a thorough gender sector analysis at the formulation stage.

1. When to use this tool

These ToR can be used in the formulation phase.

2. Presentation

There is no ready-made template for gender analysis. These ToR include some guidance for writing the ToR for commissioning a gender analysis when preparing a project/programme formulation. The exact content of the ToR depends on the sector and scope of the project (means available for preparation and implementation), as well as on the analyses already carried out in the previous phases (programming, identification). This analysis is preferably carried out by a pair of national and international experts, in order to facilitate meetings with the various stakeholders and the contextualisation of gender issues in the given sector.

It is also essential that the gender expert works in an integrated manner with other members of the formulation team (mission leader, sector experts, other thematic experts, etc.). The gender expert's input at the formulation level should not be an addition to a specific sub-chapter of the TFD but should be taken into account in a transversal way throughout the formulation process.

3. Use

Context of the analysis

Describe clearly why a gender analysis is needed. Refer to previous studies or project evaluations that have highlighted gender inequalities in the sector, or other contributions that have raised gender-related questions that need to be answered. Refer to national policies, reports on the implementation of these policies, gender issues, supporting data relevant to the sector, monitoring reports, evaluations, etc. Clearly indicate what kind of inputs are required for the design (or redesign) of the project/programme, or what information from the consultant's report is needed in terms of policy and guidelines.

Objectives of the gender analysis

The mission of the gender expert is to provide the necessary resources to ensure that the formulation of the XXX/000 project is carried out according to a gender mainstreaming approach. This will involve systematically taking into account the specific needs, interests, experiences and priorities of women and men in all project components to ensure that the effects and impacts of the intervention do not reinforce the inequality that may exist between women and men.

In addition to gender mainstreaming, the gender expert will propose strategies to reduce the gender gap and specific activities to implement these strategies.

The objectives of the analysis should be clear from its design. The following aspects should be included: the scope of the analysis and its purpose; its target audience, the level of intervention of the project/programme (micro, meso, macro); the sector(s) on which the project/programme intends to focus; the target groups.

Methodology

The ToR should specify in general terms the research methods to be used by the consultants. For example: conduct a literature review of existing analyses by other donors, multilateral agencies, civil society, governments, universities, etc.; collect relevant quantitative and qualitative data disaggregated by sex; use participatory methods to obtain qualitative information; use gendered (non - "neutral") language.

Expertise

For gender-sensitive participatory approaches, the ability to communicate in the local language is important. Other relevant qualifications and experience required include:

- higher education in social science or equivalent;
- specific training in gender and development;
- at least five years' experience in conducting gender studies;
- professional experience in development cooperation;

²⁸ Tool developed on the basis of Tool 1.1 "COMMISSIONING A GENDER ANALYSIS: ELEMENTS TO CONSIDER" of the "EU resource package on gender mainstreaming".

- professional experience in [partner country or region] and good knowledge of its socio-economic context;
- proven experience in working with participatory approaches;
- proven ability to work in a team;
- perfect command of [language].

Tasks

- get acquainted with the different chapters of the LuxDev TFD model for which the gender expert has to provide input;
- read the operational guide “Gender mainstreaming” - EXP_5 from LuxDev;
- ensure that the project formulated is in line with the Luxembourg cooperation strategy as well as with the [partner country] government's policy on gender equality;
- identify the main actors/institutions working on gender equality issues in [partner country];
- read the gender study carried out at the identification stage;
- to take note of the evaluation reports of the previous programme(s), and in particular of their recommendations;
- read LuxDev's gender country sheets, as well as experience sheets, good practice sheets, learning notes and gender capitalisation sheets for the country/sector concerned;
- identify and learn about gender studies carried out by other donors in [partner country];
- carry out a gender analysis at different levels (macro/meso/micro) integrating the following elements:
 - analysis of the context - barriers and opportunities, factors determining gender roles,
 - roles and division of labour between males and females (reproductive/productive/social roles),
 - access to and control of resources and benefits,
 - access and participation in decision-making processes,
 - practical and strategic needs and interests of M/W;
- conduct a cross-sectional analysis of beneficiaries;
- explore the possibilities of harmonisation with other ongoing interventions and activities in the same region/sectors/areas;
- identify specific measures for women to redress gender inequalities and provide means to ensure the support of men who are not subject to this specific treatment;
- assess the institutional capacity of key stakeholders in relation to gender equality and propose measures to strengthen this capacity where necessary;
- ensure that the logical framework and monitoring system include indicators to verify whether changes in gender relations are being achieved and whether gender equality objectives are being met;
- propose coordination and management mechanisms that have the adequate capacity to strengthen women's participation in project activities during implementation and to work towards gender equality objectives;
- ensure that proposals are consistent with the criteria for the DAC/OECD mark assigned to the project or programme;
- estimate the resources needed to carry out the proposed activities (budget estimate).

Reporting

The consultant should produce an inception report clarifying the methodology and timetable.

A final report will be delivered, after approval of the “draft” version.

- **introduction:** general context in which the gender analysis is taking place. Objectives and methodology used;
- **national socio-political framework for the promotion of gender equality:** analysis of national policies, laws and regulations to promote gender equality and women's empowerment, as well as an analysis of civil society's work for gender equality and women's empowerment;
- **gender analysis of other TFP:** any other gender analysis of other donors and agencies in the country will be consulted. This section should also include the entry points and strategic and sectoral areas of other TFP. This section also includes the potential for collaboration and synergies;

- **gender sector analysis:** This part identifies the levers and obstacles in relation to the promotion of gender equality (at macro, meso and micro levels). Information is provided on: human rights violations, causes of violations, inequalities and discrimination, duty bearers and rights holders; their capacities to be strengthened; objectives and results to be integrated into the project/programme. This sectoral analysis should be supported by relevant statistical indicators. Areas of resistance and risk should be analysed and potential transformative actions for positive change should be described;
- **conclusions and recommendations:** This section presents the empowerment strategy and sector-specific recommendations for addressing gender equality and discrimination. Proposals on the roles and capacity building of the different stakeholders (government, communities, civil society and the private sector), should also be included in this section. The recommendations will cover both specific and cross-cutting aspects at the level of the project/programme description. These elements should also be included in the logical framework;
- **aes:** the appendix includes a proposed logical framework, a list of indicators and for each indicator a baseline (time “0”), and an estimated budget for the recommended activities. The appendices also include the *gender scan* and the human rights scan. Other appendices include people met, statistics and bibliography.

4. Documents to be consulted in advance

- general strategy for Luxembourg cooperation “*en route* to 2030”: <https://cooperation.gouvernement.lu/dam-assets/politique-cooperation-action-humanitaire/documents-de-reference/strat%C3%A9gie/Strat%C3%A9gie-MAEE-FR.pdf>;
- forthcoming: gender orientation note on Luxembourg cooperation;
- DAC/OECD Gender Equality Policy Marker Manual: <https://www.oecd.org/fr/cad/femmes-developpement/Manuel-Marqueur-CAD-Aide-Egalite-HF.pdf>.

Sources and other useful documents

- resource package on gender mainstreaming in EU development cooperation: <http://eugender.itcilo.org>;
- [roadmap for gender sensitive project & programme design](#);
- [gender aware stakeholder analysis](#);
- [gender analysis gender analysis - frequently asked questions](#);
- [the UPR-SDG data explorer](#): use the filters to explore the human rights recommendations and their links to the 2030 Agenda. You can browse by objective or target, by country or region, or by group of rights holders. You can also use several filters at the same time;
- the Danish Institute for human rights’ guide to human rights in the MDG: This guide illustrates the human rights anchor in the 17 goals and provides concrete links between the 169 targets and international and regional human rights instruments, international labour standards and key instruments on environmental issues, some of which have human rights links.

1. When to use this tool?

The tool is used at the formulation stage. The tool, explained below, includes the minimum criteria for a gender analysis at the formulation stage, preferably preceded by an analysis at the identification stage.

2. Presentation

The concept of gender is an analytical instrument and aims at identifying the (hierarchical) relationships between different categories of individuals, which are determined by society and its institutions. Initially considered as an instrument to analyse power relations (economic, social, cultural, and political) between M/W, this instrument is now also used to recognise the determinants of relations between human beings, irrespective of sexual orientation and/or gender identity. Instead of a binary interpretation, there is a broad interpretation, which also takes Intersectionality into account.

Thus an extended gender analysis will take into account multiple discriminations and their Intersectionality (e.g. the barriers faced by an elderly person, a person of a certain minority; a person of a minority religion, living with a disability, etc.). The analysis will inform policy makers on:

- equality issues/challenges for individuals and groups;
- the anticipated/desired impacts of the cooperation initiative in question in relation to greater equality.

The gender analysis is carried out in five phases, applying the five principles of DBS: full implementation of rights, participation, non-discrimination, accountability, and transparency.

Phase 1: Literature review (reports, analyses, studies, good practices, etc.)

This phase consists of three steps. The first step is the consultation of figures, data and statistics related to the envisaged intervention (in a given sector). The second step consists of analysing reports, studies, and analyses to derive recommendations and conclusions for the intervention in question. The third step involves writing a short paragraph:

- on trends in relation to variables/determinants for the different categories of people concerned (e.g., the relationship between the number of women in agricultural export industries and the income of single mothers, number of teachers and quality of education);
- on the approaches applied, achieving effective and positive results (e.g., what are the results obtained in the projects of other TFP in the same sector/region?);
- recommendations on the points of attention for the gender intervention (e.g., based on the market studies, support women to develop the saffron sector. What is the demographic trend that negatively impacts the income level of populations living in remote areas?)

Phase 2: context analysis (socio-cultural, economic, and political)

This phase is based on a three-level analysis (micro, meso and macro).

The macro level: concerns national policies in the given sector (e.g., Is there a gender policy in the health sectors?) This level also includes legislation and regulations (e.g., What social security do women employees have when they become pregnant? What is the inheritance system that impacts on women's economic opportunities?) The analysis indicates how this legislation, regulation, policy, strategy, and action plan influences activities in a given area or in a given institution/organisation. The application of DBS specifically addresses issues related to the five principles:

- **the implementation of all rights:** the promotion of one right often requires the promotion of other rights, as rights are interdependent. Thus it is important to map the causal links between violations of different rights. The enjoyment of equal access to schooling, for example, is not meaningful if it is not accompanied by physical security. The right to education for children living with a disability is not meaningful if the state does not provide for specific measures, including the identification and removal of obstacles and barriers to accessibility (art. 9 of the convention on the rights of persons with disabilities - 2006);

²⁹ Tool developed on the basis of the ToR made by Enabel (BTC).

- **participation:** how do women take part in national decision-making processes (representation, quota system, elections, mandates, etc.). Were gender structures (gender mechanism and civil society organisations) consulted during the formulation phase?
- **non-discrimination:** are there segments of the population that are at risk of being left behind? Do the justice, health, education, economic or political systems favour certain classes of the population? Were the different target groups and stakeholders consulted on an equal footing during the formulation process?
- **accountability:** it is important to also assess compliance with international equality commitments in relation to the given sector (e.g. is Nicaragua up to date with reporting under the *Bélem do Pará* convention (*Convention Interamericana para prevenir, sancionar y erradicar la violencia contra la mujer*)? Is there any capacity building to be offered, enabling duty bearers to do their duties better?
- **transparency:** given that every sector has a budget for the implementation of public policy, one may ask whether this budget devotes a part of its totality to the promotion of gender equality. If so, how much of it? Where are the priorities? Is this budget managed in a transparent way? The application of gender responsive budgeting allows for the analysis of revenues and expenditures, as well as the processes of public financial management to identify the impacts on M/W groups (of all categories).

The **meso level:** this level focuses on organisations and institutions and traces the answers to the same questions as the macro level. Thus, the five principles of DBS will be addressed, namely:

- **enforcement of all rights:** interventions often do not address gender mechanisms. These mechanisms are the national institutions (ministry in charge of gender issues, the gender focal point at the Ministry of Agriculture, the national women's commission, or other national structure with a particular focus on gender equality). It is these bodies that have unique expertise in gender issues (stereotypes, populations living in vulnerable situations, discrimination, violations of women's rights, etc.). Consultation with this national expertise is important to understand the causal relationships between violations of women's and girls' rights (e.g., what are the structural obstacles to promoting women's work in the export sector?
- **participation:** Do the institutions and organisations involved in the intervention operate on the basis of participation, e.g., do women in the entities have access to promotion? Do these entities deliver services on the basis of meaningful participation of the populations, e.g., in the framework of decentralisation?
- **non-discrimination:** do the institutions and organisations involved in the intervention operate according to the principles of equality and non-discrimination? Are women represented in the management of these entities? Do they work in decent conditions (equal pay for equal work, etc.)? Do these organisations deliver services to people on an equal footing (e.g., is there a priority for access to water in hospitals in rural areas, specifically delivery rooms?)
- **accountability:** Stakeholders in a project/programme (especially duty-bearers) are presumed to take responsibility for complying with the functioning of the rule of law. This includes different parts of society, duty-bearers, private sector entities and civil society. Accountability thus affects the relationships between the different components. For example, do companies work within a framework (to be provided by the state) that allows them to comply with national and international human rights commitments (labour inspections, reporting, complaints mechanisms, social security, etc.)? Do the companies envisaged as partners in the intervention in question ensure decent working conditions (equal pay for equal work, health security, etc.)? Is child labour excluded in a water infrastructure construction programme?
- **transparency:** do partner institutions and other stakeholders identified for the implementation of the intervention have the capacity to deliver services in a transparent manner? For example, does the cross-border marketing of agricultural products for export suffer from corruption, is it also accessible to women?

The **micro level:** The analysis at this level answers questions related to the specific needs and strategic interests of M/W (domestic and community level). It involves understanding the roles, responsibilities, division of labour and reporting relationships between M/W in relation to the given sector. For example, do adolescent girls have access to the schools of their choice? The answers to these questions are often explained by socio-cultural contexts (ethnicity, stereotypes, discrimination, inequalities, etc.) and in particular religious contexts. The analysis focuses on the following questions (among others).

- **roles and activities:** who does what? Where are the disparities? Are these disparities desired by the different target groups? Where are the constraining factors, the actors facilitating progress or hindering progress?

- **resources and constraints:** what resources are available to M/W in all categories? Who owns these resources? Who has access? Who controls these resources? Where are the disparities? Are these disparities recognised as obstacles/constraints to sustainable and decent development?
- **decision-making:** what are the decision-making processes like, how are decisions made (within households, within communities, at institutional level)? An analysis is made at the level of communities/communities, households, relationships between adolescent girls, relationships between duty bearers and rights holders. For example, what is the behaviour of teachers towards primary school pupils in a village in rural Senegal? How does the community council make decisions, treat all issues equally (e.g., the issue of violence)? Does it involve women in the debates? Does it treat ethnic minorities in the same way as people of majority ethnicities? Does it make provisions for the implementation of commitments? Does it manage budgets transparently?

Phase 3: Analysis of women's rights violations and structural causes

- **rights and causes of violations:** The classic distinction between practical needs (of nutrition, clean water, security, etc.) and structural interests (education, economic empowerment, political representation, etc.) will be the basis for an advanced analysis from a DBA perspective. In this way, violations of the rights of M/W related to the project/programme will be considered (e.g., in relation to the right to good nutrition, the right to sufficient drinking water, the right to physical integrity, etc.). The question that arises in this phase is: How are the rights violations related and is there a causal relationship to be identified? This analysis helps to identify the key points and entry points for supporting the process of promoting equality in the given sector. For example, it is more appropriate to approach the issue of abortion from the perspective of the right to health than from the perspective of sexual and reproductive rights.

Phase 4: Analysis of stakeholder capacity gaps and power relations

- **stakeholders:** in line with the analyses described above, and as already mentioned above, it is important to identify the duty bearers and rights holders involved in the causal relationships of rights violations. Thus, to return to a schooling support project, both pupils and teachers will be considered to ensure that pupils know their rights to education, can claim them and can enjoy their right. As for duty bearers, it would be important that they respect, promote, and fulfil this right to education. If, on the other hand, the previous analysis has identified violations of other rights, for example the right to physical integrity (violence against girls on the road to school, harassment by teachers, etc.), the project/programme will not be able to neglect this aspect and will approach technical assistance from multiple angles (promotion of the quality of education and fight against violence against girls). It is possible that work will be needed at several levels (micro, meso, macro) to ensure results;
- **capacities and gaps to be strengthened:** In relation to structural interests, the analysis will focus (following the previous step) on identifying capacities to be strengthened. On the one hand of the rights holders to know their rights (to adequate nutrition), to claim (their right to water, etc.) and to enjoy (their right to a safe life) and on the other hand of the duty bearers. Thus the project/programme will know which capacities to build to address the inequalities, discriminations and rights violations identified. For example, with regard to capacity building of duty bearers, support will be directed at better respecting rights (e.g. with regard to the obligation to ensure nutrition in line with health quality standards), better protecting rights (e.g. with regard to the obligation to ensure clean drinking water) and better (progressive) realising rights (e.g. with regard to the obligation to ensure a transparent judicial system, allowing for the handling of judicial cases of perpetrators of violence against women/girls).

Phase 5: Recommendations

Once the different elements are gathered and interconnected, the formulators can establish an empowerment pathway for girls and women, boys, and men. This empowerment pathway, in line with the ToC approach, identifies the rights to be addressed by the project, the relationships between rights violations, the rights holders and duty bearers involved, their capacities to be strengthened, to reduce inequalities, discrimination and rights violations, enabling girls and women (boys and men) to follow an empowerment pathway in the given sector. The formulation team makes recommendations in this regard and includes the empowerment pathway in the TFD.

3. Use

The application of this tool requires gender expertise. A gender expert should preferably join the formulation team. However, if this is not possible, the multitude of analyses that have already been done makes the work of the formulation team easier. Starting from existing databases and studies, analyses, and reports, it is sufficient to focus on causes and effects. One-off actions/activities should be avoided unless they are part of a “results chain” / ToC approach.

4. Sources

- roadmap for gender sensitive project & programme design;
- gender aware stakeholder analysis;
- the DAC gender equality policy marker;
- gender analysis gender analysis - frequently asked questions;
- the UPR-SDG data explorer is the outcome of an experimental data mining project that aimed to link all existing UPR recommendations to the SDG - more than 50,000 in total;
- the guide is a searchable online database illustrating the links between the SDG and the human rights and labour laws.

1. When to use this tool?

At the start of the implementation phase, the rapid diagnostic should be used when implementing partners are identified and before a more in-depth capacity diagnostic is carried out (if deemed relevant).

2. Presentation of the tool

This tool identifies, in the form of a checklist, the key elements and aspects to consider when assessing an organisation's capacity and performance in relation to gender equality in its activities, procedures, operating methods and internal functioning.

3. Use

A rapid diagnosis can be carried out internally or by a team of consultants with the participation of the partner, based on interviews and a review of the relevant internal documentation (policies, procedures, internal mechanisms in relation to the gender theme). It is essential that the partner has shown an interest in the analysis. The level of detail to be obtained must be set out in the ToR of the mission and correspond to the needs of the intervention.

An analysis of an organisation's gender capacity and performance can be carried out against five key areas and related questions, as shown in the table below:

Criteria/areas of analysis	Questions
Gender equality policy and strategy	Has the organisation defined a strategy or policy for mainstreaming gender issues in its activities/sector of intervention?
	If so, is this strategy/policy accompanied by an action plan, budgeting of measures and a system for monitoring their implementation?
	Does this strategy help to guide decision-making?
	Has the organisation developed specific partnerships on these issues?
	Does it develop particular activities related to gender equality and women's empowerment?
Organisational and operational structure	Does the organisation have a dedicated gender cell/unit? If not, how are gender issues and women's empowerment addressed/treated in the organisation's activities?
	If so, what are their roles and responsibilities? Are they sufficiently clear and well defined?
	Does this unit have a strategic role and sufficient weight to influence the direction of the organisation's missions/activities and decisions? Is it supported in its functions by management?
	Are the functions of this unit well integrated and accepted by the other departments of the organisation? Does this unit work in collaboration with them? Or are there blockages?
Internal procedures and processes	Have the partners put in place tools to ensure that the gender dimension is respected?
	Has it developed a zero-tolerance policy towards sexual harassment and gender-based discrimination?
	Is there evidence of effective and systematic implementation of the organisation's required gender analysis and management practices (Mobilising existing capacity)? If not, why not?
	How is this organisation perceived by other external actors in its sector of intervention in terms of its practices of taking into account the gender dimensions in its interventions?

Human and financial resources	Does the organisation have specialist staff or proven and assured access to gender expertise to carry out the required analyses? Is this expertise of sufficient quantity and quality?
	Does it have sufficient means/budget to ensure the implementation of appropriate gender-related measures? (Financing of the potential additional costs of gender-related measures).
Monitoring and evaluation mechanism	Has the organisation defined indicators to monitor its gender performance?
	Is there clear evidence of effective and systematic implementation of the practice monitoring and evaluation procedures prescribed by the organisation (reporting, monitoring tools used, etc.)? And if not, why not?
	Are the findings and recommendations of monitoring and evaluation activities used? If so, in what way and according to what internal process?

1. When to use this tool?

The instrument is used in the formulation phase, after the gender analysis has been received.

2. Presentation

The quality of the gender analysis mission report will be assessed by the formulating officer (or by the resident representative if the formulating officer has carried out the gender analysis himself or herself, in the absence of an expert recruited for this purpose in the formulation team) on the basis of a certain number of criteria set out in a table, which make it possible to assess the extent to which the elements requested are integrated into the analysis.

3. Use

How are the following elements integrated into the analysis?	--	-	+	++
The gender legislative framework at different international, regional and national, local levels (if relevant).				
The policy framework at national and local level (if relevant) existence and content of national gender policies, GAP, law on violence against women, sexual harassment, etc.				
Socio-economic, political and cultural situation in the given area, indicating violations of the rights of women and girls, their causes and consequences.				
Duty bearers responsible for these violations and the capacities to respond to the challenges.				
Rights holders affected by the project and the capacities to be built (empowerment) to support their resilience (better knowledge of rights, better claim, better enjoyment of rights).				
The actors involved in capacity building.				
Reference to the mandate of the gender mechanism (role, services, reports, etc.) and their capacity to be a partner in the project/programme.				
Reference to the role of civil society within the sector concerned and their capacity to be partners in the project/programme.				
Major challenges, constraints and risks to ensure participation of women and groups living in vulnerable situations (full project cycle).				
Recommendations for a gender-sensitive logical framework (including recommendations for indicators).				
Recommendations on the gender marker score (G1, G2, G3).				
Recommendations for optimal gender mainstreaming in the project/programme.				

After verification of the above-mentioned elements, the representative will organise a debriefing meeting with the national or international gender expert or the person responsible for the formulation mission if a gender expert is not recruited. The person who conducted the analysis presents the results and recommendations.

1. When to use this tool?

In the identification and formulation phase.

2. Presentation

The tool distinguishes four levels of human rights consideration in each intervention:

- **“human rights blind”** means that the intervention is not assessed in terms of its consideration of human rights. Thus, it is not possible to estimate its impact in terms of redressing human rights violations, nor will it be possible to assess its effect on the respect, protection and/or fulfilment of human rights. The project or programme may subsequently have an unintended effect (positive or negative) in promoting human rights;
- interventions coded as **“human rights sensitive”** envisage a consideration of the DBA process, including the conduct of an analysis of the human rights in question and the consideration of the principles of the application of all rights, participation, non-discrimination, accountability and transparency. These principles will be applied during the identification and formulation processes and will also be enshrined in the TFD. This will anticipate/avoid negative (unintended) effects. The application of DBA will also allow the anticipation of resistance or even counter-effects from discriminatory structures, norms or practices. However, the intervention does not explicitly consider the promotion of human rights as such. Instead, capacity building activities/outcomes/objectives for duty bearers and rights holders may be included in the TFD;
- **“human rights promotion”** interventions are developed on the basis of a RBA applying the principles of non-discrimination, participation, accountability and transparency. In addition, they explicitly consider outcomes/objectives that relate to strengthening the respect, protection and fulfilment of human rights in the given sector. The project/programme considers the needs, interests and (gaps in) capacities of duty bearers and rights holders. The intervention explicitly addresses the needs, interests and capacities of populations affected by situations of vulnerability or marginalisation. Thus, the intervention will pay particular attention, for example, to institutions with competences in the field of sexual orientation and gender identity on the one hand, and to people from the Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) community on the other. These interventions also include disaggregated data (by sex and others such as age, minorities, disability, etc.). These interventions can also address the strengthening aspects of civil society (e.g., advocacy), which advocates on behalf of people (living in vulnerable conditions). However, these interventions do not address structural causes, such as power relations, norms and values, state structures, etc. These aspects are addressed by the last category of interventions. These aspects are addressed by the last category, explained below;
- interventions that aim to transform discriminatory structures, norms and practices that cause human rights violations are categorised as **“human rights transformation”** interventions. They address the institutions (family, justice, religion, economic system, etc.) that create, maintain or promote inequalities, discrimination and human rights violations. Thus, a project that aims to work on the respect of the Mandela rules in the prisons of a partner country can be considered as a “transformative human rights” project, as long as it also addresses the restructuring of the institution as such, and transforms the causes of the non-respect, non-protection and non-fulfilment of human rights, by strengthening the capacities of the duty-bearers and the rights-holders.

LuxDev uses this distinction as a basis for an instrument to categorise interventions and to inform decision-makers and practitioners about the degree of human rights sensitivity of the intervention.

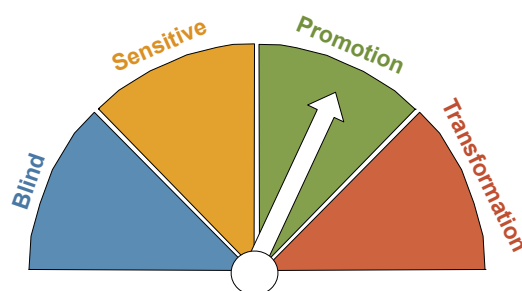
3. Use

The four categories are integrated into this tool, allowing policy makers and practitioners to screen interventions during the identification and formulation phase, according to the degree to which they take human rights aspects into account.

This tool provides a clear and quick overview of the impact and effect that the project or programme intends to have on the promotion of human rights. The visualisation of this intention is presented in the form of an indicator, as illustrated below.

³⁰ Tool based on the guide “Human rights based approach in Finland’s development cooperation” 2015.
https://um.fi/documents/35732/48132/human_rights_based_approach_in_finlands_development_cooperation_guidance.

Figure 1 - Human rights scan



The use of this indicator is based on the following criteria:

- the “blind” approach: no reflection on human rights, nor on DBA;
- “sensitive”: the five DBS criteria (application of all rights, participation, non-discrimination, accountability and transparency) are considered. These principles were practiced during the identification/formulation and integrated into the TFD;
- “promotion”: in addition to the consideration of the five principles of DBS (in the identification/formulation processes and in the content of the TFD), at least one of the objectives of the project/programme aims at the promotion of human rights. This objective is accompanied by an indicator in this respect;
- “transformation”: in addition to addressing the five principles of DBS, the project/programme aims at transforming the root causes of human rights violations and dedicates its main objective in this regard. The other objectives and expected results all relate to the promotion of human rights in a given sector.

4. Sources

- human rights based approach in Finland’s development cooperation;
- a RBA to EU development cooperation, encompassing all human rights.

1. When to use this tool?

The tool is used in the identification and formulation phase. It allows decision-makers and practitioners to estimate (ex-ante) the effect and impact on the promotion of gender equality in relation to the planned financial resources (budget) of a programme or project. It allows for monitoring (et nunc) during implementation and evaluation (ex-post) during the final assessment of the commitments made. The instrument concerns an assessment of the desired effect and/or impact of an intervention on the promotion of gender equality.

2. Presentation

The LuxDev tool distinguishes four levels of gender mainstreaming in each intervention:

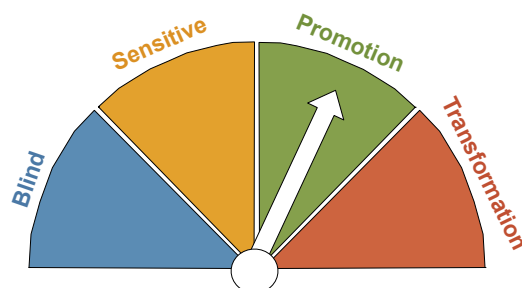
- **“gender-blind”** means that the intervention is not evaluated in terms of its gender sensitivity. No intervention will be able to “neglect” a gender consideration in its design. However, a “gender blind” approach does not mean a “gender neutral” effect/impact. There may be unexpected (negative) effects/impacts. These effects/impacts can manifest themselves at the level of gender relations between M/W, or within groups of women (e.g., a negative effect for women from the LGBTI community and not for other women) and within groups of men (e.g., a negative effect for men living with a disability and not for other men). In order to avoid negative effects/impacts, few programme projects are coded as “gender blind”. However, if the intervention is deemed “gender-blind” a justification for this will be included in the TFD;
- interventions coded as **“gender-sensitive”** envisage an effective consideration of the gender dimension. This consideration is process-oriented and based on a *gender* mainstreaming approach throughout the identification/formulation process. The gender-sensitive code includes carrying out a gender analysis at the level of the given sector, or at least taking into consideration the recommendations and conclusions of existing analyses (carried out by national institutions and/or by other TFP). The aim is to avoid (unexpected) negative effects/impacts on rights holders and duty bearers, norms, or practices. However, the intervention does not consider gender promotion in its entirety. However, this does not exclude that there may be some activities, results or objectives that support gender equality in some aspects of the project/programme;
- **“gender promotion”** interventions are projects and programmes that are exclusively implemented by women's civil society organisations or by the gender mechanism (ministry in charge of gender equality, gender focal points in sectoral ministries, etc.). The latter is the duty-bearer in gender matters and has as its competence the respect, protection and realisation of women's rights and gender equality at national, regional, and local level. Civil society organisations are the spokespersons for rights holders and fight against violations of the rights of men and women of all categories and on the basis of all forms of discrimination, in particular those based on age, disability, sexual orientation, religion, ethnicity, nationality, etc. This “gender promotion” option supports the “ownership” of the gender issue. However, it is possible that a project to combat violence against women, carried out by women's civil society, only deals with aspects relating to health, linked to the physical needs of victims and not stereotypes, and power relations between men and women, aspects more related to transformative issues, considering women as agents of change;
- interventions that aim to transform discriminatory structures, norms and practices that cause women's rights violations are categorised as **“gender transformation”** interventions. These interventions address the structural causes of inequalities and violations of women's rights, such as power relations, norms, and values and/or state structures. They address the institutions (family, justice, religion, economic system, etc.) that create, maintain, or promote inequalities, discrimination and violations of women's rights. These interventions thus aim to transform gender relations. For example, a programme that aims to eradicate female genital mutilation is a “transformative” intervention as long as it addresses the sexual and reproductive rights of adolescents (girls, boys) and not only health and medical rights.

³¹ Tool developed on the basis of the “project tool 3.6: The gender budget scan” of the EU resource package http://eugender.itcilo.org/toolkit/online/story_html5.html?lms=1. The tool is based on the tool developed by Enabel in 2015, namely the gender budget scan.

3. Use

The four categories are integrated into this tool, allowing decision-makers and practitioners to sort interventions during the identification and formulation phase, according to their degree of gender sensitivity. This tool provides a clear and quick overview of the impact and effect that the project or programme intends to have on the promotion of gender equality in all categories. The visualisation of this intention is presented in the form of a counter, as illustrated below.

Figure 1 - Gender scan



The use of this indicator is based on the following criteria:

- “blind”: no reflection has been done on the gender issue. One cannot anticipate the effect/impact in this area of gender equality;
- “sensitive”: the project/programme has been designed on the basis of a gender analysis and takes into account certain aspects, which aim at promoting equality between men and women;
- in the case of “promotion”, these interventions are developed on the basis of a gender analysis and are carried out exclusively by gender structures at the national (duty-bearer) and civil society levels;
- “transformation”: interventions are based on a gender analysis and aim exclusively at gender transformation (economic, social, cultural or political).

4. Sources

- [the gender budget scan](#);
- [the DAC gender equality policy marker](#);
- [gender budgeting in 2017: Where do we stand?](#)
- [gender budgeting and the world bank experience](#);
- [financing for gender equality](#)³².

³² [Financing for gender equality](#)

1. When to use this tool?

In the formulation phase.

2. Presentation

This tool allows you to adopt a gender approach in the logical framework of a project or programme or to assess the logical framework of a project with a gender perspective.

If there is no reference to gender in the log frame, we refer to the log frame as “gender-blind”: failure to address gender equality issues may contribute to the persistence of gender discrimination and inequalities. Projects with a gender-blind log frame are likely to perform very poorly. A gender-sensitive log frame strengthens accountability for gender equality results and improves project/programme performance and quality.

3. Use

The tool consists of a matrix of questions that help identify and address the gender dimensions of the different components of a log frame.

Table 1 - Checklist for gender mainstreaming in the logical framework

Intervention logic	Results chain	Objectively verifiable indicators	Means and sources of verification	Assumptions
Overall objective	Does the broader policy objective to which this project contributes address gender equality issues? Are there gender issues that will be affected by or influence the objective and its contribution to development?	What impact indicators can verify the achievement of gender-related objectives in the overall objective? How to measure the long-term impact of the project on M/W?	Is the data for verifying the overall target disaggregated by sex and analysed from a gender perspective? What gender analysis tools will be used (e.g., rapid assessment, focus group discussions, structured/semi-interviews, questionnaires, etc.)?	What external factors are needed to support a gender-sensitive overall goal? What are the risks that would impede the achievement of the overall objective and what measures are or will be put in place to mitigate them?
Specific objective	Does the objective clearly identify stakeholders/beneficiaries by gender? Have measures been considered at the institutional and policy level that address gender equality? Does the project have different outcomes/benefits for M/W? Does the project address gender-specific and gender mainstreaming issues? Are practical and strategic gender needs/interest taken into account?	What outcome indicators are relevant for measuring gender equality issues in the relevant sectors? Which performance indicators are disaggregated by gender? How can we check that the M/W target groups receive the same benefits as men? How do we know if the results are gender-sensitive?	Are the data for verifying the specific objectives disaggregated by sex and analysed from a gender perspective? What qualitative information is needed? What gender analysis tools will be used (e.g., rapid assessment, focus group discussions, structured/semi-interviews, questionnaires, etc.)?	What external factors are needed to support a specific gender-sensitive objective? What are the risks that would impede the achievement of the specific objective and what measures are or will be put in place to mitigate them?

³³ Tool developed on the basis of the EU resource package fiches 3.3
http://eugender.itcilo.org/toolkit/online/story_content/external_files/PROJECT/3-3_Project.pdf

Results	<p>Do the expected results produce a positive change in gender roles and relations?</p> <p>Are gender roles and relations taken into account in the description of the results the project will produce?</p> <p>Are the project outcomes specified separately for M/W?</p>	<p>What outcome indicators will be needed to verify the results of the project for M/W?</p> <p>How to measure the different benefits for M/W that the project will produce?</p>	<p>Is the data for verifying project results disaggregated by gender?</p> <p>What gender analysis tools will be used to verify? (e.g., rapid assessment, focus group discussions, structured/semi-interviews, questionnaires, etc.)</p>	<p>What external factors are needed to achieve gender-sensitive results in the project?</p> <p>What are the risks that would hinder the achievement of the planned results and what measures are or will be put in place to mitigate them?</p>
<i>This tool can also be applied at the activity level:</i>				
Activities	<p>Do the activities reflect gender differences in roles and responsibilities?</p> <p>Do the activities include strategies to improve equal access to and control over material and non-material resources for M/W target groups?</p> <p>Do the activities improve the equitable distribution of paid and unpaid work and domestic care?</p> <p>Do the activities promote gender balance in decision-making?</p> <p>Do the activities encourage the voice and participation of M/W?</p>	<p>Inputs: What goods and services do project beneficiaries contribute to the project?</p> <p>Are all the contributions of M/W taken into account?</p> <p>Do external inputs take into account gender differences in access to and control over resources, services and benefits?</p>	<p>Are the data for monitoring the implementation of project activities disaggregated by gender?</p> <p>Are these data analysed from a gender perspective (i.e., do they reflect the practical and strategic needs/interests of M/W)?</p> <p>Is the monitoring system gender sensitive?</p>	<p>What are the important external factors necessary to implement the activities and ensure the continued commitment of the M/W involved in the project?</p> <p>What are the risks that would hinder the implementation of the activities and what measures are or will be put in place to mitigate them?</p>

4. Sources

- Gender Action Plan 2016-2020 (GAP II) - Council conclusions (26 October 2015).

1. When to use this tool?

In the formulation phase.

2. Presentation

Gender indicators help to measure the gender-related changes that a programme or project promotes in a given time period and social context.

The most important aspects of a good indicator are that it should be relevant (it is better to have a limited set of crucial elements than an overload of indicators that are difficult to manage), simple to measure and easy to understand.

A gender indicator requires sex-disaggregated data, which means that we count M/W separately when collecting data on development activities. A gender indicator can be of a different nature (qualitative or quantitative), of a different type (gender sensitive, gender equality, gender transformative).

3. Use

While quantitative methods are useful for tracking change over time, qualitative approaches can help explain exactly how and why change has occurred. Both types of indicators are needed to assess differences in participation, benefits and outcomes for M/W, girls, and boys, and to assess changes in gender relations.

Quantitative indicators

They measure total numbers, percentages, ratios, and amounts. The methods used to collect quantitative data focus on issues that can be counted: surveys, censuses, administration of statistics.

Qualitative indicators

They provide information about people's experiences, behaviours, opinions, attitudes and feelings. The methods used are participatory: focus groups, social mapping tools, structured or semi-structured interviews.

Gender indicators can measure change at different levels:

- changes for M/W - ratio (women: men), numbers, etc. - These are referred to as gender-sensitive indicators;
- changes in gender inequalities - reduction of gender gaps - we will talk about gender equality indicators;
- changes in gender power relations - organisation, relations, structures - are referred to as gender transformative indicators.

Gender-sensitive indicators

Gender-sensitive indicators measure changes for males and females in the areas addressed during the implementation of the project/programme, expressed as ratios or absolute numbers, to measure specific gender issues.

Gender equality indicators

Gender equality indicators measure gender inequalities and/or changes in gender gaps in a given situation and over a given period of time. Equality indicators set targets for reducing gender gaps and discrimination.

Gender transformative indicators

In order to measure gender equality and women's empowerment as an essential element of social change, gender indicators are developed using the ToC approach (based on sets of assumptions about how change occurs). These indicators aim to capture the positive transformation of gender power dimensions, organisations, relationships, and structures. Such transformation should reduce/eradicate inequalities.

³⁴ Tool developed on the basis of sheets 3.3 and 3.4 of the EU resource package and the "Technical guide for results-based formulation, management and monitoring" - EXE_31.

Table 1 - List of examples of indicators according to their categorisation

Indicators	Gender Sensitive	Gender equality	Transformer
Quantities	<ul style="list-style-type: none"> ratio M/W working in agriculture; number of M/W participating in training; literacy rate for girls in rural areas; maternal mortality rate. 	<ul style="list-style-type: none"> number of M/W benefiting from access to micro-credit services; rate of literate girls and women / rate of literate boys and men. 	<ul style="list-style-type: none"> average number of hours spent in paid and unpaid work, by gender; number of hectares of land held by women compared to the number of hectares of land held by men.
Qualitative	<ul style="list-style-type: none"> change in attitude and behaviour of male family members towards women working in agriculture; level of satisfaction of beneficiaries of micro-credit services; vocational training programmes sensitive to the needs of girls and women; a girl-friendly school transport system in rural areas. 	<ul style="list-style-type: none"> pay gap between males and females in an industry; presence of gender equality policies in financial institutions; effective participation in reproductive health issues. 	<ul style="list-style-type: none"> level of redistribution of domestic tasks to relieve women of traditional roles within the family; level of commitment of community leaders to facilitate women's access to land and control over resources.

Gender indicators in the logical framework

The intervention logic requires the introduction of indicators at the following levels:

- overall objectives: impact indicator;
- specific objectives: impact indicators;
- and results: outcome and output indicators.

Impact indicators measure the achievement of sustainable benefits and long-term changes for beneficiaries as a result of development interventions and their succession over time.

Defining and measuring outcomes are essential steps in setting up and managing a results-based monitoring system. Outcome indicators aim to measure the sustainable changes generated by the goods and services (outputs) during the intervention.

Output indicators relate to the immediate products and services provided by the intervention. They measure their quantity and possible quality.

Examples (including references to indicators from the SDG and the EU GAP):

Table 2 - “Education” example: effect and impact indicators

Education and vocational and technical training	
Impact indicators	Impact indicators
Attitudes towards girls in primary, secondary and higher education	<ul style="list-style-type: none"> ratio of girls to boys in primary, secondary and higher education; primary school completion rates for girls and boys (GAP 13.1, MDG 4.33); enrolment rates of girls and boys in primary, secondary and tertiary education; tertiary education enrolment rates for M/W (GAP 13.3 and MDG 4.37).
Pedagogical methods addressing girls/boys and/or widening their options for “growing up” and developing their capacity for personal action outside the traditional norms	<ul style="list-style-type: none"> percentage of pupils starting grade 1 who reach the last grade of primary education, girls/boys; primary school completion rates for girls and boys (GAP 13.1, MDG 4.33); secondary school completion rates for girls and boys (GAP 13.2, MDG 4.35); number of out-of-school M/W by age group.

Vocational education and training has a gender-sensitive budget at national level	<ul style="list-style-type: none"> literacy rate of 15–24-year-olds, M/W (GAP 13.4 and MDG 4.5); proportion of women to men who have benefited from vocational education and training / skills development and other active labour market programmes (GAP 13.10).
The Ministry of Education has a budget line to promote educational choices and career planning for women in non-traditional fields of work	<ul style="list-style-type: none"> percentage of women employees in the non-agricultural sector; percentage of M/W employed in the formal sector compared to the informal sector; informal employment as a percentage of total non-agricultural employment, by gender (GAP 14.6).
Percentage of young people receiving comprehensive sexuality education (GAP 11.5 and MDG 5.5)	<ul style="list-style-type: none"> percentage of M/W aged 15-49 who had more than one sexual partner in the last 12 months who reported using a condom the last time they had sex.
Prevention of all forms of GBV integrated into the entire curriculum of the national education system	<ul style="list-style-type: none"> number of primary and secondary schools that have included a module or course on GBV prevention in their standard curriculum.
Annual national campaigns on all forms of GBV	<ul style="list-style-type: none"> increase in % of official reports of GBV victims.
The Ministry of Education has a policy on the prevention of sexual harassment, bullying and abuse in schools	<ul style="list-style-type: none"> number of schools with an explicit policy on prevention of sexual harassment, bullying and abuse; number of teachers brought to justice for sexual harassment, intimidation and/or abuse of pupils/students.

Table 3 - “Health” example: effect and impact indicators

Health	
Impact indicators	Impact indicators
Women’s organisations involved in the national strategic health plan process	<ul style="list-style-type: none"> the degree of confidence of women's organisations in the government's national health policy process.
Women in decision-making positions in the health system	<ul style="list-style-type: none"> percentage of women at management and board level in the national health system.
Percentage of people aged 15-24 years who have access to education sessions on SRHR or HIV/AIDS outside of school	<ul style="list-style-type: none"> percentage of M/W aged 15-24 who correctly identify ways to prevent sexual transmission of HIV and who reject major misconceptions about HIV transmission.
Presence of an action plan to reduce unwanted pregnancies and unsafe abortions	<ul style="list-style-type: none"> statistics on safe (unwanted) pregnancies and (unwanted) abortions in the annual health reports.
Meeting the demand for family planning (GAP 11.7 and MDG 5.44)	<ul style="list-style-type: none"> unmet need for family planning.
Midwifery trained staff working at primary health care level in urban/rural areas	<ul style="list-style-type: none"> abortion-related deaths; percentage of births attended by a skilled midwife.
Antenatal care coverage (proportion of pregnant women who have had at least four antenatal visits)	<ul style="list-style-type: none"> maternal mortality ratio (GAP 11.1).
Availability of contraceptive methods in rural/urban clinics	<ul style="list-style-type: none"> percentage of women with access to and control over contraceptive methods.

Table 4 - “Democracy, human rights and gender” example: outcome and impact indicators

Democracy, human rights, and gender equality	
Impact indicators	Impact indicators
There is a national policy/strategy to promote gender equality and women's empowerment	<ul style="list-style-type: none"> reports on the implementation of the national gender equality policy/strategy are discussed in parliament.
There is a national women's mechanism for the implementation of the gender equality policy	<ul style="list-style-type: none"> percentage of the government's annual budget devoted to the implementation of gender equality policy.
There is a national analysis of the incidence of all forms of GBV	<ul style="list-style-type: none"> percentage of politicians (M/W) who are aware that GBV is a human rights issue.
M/W have equal inheritance and property rights to movable and immovable property	<ul style="list-style-type: none"> equality of inheritance and property rights enshrined in the Constitution or in national legislation; impact of contradictions between customary law and equality of inheritance and property rights; number of court decisions in favour of equal inheritance and/or property rights.
Women's access to land	<ul style="list-style-type: none"> proportion of land titles held or co-held by women; number of inheritance cases reported, tried, and awarded to women.
Percentage of women eligible for election to political parties	<ul style="list-style-type: none"> proportion of seats held by women in the national parliament (GAP 17.1); percentage of seats held by women and minorities in national parliaments and/or sub-national elected offices in relation to their respective share of the population (APG 17.3 and SDG 5.43).
Laws to strengthen children's rights, including protection of minors' confidentiality, prohibition of child marriage, prohibition and eradication of female circumcision, combating sexual exploitation and trafficking of minors, combating child labour, etc.	<ul style="list-style-type: none"> percentage of girls aged 15-19 who are married, divorced or widowed; percentage of women aged 15-49 who intend to cut their daughters (GAP 19.2); percentage of boys/girls under 18 years of age who are sexually exploited and/or trafficked; statistics on child labour, both male and female, including domestic work and informal (un)paid production work.

4. Sources

- global database on violence against women;
- gender statistics database and indicators;
- gender net practice note (OECD): Gender indicators: What, Why and How?
- ADB - Australian Aid:(2013): Tool kit on gender equality results and Indicators;
- agri-gender statistics toolkit, FAO, 2016;
- OECD gender data portal; agri-gender statistics toolkit, FAO, 2016;
- UN gender statistics; gender-related sustainable development goal indicators, UN women;
- revised list of global sustainable development goal indicators, IAEg-SDG, 2017;
- [OHCHR: human rights indicators. A guide to measurement and implementation](#);
- UNDP / OHCHR (2006): Indicators for human rights-based approaches to development in UNDP programming - A users' guide;
- UNEG (2014) integrating human rights and gender equality in evaluations.

1. When to use this tool?

In the formulation phase.

2. Presentation

The gender equality checklist is a practical tool for checking whether gender issues relevant to the project or programme have been systematically included in their design. The purpose of the checklist is to ensure that gender equality is integrated into the project/programme design in a coherent and comprehensive way so that it becomes an explicit dimension.

3. Use

The task of the head of formulation is to screen the project/programme on the following points and make remarks to support the response or to recommend improvements. The list below contains examples of recommendations for improvement.

Table 1 - Gender equality checklist

	Questions	Yes	No	Comments/improvements
1	Was a gender analysis carried out at the identification or formulation stage?			If not, conduct a gender analysis relevant to the programme objectives.
2	Have the gender equality issues relevant to the project/programme been identified? (e.g., women's access to land and resources, equal pay at work and women workers' rights, equal participation and opportunities in governance and politics, SRHR, GBV and violence against women and girls, women's access to finance, gender equality in education, etc.).			If not, go back to the gender analysis and/or the gender sector analysis. Identify relevant equality issues and integrate them into the TFD if necessary.
3	Are the gender equality issues identified supported by references to the gender equality policy commitments of national governments and donors? (CEDAW, UNSCR 1325, 1820 et seq., the council of Europe convention on preventing and combating violence against women and domestic violence (Istanbul convention), country gender strategies or sectoral gender plans and policies; donor gender strategy papers and policies, etc.).			If not, explicitly link gender equality issues relevant to the project/programme objectives and results to national and/or international policy commitments on gender equality.
4	Are the statistics (on people) and target indicators used for project/programme formulation disaggregated by gender?			If not, collect gender-disaggregated data for each target group and include it in the relevant project indicators and sections (context and rationale, description of target groups, beneficiaries, etc.).
5	Was qualitative and quantitative information on gender issues used at the formulation stage? (e.g., results of focus groups, qualitative and quantitative information from gender studies, gender impact assessment, gender-sensitive feasibility study, etc.)			If not, look for the necessary information in existing gender studies, gender impact assessments, gender-sensitive feasibility studies or conduct new ones and integrate them into the TFD if necessary.
6	Is gender mainstreamed in the log frame? Has the log frame been checked against the DAC gender marker?			If not, revise the TFD accordingly.

³⁵ Tool developed on the basis of the EU resource package fiches 3.1
http://eugender.itcilo.org/toolkit/online/story_content/external_files/PROJECT/3-1_Project.pdf

7	Are the principles of gender equality and equal opportunities included in the project management system? (e.g., is there an equal opportunities policy for recruitment and personnel management?)			If not, develop gender policy measures specific to the project management system.
8	Have all the factors that may influence the sustainability of gender equality actions been thoroughly examined? (e.g., the need for institutional capacity building, gender equality issues in existing governance systems at community and national levels, the existence of cultural norms, attitudes and behaviours that actually or potentially discriminate against women or are sexist, etc.)			Return to the gender analysis and integrate relevant information into the project/programme as appropriate.
9	If gender budgeting is used: has a gender budget analysis been carried out to determine whether the budget allocations effectively ensure the intended results and impacts from a gender equality perspective? (e.g., financial allocations for strategic and specific gender-related needs, financial allocations to gender-impacting activities also at sector level, effects of government policies on M/W, is the budget gender-biased, gender-sensitive, or gender-transformative? etc.)			If necessary, revise the project/programme and budget accordingly.

1. When to use this tool?

The first two steps take place either in the identification and formulation phase or at the beginning of implementation. The other steps take place throughout the change process.

2. Presentation



The ADKAR® tool - for A: Awareness, D: Desire, K: Knowledge, A: Ability and R: Reinforcement - is used to:

- to guide the change process. It is a change management model that is useful for clarifying the steps to be taken to create the desire for change and to promote the success of the project. It is essentially people-oriented and describes the change process from the perspective of the person whose activities are impacted by the change project;
- help to define a common thread for change by integrating critical steps to unite the actors. Taking these steps into account reduces resistance and increases the chances of success;
- develop communication and training plans with staff and thus promote support for the changes;
- diagnose the causes of non-change and find solutions.

It should also enable:

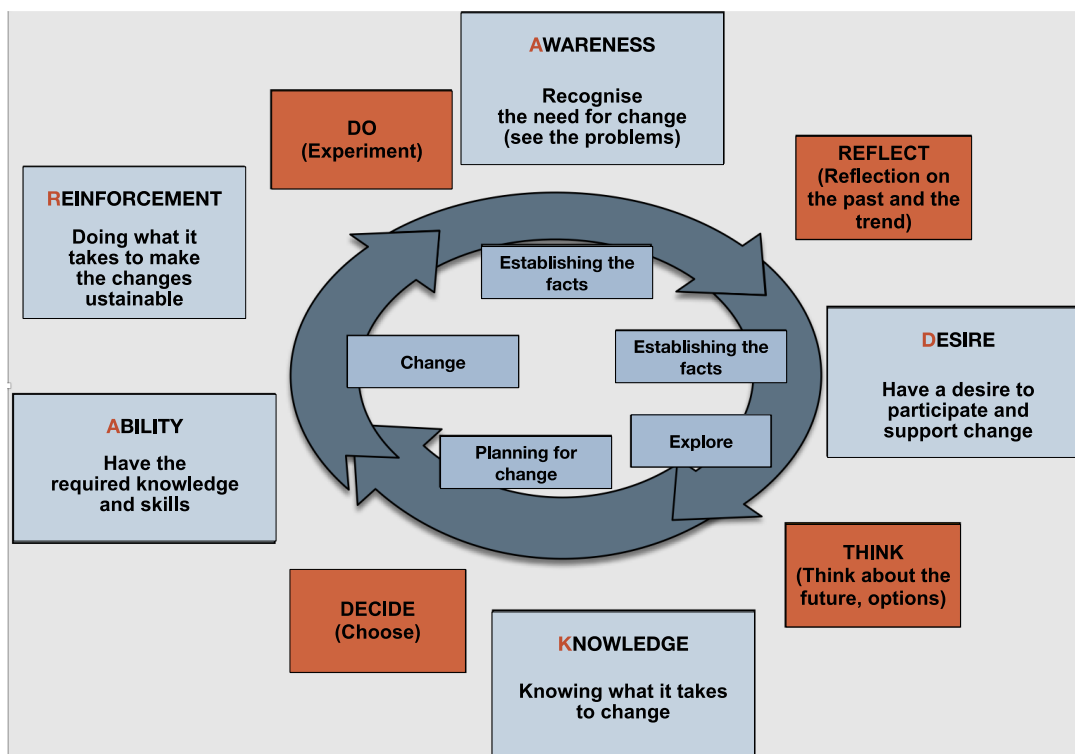
- diagnose and reduce resistance to change;
- improve a reinforcement plan by consulting the relevant stakeholders;
- help employees make the transition;
- develop a progress plan for employees;
- develop a change management plan.

3. Use

The ADKAR® tool is based on the premise that change starts at the individual level: for an organisation to change, all individuals in that organisation must change. So if you want to produce change at the organisational level, you must first understand how the change will affect individuals.

³⁶ Capacity building guide to support change.

3.1 Implementation - ADKAR® change cycle



This model has successive stages based on the way people experience change (ADKAR®). These stages must be followed in order for an individual to progress towards change. Each stage is aligned with typical change management activities and related objectives.

- “awareness” - recognising the need for change:
 - what is the nature of the change?
 - why is this change taking place?
 - what is the risk of not changing?
- “desire” - to feel the desire to participate and support change:
 - what are the personal motivations for change?
 - what are the organisational drivers for change?
- “knowledge” - knowing what to do to change:
 - what knowledge, skills and attitudes are needed to effect change? We often start capacity building (training, equipment, etc.) long before we have checked the first two steps: Awareness and *Desire*. If the capacity diagnosis has taken place and you have analysed the willingness to change, then you are on the right track,
 - understanding how to change;
- “Ability” - having the required knowledge and skills:
 - what barriers may prevent change from taking place?
 - what is the gap between knowledge and practice?
- “reinforcement” - doing what it takes to make the change sustainable:
 - how can we ensure that the change is sustainable?
 - what mechanisms and/or processes should be followed?
 - what means should be used to recognise, encourage and reward?

In the event that change does not work, this tool helps to identify and address blockages.

3.2 Assessment according to the ADKAR® model

Brief description of the change		
Notes:		
Awareness of the need for change	Score (1 to 5)	Awareness
Notes:		List the reasons why you think change is necessary. Review these reasons and assess (score) the person's awareness of them, or their awareness of the need to change (1 = no awareness and 5 = full awareness).
Willingness to see change happen	Score (1 to 5)	Desire
Notes:		List the factors or consequences (good or bad) that create the desire for change. Assess (score) people's willingness to change, taking into account motivating factors but also their beliefs and associated consequences (1 = no willingness to change and 5 = strong willingness to change).
Knowledge about how to change	Score (1 to 5)	Knowledge
Notes:		List the skills and knowledge needed to support the change, including whether the person has a clear picture of what the change looks like. Assess (score) the person's knowledge or level of training in these areas (1 = no knowledge and 5 = highly competent).
Ability to change	Score (1 to 5)	Ability
Notes:		Taking into account the skills and knowledge identified in the previous question, assess the person's ability to use or act on these skills. Assess the ability of this person to apply the new skills, knowledge, and behaviours to support change (1 = no ability and 5 = highly able).
Strengthening to sustain change	Score (1 to 5)	Reinforcement
Notes:		List the reinforcements that will help to make the change sustainable. Are incentives in place to support the change and make it sustainable? Assess (rate) the reinforcements/supports and how they help to sustain the change (1 = not enough support and 5 = a lot of support)

Then go through the different steps in order and consider the first step if it has a score of 3 or less. As soon as the score is higher than three, move on to the next step.

Scores ≤ 3	Actions to be undertaken
Awareness	Discuss and explore the reasons for and benefits of change at individual and organisational levels.
Desire	In order to help this person, move towards change, it is necessary to analyse their own desire or interest to change. The motivating factors must be strong enough to overcome resistance to change.
Knowledge	Avoid insisting on reasons for change and motivating factors, as this may discourage someone who is already at this stage. What is needed at this stage is training, coaching, mentoring, etc. to acquire the knowledge, skills and attitudes needed to implement the change.
Ability	<u>It takes time to</u> develop new skills, abilities, and behaviours. <u>Constant</u> coaching and <u>support</u> is required.
Reinforcement	Analyse whether the necessary elements exist for the person not to return to old habits. Think about the incentives and consequences if the change does not last.

- follow the steps in order: working on a step without having solved the possible difficulties in the previous steps is useless!
- focus on the individual: listen to and understand the individuals in the organisation, and work on changing the organisation based on their own changes.

4. Examples

4.1 List of corrective actions to be considered by stage

Steps for improvement	Corrective actions
Awareness	Communicate the reasons for the change. Communicate directly with the various stakeholders. Establish a sense of urgency. Define an observable need.
Desire	Develop a value proposition for each stakeholder. Leading by example. Co-construct the project that brings about change. Identify pockets of resistance and root causes. Discuss the reasons for resistance to change.
Knowledge	Training on “how to change”. Training in the skills needed after the change.
Ability	On-the-job training. Coaching and mentoring. Resolve problems that hinder the implementation of change.
Reinforcement	Messages from sponsors and decision-makers. Individual coaching sessions to identify reasons for lack of reinforcement. Give examples of quick successes and visible progress. Viral approach to change through progressive “contamination”.

4.2 Example of competencies for a consultant leading an ADKAR® process

	Competence	Features / when to use it when to use it	When not to use it
Awareness	Establishing a report	Adapt to your client's world in terms of words, images, and gestures. To make your client feel comfortable and to help you feel your client's world, accepting their insecurities and emotions.	
	Observe	Realise what messages, apart from the verbal content, your client is communicating. Assess their values and capabilities.	Distinguish between observation and interpretation (interpretations are welcome but need to be explored further) and conclusion and generalisation (your client does things from which you can draw conclusions, but your client is not always like this).
	Active listening	Help your client to explore their problem, to move from symptoms to causes.	
	Identify (sub)issues	Identify the issues on which you need information, to answer the central question, and design an appropriate intervention process.	
	Questioning	Interview (face-to-face or on paper) clients and other stakeholders, ensuring that you receive answers to the questions you have prepared, or that you consciously adjust your line of questioning (rather than your interviewer guiding the interview). In the meantime, you should maintain a relationship, at least to ensure that the answers are reliable.	
	Summary / Survey	Summarise the information your interviewer gives you and ask if your summary corresponds to what they have tried to say.	Distinguish between a summary and a new thesis and ask your client for their opinion on this statement.
Desire	Organisation of meetings	Guide groups through the process of fact-finding, diagnosis, visualisation, weighing and/or decision making.	The different stages/types of meetings have different dynamics, which require different types of chairs.
	Interpreting the data	Drawing correct conclusions about cause-and-effect relationships between data.	Distinguish between possible interpretations (theses) and logical and inevitable conclusions (note that, for example, in opinion research opinions are themselves facts - but statements about their meaning can be either interpretations or conclusions).
	Alert to (silent) concerns	Observe when certain stakeholders (for reasons of culture or power) hide their true (but relevant and legitimate) point of view and allow them to express themselves.	

Knowledge	Building a network	Visualise the pitfalls that can occur in relationships between and with your client and find a free and productive posture that you can take to avoid entanglement.	Distinguish between building a network to prevent you, as a counsellor, from getting stuck, and building a network to help your clients build more effective relationships.
	Contract	Agree on the type of assistance you will provide, in order to solve any problems. Get clear ToR and keep this in mind during the assignment.	Distinguish between your own (legitimate) interests and the interests of your client when defending.
	Negotiate (stay the course)	<p>Narrow: Balance the interest of your client (objectives and inputs) and yourself (reward and task).</p> <p>Broad: Confront your client to find out which set of interventions best meets their objectives (many clients want to get to Rome (objective and goal) while skipping a few steps (activities and outcomes). There are many ways to get to Rome, but skipping part of a track will not get you there). In this broader sense, negotiation often also takes place in the later stages (this is called "staying the course" or "confronting your client with the integrity of the intervention logic").</p>	Distinguish between negotiating for your (legitimate) interests and confronting your client to serve their own interests. When confronting your client about what serves his or her own interests (official or hidden), respect his or her choices.

1. When to use this tool?

Stakeholder analysis is part of the institutional analysis. As it is a substantial and crucial work for the definition of the collaboration framework, it will **ideally** be done **very early in the cycle, at the identification stage, and can be deepened, if necessary, at the formulation stage**. Regular (annual) updating is necessary as part of the monitoring exercises during the implementation phase.

2. Presentation

Stakeholder analysis aims to establish a comprehensive inventory of individuals and institutions from all walks of life to enable an analysis of their interest in and attitudes towards change and their power to influence it. This analytical inventory should enable a strategy to be developed that defines who the different beneficiaries (direct and indirect) and partners of the operation are, which stakeholders to rely on or ignore, and how to approach these different actors.

3. Use

The proposed approach is based on three tools used in a chronological manner:

- a stakeholder analysis matrix;
- a stakeholder chart to provide a basis for discussion of the analysis;
- an operational strategy matrix.

These three tools have been developed as a proposal, but users are free to adjust them to best suit their needs³⁸.

4. Stakeholder analysis matrix

Actors ¹	Mandate ¹	Power relationship ¹⁺²	Representativeness / Legitimacy ¹	Issues / Interests (+/-) ²	Attitude to proposed change ²
<i>Organisation or individuals</i>	<i>Role of the actor (control, implement, advise, etc.)</i>	<i>Capacity to influence</i>	<i>Low, medium, high to high importance of consideration</i>	<i>In relation to the intervention (gain/loss)</i>	<i>Opponent? Undecided? Follower? Carrier?</i>
(Actor x)					
(Actor y)					

¹ to be carried out at identification

² to be pursued in the formulation as it implies that the change is broadly defined.

Some details about the columns of this matrix:

- 3^e column: stakeholder's power relationship, i.e., its capacity to influence the sector, other stakeholders or the planned intervention;
- 4^e column: representativeness of the actor for socio-economic groups, representativeness which may differ between theory and reality (an entity with strong power is not necessarily and legitimately representative of the interests of those it claims to defend or represent);
- 5^e column: issues / interests in relation to the proposed intervention and attitude to change;
- 6^e column: in theory, but not systematically, goes hand in hand with the 5^e column. This analysis thus makes it possible to classify stakeholders according to categories such as opponents, followers/undecideds and supporters, and, in this context, to reflect on the strategy for taking each of them into account.

³⁷ This tool sheet is taken from the guide "Supporting capacity development for change" - FOR_38 (Tool sheet n°2 - Stakeholder analysis - FOR_38.2) in the QM.

³⁸ And to share their analysis and experience with headquarters for the purpose of capitalisation and adjustment of this sheet.

5. Stakeholder chart

The graph, an example of which is presented below (to be drawn up with a computer tool or even manually), can serve as a basis for discussions, illustrate the results of the matrix, and complete this initial matrix analysis with additional analytical elements. Thus, the objectives of change can be visually transcribed with a different colour. The levels of active influence (influence of an actor on other actors) and passive influence (influence by other actors) can be reflected by linking them with arrows and by playing with the size of the arrow, the colour of the arrows can also be used to reflect the nature of these relationships (positive, negative, collaborative, competitive). This representation also makes it possible to highlight the central and marginal players in order to position them in the strategy.

6. Operational strategy matrix

The operational strategy matrix allows, building on the previous tools, to classify stakeholders according to how the development strategy might involve them. This strategy is not static and should be reviewed regularly to take account of any changes in the strategy. The boxes list the stakeholders and may also contain specific information on the individual stakeholder strategy.

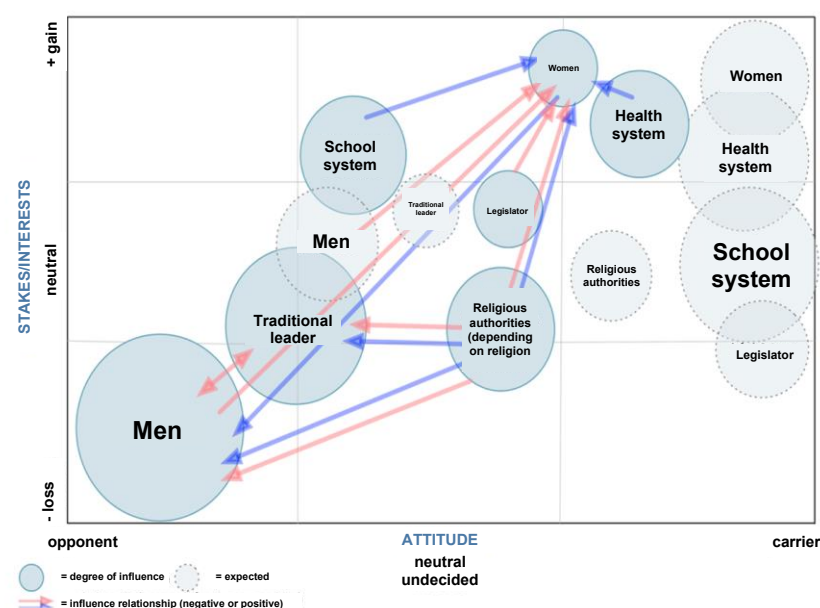
Divergence of interest and opposition <input type="checkbox"/>		Convergence of interest and support for change <input type="checkbox"/>	
Minimising involvement and managing the relationship (opponent)	Coordination (exchange, dialogue, steering)	Collaboration (working together)	Partnership (create, join, merge, etc.)
(Actor A): (description)	(Actor C): (description)	(Actor F): (description)	(Actor I): (description)
(Actor B): (description)	(Actor D): (description)	(Actor G): (description)	(Actor J): (description)
	(Actor E): (description)	(Actor H): (description)	(Actor K): (description)

What are the success factors?

- conduct the institutional analysis as far as possible during the identification and fill in the missing elements during the formulation;
- ensure a broad consultation framework while keeping a critical, external and multi-angle view to avoid political interference that could influence the outcome;
- update the analysis on an annual basis;
- adapting tools to needs and building on experiences;
- focus on / highlight the most important elements of the analysis and strategy.

7. Example

Stakeholder analysis in the context of a gender/empowerment project



1. When to use this tool?

In the execution phase.

2. Presentation

The gender equality analysis grid is a practical tool for assessing gender mainstreaming in training:

- **checklist** for designers and trainers to make the gender dimension explicit in the design, implementation and evaluation of training courses;
- can be used to establish a baseline of **the gender dimension** in current training;
- **a practical tool to raise awareness about the** lack of gender sensitivity in current training courses;
- **monitoring and evaluation tool** to ensure that the gender dimension of training is taken into account in a responsible and transparent manner.

3. Use

Qs	Analysis grid questions	Interpretation
1	Is the selection of participants open to all men and women?	If participants are selected by local authorities or agencies, the training organisers can as far as possible encourage them to improve the gender balance within the group of participants. This can be explicitly stated in the written communication.
2	Did the objective of promoting gender equality influence the selection of participants?	This question is particularly relevant for gender training and not always for other training. For example: a training course may focus specifically on women's leadership, which means that only women will be recruited for that course.
3	Before starting the selection, did you consider the possibility of a gender gap in the number of participants?	Have you carried out an analysis of the target group of the training and assessed the role played by males and females within this group?
4	If a gender gap was foreseen, did you adjust your selection criteria and methods to reduce it?	What can you do when you anticipate a gender gap in membership? E.g.: Are there possibilities to apply a quota system, to establish a dialogue with partners or to implement targeted recruitment of participants?
5	Are the training times appropriate for participants with family commitments?	Are the training schedules/timetables set up in such a way that people with family responsibilities can attend the whole training? If participants are required to attend the training outside office hours, have you checked that this is feasible for everyone?
6	Are the premises where the training takes place adapted and accessible to M/W?	E.g.: Is safety and privacy ensured? For example, in some parts of India, women cannot take public transport alone when they come from remote areas. Is accommodation provided for accompanying persons?
7	Were possible barriers to gender equality taken into account in the design of the training?	For example: Have you noticed an inequality of opportunity between men and women to participate in training? Is financial difficulty cited as a reason for unequal participation? Or is it a transport problem or cultural barriers that prevent women from participating equally?
8	If identified, are barriers to gender equality taken into account to ensure equal access to training for men and women in the target group?	Have gender-related barriers been identified and discussed with national/local authorities or agencies? What measures have been taken to overcome these barriers?

³⁹ The gender equality analysis grid is a product of the Learn4Dev gender expert group.

9	Prior to the development of the training materials, was a gender analysis carried out on the topic of this training?	By consulting the gender profile of a country or sector in the context of preparing a training session, you can obtain a lot of relevant and up-to-date information on gender issues. Many gender profiles are available: World bank, UN-women, Wiki-gender, UNDP, UNICEF, FAO, etc. Reports from countries that have ratified CEDAW, which address key gender issues, are also available. For example, in preparing a training session on energy, a sectoral gender analysis can be very useful in identifying relevant gender issues that could be addressed.
10	Do the learning objectives of the training include a gender dimension?	Is the promotion of gender equality explicitly defined in the learning objectives of the training?
11	Are the practical and strategic gender needs adequately addressed in the equipment and materials used for training sessions?	Practical gender-related needs affect power relations and require immediate responses (to access water, sanitation, health care, education) without challenging women's subordinate position and unequal division of paid and unpaid labour. Addressing strategic needs aims to change inequality in gender relations, and challenges women's subordinate position by promoting gender equality, including equal treatment, rights, opportunities, income, power distribution, access to and control of resources, and the development of benefits for both men and women.
12	Are sex-disaggregated data and/or gender equality performance indicators used throughout the training (where possible)?	Wherever statistical data, case studies or indicators are used, are they checked for gender relevance? For example, instead of defining enrolment targets for pupils/children in general, it would be more relevant to define enrolment targets for girls and boys, in order to determine whether there is a significant gender gap that needs to be reduced.
13	Are the language and images used during the training gender sensitive? Are stereotypes avoided?	Stereotypes are collective beliefs that are supposed to determine what is typically "feminine" or "masculine". Do language and training materials challenge these stereotypes by presenting images of equally positioned and equally entitled M/W?
14	Was a gender-sensitive training needs assessment carried out before the training programme was designed?	The analysis of training needs can be carried out through a questionnaire that specifies gender and mentions topics, areas and modalities that could be covered in the training. Gender-relevant issues related to the content of the course should also be mentioned among the options in the questionnaire.
15	Does the training include a gender-sensitive approach, especially with regard to information, documentation and products?	Has a gender equality perspective been taken into account in the information and materials provided; not as an add-on but as an integrated part of all training materials and products?
16	Does the training programme and methodology reinforce gender-sensitive attitudes and skills?	Will participants be able to solve problems and/or achieve development goals from a gender equality perspective? Have they learned to think in this way?
17	Does the training include case studies, examples, and/or exercises dealing with gender issues?	Review the exercises and case studies. How many of them take gender into account? Which ones can be adjusted to include gender? Which ones need to be replaced by more gender-sensitive and appropriate exercises and case studies?
18	Are the evaluation forms to be filled in by the training participants broken down by gender?	Do participants have to specify their gender in the evaluation form?
19	Are the evaluation sheets gender-sensitive?	For example: how many sessions, case studies and/or exercises were devoted to gender issues? Or the impact of the gender awareness training on participants.

20	Is gender expertise required in the ToR of trainers and other resource persons?	Are the ToR of the training designers, trainers, and resource persons gender sensitive? Do they indicate that gender expertise is required? Is there a requirement for a gender balance in the team?
21	Are (local) gender experts involved as trainers and/or resource persons during the design and implementation of the training?	Did you look for local experts in the field? Have they been invited to the trainings as resource persons? Were national and/or locally based specialist organisations consulted?
22	Does the training evaluation form include criteria for the performance of trainers on gender issues?	For example: to what extent was the person able to report on the gender issue? to treat it seriously? to avoid stereotypes and sexist jokes? to involve M/W in discussions?

4. Analysis grid

Criteria	Analysis of the quality of gender mainstreaming	NOTES				Not relevant Specify!
		G-0 Nil	G-1 Marginal ^t	G-2 Total ^t	G-3 Main ^t	
Participants	Is the selection of participants gender-neutral?					
	Did the objective of promoting gender equality influence the selection of participants?					
	Before starting the selection, did you consider the possibility of a gender gap in the number of participants?					
	If a gender gap was foreseen, did you adjust your selection criteria and methods to reduce it?					
	Are the training times appropriate for participants with family commitments?					
	Are the premises where the training takes place suitable and accessible to both women and men?					
	Were possible barriers to gender equality taken into account in the design of the training?					
	If identified, are barriers to gender equality taken into account to ensure equal access to training for the target group of M/W?					
Content	Prior to the development of the training materials, was a gender analysis carried out on the topic of this training?					
	Do the learning objectives of the training include a gender dimension?					
	Are the practical and strategic gender needs adequately addressed in the equipment and materials used for training sessions?					

Content	Are sex-disaggregated data and/or gender equality performance indicators used throughout the training (where possible)?					
	Are the language and images used during the training gender sensitive? Are stereotypes avoided?					
Method	Was a gender-sensitive training needs assessment carried out before the training programme was designed?					
	Does the training include a gender-sensitive approach, especially with regard to information, documentation and products?					
	Does the training programme and methodology reinforce gender-sensitive attitudes and skills?					
	Does the training include case studies, examples and/or exercises dealing with gender issues?					
	Are the evaluation forms to be filled in by the training participants broken down by gender?					
	Are the evaluation sheets gender-sensitive?					
Facilitator / trainer	Is gender expertise required in the ToR of trainers and other resource persons?					
	Are (local) gender experts involved as trainers and/or resource persons during the design and implementation of the training?					
	Does the training evaluation form include criteria for the performance of trainers on gender issues?					

Interpretation of the notes:

- G-0:** The gender issue is not taken into account. The approach is blind to gender equality principles.
- G-1:** Efforts have been made to mainstream gender or to close the gender gap, but only in isolated instances.
- G-2:** The activity is fully and meaningfully gender mainstreamed, including in the content of the courses, the interventions of the training team, the materials provided and the balanced distribution of M/W participants.
- G-3:** Indicates that the activities are specifically and primarily gender-related or focused on the advancement of women. The main objective of such training is to promote gender equality. A classic example of a G-3 activity is training in the framework of the implementation of the “EU action plan on gender equality and women’s Empowerment in Development Cooperation”. The G-3 rating is not better than the G-2 rating, it is just a way of classifying the different types of training.
- Not relevant:** In case a question is not relevant to the training, this does not count in the assessment. However, if an issue is not considered relevant, this must be justified.

1. When to use this tool?

In the execution phase.

2. Presentation

This tool assesses whether the project/programme management remains focused on gender mainstreaming during its implementation. It concerns the content of the documents prepared within the project/programme and the attitudes of the project/programme staff as perceived by the main stakeholders/beneficiaries of the project.

3. Use

This exercise can be carried out by a national consultant or by the gender expert from headquarters during a field mission.

This tool consists of three parts:

- the first part is about assessing the gender risks of a project or programme. The table provides a grid for assessing whether gender-sensitive risk management is needed;
- the second part provides a table with examples of what the project/programme management (CTA, international technical assistant) can do if they have to manage a project/programme with a high level of gender risk;
- the third part is a tool for evaluating the performance of the project management. In case of good gender performance, it can get a green card, and in case of bad gender performance, a yellow or red card.

The question to ask systematically is: what are the practical and strategic gender equality needs that the project or programme addresses?

3.1 What are the gender-specific risks of a project or programme?

The gender risks of a project are high when the changes brought about by the implementation of the project increase gender gaps or when the results of the project are negatively affected by existing gender inequalities (existence of gender stereotypes in society that expose women to violence and abuse, attitudes of men in the community that do not allow for women's work, mobility, social engagement, political participation, distance from the project sites that hinder women's participation in project activities, etc.).

In these cases, intensive gender-sensitive risk management and monitoring should be implemented as a first priority. Only in projects where these risks are very low, and the project has virtually no gender impact is specific gender risk management not necessary. The table provides a grid for ranking the risks of a project. This grid can be used during project implementation review meetings or during monitoring missions. The colours indicate the degree of risk, with the red area showing the highest gender risks and the white area showing the lowest gender risks.

⁴⁰ Tool based on sheet 4.1 of the EU resource package on gender mainstreaming.
http://eugender.itcilo.org/toolkit/online/story_content/external_files/PROJECT/4-1_Project.pdf

Table 1 - Project/programme risk ranking grid

Effects of project activities on gender relations	Likelihood that the project will have a negative impact on gender relations or that gender inequalities will negatively affect project outcomes		
	Top	Medium	Bottom
Increasing gender inequality	Intensive gender-sensitive risk management and monitoring is essential.	Gender-sensitive risk management and monitoring is essential.	Need for gender-sensitive risk management and monitoring.
Reinforcement and consolidation of gender inequalities	Gender-sensitive risk management and monitoring is essential.	Need for gender-sensitive risk management and monitoring.	The risk can be accepted, but with monitoring of gender equality.
More or less gender-neutral effect	Need for gender-sensitive risk management and monitoring.	The risk can be accepted, but with monitoring of gender equality.	The risk can be accepted; no specific action is required, apart from regular monitoring.

3.2 What should the project/programme management do in case of high gender risk?

When the project/programme is in the red or amber zone, there is a need to implement strong gender-sensitive risk management in the following four areas:

- human resources management;
- internal monitoring and reporting;
- budget allocation;
- business plan.

Table 2 - Grid for risk management in projects/programmes

Gender-sensitive risk management	
Human resources management	<ul style="list-style-type: none"> • apply equal opportunities in the recruitment of project staff and employees, ensuring equal pay for work of equal value; • to strengthen a human resources policy based on equal treatment and opportunities; • take measures to prevent gender-based harassment in the workplace and to enable males and females to reconcile their work and family responsibilities; • ensure a critical mass of women (it should be 50%) at the decision-making levels of the project; • ensure gender expertise at all levels of the project, by recruiting gender experts, providing gender training to project staff, and building capacity to promote gender equality among the project team and project stakeholders; • recognise and make visible the unpaid work and voluntary contributions of M/W to the project results.
Internal monitoring and reporting	<ul style="list-style-type: none"> • where possible, ensure the collection of gender-disaggregated data on project outcomes; • promote participatory internal monitoring and create conditions and means for equal participation of M/W members of the target groups (transport, childcare, gender-sensitive timetables, etc.); • develop gender-sensitive journals and reports; • increase transparency by sharing gender-sensitive reports and reviews with stakeholders and project beneficiaries.

Budget allocation	<ul style="list-style-type: none"> • commission a gender audit of the project organisation to assess the critical adjustments needed to reduce gender-related risks; • where services are provided: conduct a gender impact analysis of project expenditure to find out how many M/W use the services and what the costs and benefits of the services are for women compared to men; • if there are problems in reaching target groups: conduct a gender-disaggregated beneficiary assessment to collect and analyse the views of male and female beneficiaries on how well the project meets their needs and to what extent spending is in line with their priorities; • if there is no response from the local population to participate in the project: conduct a sex-disaggregated analysis of the time use of the target groups, specifying time use related to different gender roles in the family and at the community level, including a cost-benefit analysis of gender-based time use patterns and transaction costs for M/W if these patterns are to be changed for increased participation in the project; • in case of a mid-term evaluation: integrate a gender perspective in the ToR to assess the possibilities to reduce gender-related risks and strengthen gender equality by adjusting objectives, priorities, targets, budget allocations and audit criteria; • make the project budget gender sensitive, indicating how the budget is used for gender equality objectives, priorities and targets, how M/W contribute to the project results (e.g., volunteer work, community participation), and what the costs and benefits are for M/W belonging to the beneficiary groups.
Activity plan	Depending on the specific measures required for gender-sensitive risk management, each project will need to reflect these measures in the planning of activities to promote gender equality at all levels and in all phases of the project.

The question to ask is: what is management doing in these four areas? The answer to this question is important for the next step: the evaluation of the project management's gender performance.

3.3 How well is the project management performing in relation to gender risks?

When a project/programme has a high gender risk, it is important to assess whether the project management is able to manage this risk and take the necessary measures.

The table below can help to assess the results with regard to the consideration of gender risks by the project/programme management. It distinguishes four categories of gender awareness:

- **green:** management is proactive in promoting gender equality and women's empowerment throughout the project;
- **light green:** the management is gender sensitive; it recognises the differentiated impact of the project/programme on the lives of M/W and tries to prevent negative gender effects;
- **yellow:** management does not take into account gender inequalities at project/programme level, is not aware of the impact of results on gender relations and does not see the need to be responsible for the fact that a project/programme can influence the lives of M/W in a different way;
- **red:** management is gender resistant; they oppose any initiative to integrate gender equality into the project/programme approach.

The following table is a grid for a quick assessment of gender awareness in project management. Apply the "tick box" approach, using a "0" in case of non-applicability, and a + or several ++++ in case of applicability, depending on the degree of this characteristic.

Table 3 - Grid for a quick assessment of gender awareness in project management

Role of the management	Gender sensitivity of the project management			
	Proactive on gender equality	Gender sensitive	Gender blind	Gender resistant
Human resources management				
Internal monitoring and reporting				
Budget allocation				
Activity plan				

Now compare with the results of the first table (effects of activities on gender relations).

When the probability that the project will have a negative impact on gender relations or that gender inequalities will negatively affect project outcomes and the risk of negative gender effects is low (white cell in the first table), then gender-blind or even gender-resistant project management is acceptable.

In all other cases (medium and high risk of negative gender effects), proactive and gender-sensitive project management is required. In such cases, a yellow or red card is unacceptable, and measures are needed to improve the gender equality performance of the project/programme management.

4. Sources

- assessment of gender performance of project management.

1. When to use this tool?

In the implementation phase, this rapid assessment can be integrated into the regular internal reviews (progress reports, monitoring, steering committees, mid-term evaluation) of the project/programme.

2. Presentation

This tool provides a list of questions to check whether the project/programme has a positive or negative impact on the situation of M/W (boys/girls) belonging to the target groups.

The prospects for the impact of a project/programme are linked to its objectives. Impact is often difficult to measure, as other external factors may also influence it. Projects/programmes implemented in a context where gender-based discrimination prevails are likely to have an impact on gender relations, whether positive or negative; a gender-neutral impact is unlikely to occur. It is therefore essential to have a tool to regularly monitor the impact of the project/programme on gender issues.

3. Use

The following checklist serves as a quick assessment of the likely gender impact of a project/programme. The results should be discussed with all project/programme stakeholders in meetings (team meetings, monitoring meetings, steering committees, etc.). Adjustments may be necessary to improve equitable access to and control of project resources, to avoid undermining equality or increasing inequalities.

Table 1 - Checklist for rapid assessment of the likely gender impact of a project/programme

Is the project likely to have a positive or negative impact on gender relations?	Yes	No	Don't know
Are the OVIs/targets related to the overall project/programme objective gender-sensitive?			
Do you observe active participation of both men and women in the project/programme activities?			
Do you find evidence that the project is bringing equal benefits to M/W, boys and girls, belonging to the target group?			
Do you think that existing gender relations will be conducive to promoting equal ownership of project resources and benefits by M/W?			
Do you observe that M/W, boys, and girls react in the same way to project interventions? (Answer "No" if you observe that M/W, or boys and girls, tend to react differently to project activities).			
Is the project likely to have only positive effects on gender relations in production, such as equal opportunities and access of M/W to employment, land, credit, vocational training, etc. (Answer "No" if you foresee an expected or unexpected negative impact on gender relations).			
Is the project likely to have an "invisible" positive impact on gender roles and relations, such as improving the equal status of men and women in the community, reducing the burden of unpaid work such as water carrying, domestic chores or reducing domestic violence? (Answer "No" if there is no expected or unanticipated "invisible" positive impact of the project, or if there is a negative impact of the project)			
Can you see an equitable distribution of project benefits between women/girls and men/boys in the target population?			
Are women significantly represented (at least 30%) at the decision-making levels of the main organisations and/or institutions responsible for the implementation of the project/programme?			
Do you think the project will contribute to women's strategic gender interests (such as full enjoyment of equal rights, decent employment opportunities, access to decision-making levels, access to and control over income and property, reproductive health and rights, alleviation and redistribution of unpaid care work)?			

⁴¹ Tool developed on the basis of sheet 4.4 of the EU Resource Package.

- if YES answers prevail: the project or programme is likely to have a positive impact on gender relations;
- if NO answers prevail: the project or programme is likely to increase gender gaps or consolidate existing gender inequalities or disempowerment of women;
- if “don't know” answers prevail: a better knowledge of gender issues, an understanding of the context and the use of gender-sensitive monitoring tools are needed.

Summarise the findings and make a plan to reinforce the positive impact and adjust the negative impact.

If “don't know” answers prevailed, follow up the gender project and repeat the checklist exercise.

4. Sources

- efficient implementation with gender equality perspective.

1. When to use this tool?

Mainly in the execution phase, but this tool can also be used in the identification, formulation, or evaluation phase.

2. Presentation

A gender-disaggregated or gender-sensitive beneficiary assessment maps the perceptions, experiences, and opinions of actual and potential beneficiaries (men, women, boys and girls) and the extent to which the planned or ongoing project/programme actions address their priorities. During the implementation phase, this assessment helps to address unanticipated or “invisible” effects of the programme on gender equality or changes in beneficiaries' attitudes towards gender relations that affect project outcomes.

3. Use

A comprehensive assessment of beneficiaries, disaggregated by gender, consists of the:

- design, desk study, pre-test, training of local interviewers (two-three weeks);
- survey, interviews and observation (five-eight weeks);
- data processing and analysis (two-three weeks);
- final report (two-four weeks).

Gender assessments of beneficiaries normally use a combination of research methods to collect and analyse gender-disaggregated perspectives, based on quantitative and qualitative information. Each situation requires a different combination of research methods and may involve two or more of the following methods:

- desk study (review of available information, studies and statistics);
- rapid participatory evaluation;
- semi-structured interviews with key informants;
- survey of the target population (representative sample);
- participant observation;
- focus group sessions;
- case studies.

The evaluation is supposed to be coordinated by a gender expert and implemented with care, empathy and respect for the cultural and social diversity of the (potential) beneficiaries.

Beneficiary assessments are often disaggregated by region (rural/urban), ethnicity, income level, political affiliation, etc. in order to get a clearer picture of the needs of women across the spectrum of social diversity. The gender-disaggregated evaluation focuses on gender aspects that influence the quality of project outputs and outcomes, such as

⁴² Tool based on sheet 4.3 of the EU resource package on gender mainstreaming.
http://eugender.itcilo.org/toolkit/online/story_content/external_files/PROJECT/4-3_Project.pdf

Table 1 - Example of unintended, invisible and gender-biased effects

Unintended effects on M/W relationships	“Invisible” effects	Gender bias
Increase or decrease in GBV	Increase or decrease in unpaid care work	Women's lack of access to and control over the benefits of the project due to stereotypical ideas about women's ability to participate on an equal basis
Increased or decreased social acceptance of women's work in certain sectors	Young women studying scientific subjects	Women excluded from management committees
Acceptance or non-acceptance of women's role in decision-making and leadership positions in the workplace	Gender pay gap in project activities	Fairness in the selection of people for training under the project
	Women able to open a registered bank account	

4. Sources

- gender disaggregated beneficiary assessment.

1. When to use this tool?

Preferably in the formulation phase, if not in the implementation phase. The analysis of practical and strategic needs is usually done in the context of a gender analysis.

2. Presentation

This tool provides information on the needs and interests of men and women, based on the premise that women as a group have particular needs and interests different from those of men.

The identification of these needs and interests allows the planning of interventions that can improve women's living conditions, but also their social situation, and thus contribute to reducing gender inequalities.

3. Use

Practical needs: practical needs are short-term, perceived as immediate necessities and are usually material in nature and, in this context, easily identifiable. Meeting these needs takes the pressure off women's current activities. Interventions that focus on meeting practical needs address immediate needs perceived in a specific context, often related to inadequate living conditions. Meeting these needs does not necessarily change situations of inequality or gender relations. Examples include access to health care, provision of clean water, access to food, security of tenure, opportunity to earn household income, literacy, access to markets, etc.

Strategic interests: strategic interests are long-term. Meeting these needs enables women to transform existing power imbalances between men and women. These needs, or interests, are not material but are related to structural changes. They may include issues such as legal rights, domestic violence, equal pay, women's control over their own bodies, increased decision-making power in the household, secondary schooling, marketing skills, etc.

The distinction between the two types of needs can sometimes seem artificial (e.g., is education a practical or strategic need?) and abstract. Therefore, it can be very difficult to analyse these gender needs directly with the women concerned in a participatory way.

Practical needs	Strategic interests
Examples:	Examples:
Development of water points	Control of water management
Establishment of a female boarding school	Female secondary school enrolment
Access to markets	Mastery of marketing
Childcare	Have time for other activities
Access to health care	Control of one's own body
Access to crop inputs	Control of its production

The concrete content of these two categories of needs changes over time and varies for different sub-groups of M/W: discrimination does not affect women or men uniformly. Some women or men may experience additional and particular forms of discrimination, for example as inhabitants of a rural area or as members of a disadvantaged social group, such as ethnic minorities, immigrant labour, disabled people, elderly people, etc.

4. Source

- practical guide to gender mainstreaming in projects, Association Tanmia.ma;
- gender in action.

⁴³ This tool is based on a concept developed by Maxine Molyneux.

1. When to use this tool?

Preferably in the formulation phase, if not in the execution phase. The analysis of the division of labour is usually done in the context of a gender analysis. It can be usefully complemented by the seasonal calendar and the daily activity clock. It is also interesting to complement it with the table of access and control of resources.

2. Presentation

This tool provides information on the distribution of the different gender roles (productive, reproductive and community) among M/W⁴⁴.

Identifying this distribution allows us to identify the activities, including the less visible unpaid activities, of men and women, and thus to predict how the intervention will affect them and to take them into account accordingly.

Gender role analysis identifies what is perceived as appropriate for M/W in society from the perspective of both public and private domains. Such roles are accepted as 'natural' and assimilated by girls and boys from an early age through the gender models they take from their social environment, and the pressure to respect these roles is strong.

3. Use

Productive role: refers to the remunerative work (in kind or in cash) done by men or women to produce goods and services, as well as the processing of income-generating commodities. It can be visible (recorded) or non-visible (informal).

The reproductive role: this refers to motherhood and the various activities that fall under the so-called "care economy", i.e., the many hours spent providing for the needs of household and community members (water and fuel supplies, meal preparation, childcare, education and health care for the elderly, etc.), mostly without pay.

The community role: this refers to the administration and management activities of the community, usually carried out by women as an extension of their reproductive role (organising ceremonies, celebrations, collecting resources, etc.), with men usually taking part in local politics, sometimes even in a paid capacity.

Activities	Women	Girls	Total	Men	Boys	Total
1. Production						
1.1						
1.2						
2. Reproduction						
2.1						
2.2						
3. Community						
3.1						
3.2						

4. Source

- gender essentials, the world according to women.

⁴⁴ Developed by Caroline Moser (Gender planning in the third world: meeting practical and strategic needs, in World Development, 1989).

1. When to use this tool?

Preferably in the formulation phase, if not in the implementation phase. This tool is usually used in the context of a gender analysis. It is a useful complement to the division of labour according to gender roles. It is also interesting to complement it with the stakeholder analysis and the decision profile.

2. Presentation

This tool allows the identification of access and control of resources by M/W. In this way, the planned activities can be contextualised, and obstacles and preconditions identified. Measures to improve access to and control of resources can then be taken upstream so that results can be achieved through the implementation of activities.

3. Use

The first column lists which resources and benefits are related to the activities identified in the division of labour analysis (three roles).

The “access” column relates to who uses the resources or benefits.

The “control” column indicates who has the power to decide how to use these resources and benefits.

You can fill in either by putting crosses, or “yes/no”, or also work with numbers (percentages, proportions, etc.), or give more details about the resource itself. It is also preferable to work by categories of M/W, according to the target groups of the intervention. It is also possible to divide the type of resources according to certain categories (economic, social, political, etc.).

RESOURCES / BENEFITS	ACCESS		CONTROL	
	Women	Men	Women	Male
Example:				
Income				
Equipment, tools				
Earth				
Seeds				
Education				
Basic health				
Sexual and reproductive health				

4. Source

- gender essentials, the world according to women;
- practical guide for gender mainstreaming in projects, association tanmia.ma.

1. When to use this tool?

Preferably in the formulation phase, if not in the implementation phase. This tool is usually used in the context of a gender analysis. It is a useful complement to the division of labour according to gender roles and the access and control profile.

2. Presentation

This tool helps to deepen and refine the information provided by, among others, the access and control profile by answering the question “who decides what”. Which decisions are taken only by men, which are taken only by women, and which are taken jointly. Some decisions may also be taken at another level (family, community, etc.).

By identifying all the stakeholders in the various decisions, activities will be more focused and there will be greater assurance of achieving the intended effects.

For example, in a nutrition outcome, training women to cook balanced meals for children will not achieve the desired result if the man ultimately decides unilaterally what the family eats. The decision profile will identify this as an important element in achieving the outcome and allow for the inclusion of men in the training.

3. Use

The first column is used to break down the various decisions relating to a sector, or an outcome, or an activity, or a resource, etc.

The following columns then identify who makes these decisions, in what way (unilaterally, jointly).

[Sector, result, activity, resources, etc.]	Decision taken			
	By women	By men	By both	Other (specify)
Example: AGRICULTURE				
1) Production				
Land selection				
Choice of seeds				
Choice of tools and equipment				
Use of tools and equipment				
Working time				
Working hours				
...				
2) Transformation.				
....				
3) Marketing				
...				

1. When to use this tool?

Preferably in the formulation phase, if not in the implementation phase. This tool is usually used in the context of a gender analysis.

2. Presentation

The social map is a way of gaining general knowledge about a given community. It is not the accuracy of the map that is important, but rather the information that reveals how the local community, the M/W, perceive their environment.

This tool provides information on the social structure of a community and how differences between households are defined. It ensures that no socio-economic group is left out during planning. It also serves as an introduction to discussions on inequalities, social problems, strategies and solutions. The social map of the village provides information on the social structure. It shows the different types of households in a community (according to wealth, ethnicity, religion, etc.) and where they live.

The map can include: x Infrastructure (roads, houses, buildings); x Water points and sources; x Green spaces; x Public spaces (green areas, playgrounds); x Shops, markets; x Information more specifically related to the project theme: places where women or children gather.

3. Use

The information provided by this map is useful, for example, in making a choice of implementation or also in identifying the most appropriate location for an activity. It also helps to anticipate the negative impacts of a project: for example, the deprivation of access to a place may affect men and/or women and/or children (place where they usually carry out an activity, where they collect wood, where they get water, etc.).

- the card may include:
 - infrastructure (roads, houses, buildings),
 - water points and sources,
 - green spaces,
 - public spaces (green areas, playgrounds),
 - cultural spaces,
 - informal or formal meeting places,
 - shops, markets,
 - schools, training centres, apprenticeships,
 - health posts, health centres, hospitals,
 - information more specifically related to the theme of the project/programme;
- but also, from another angle, for example:
 - rich, medium-rich and poor households,
 - female-headed households, male-headed households,
 - the location and distribution of livestock,
 - the location and distribution of arable land,
 - access to resources,
 - etc.

4. Examples

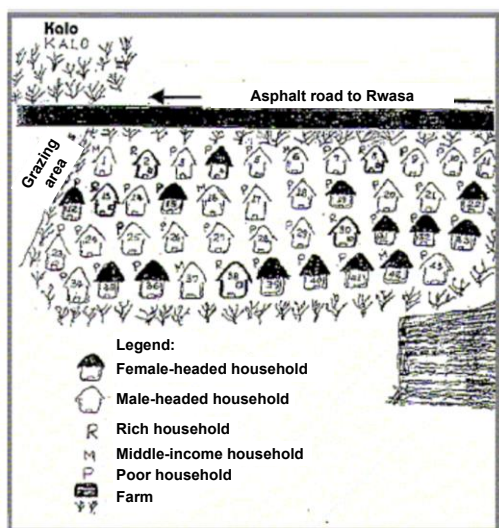


Figure 1 - Wageningen university and research, social map of Ola Ilman Galgalo Guyo village, Ethiopia

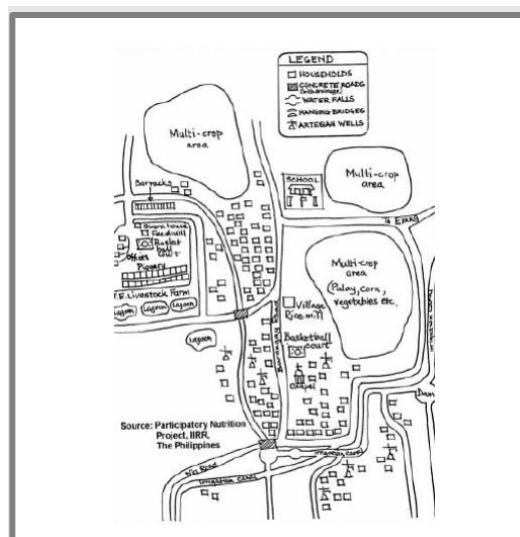


Figure 2 - Practical guide to gender mainstreaming in development projects, association Tanmia.ma

5. Sources

- wageningen university and research;
- guide to gender mainstreaming in development projects, association Tanmia.ma.

1. When to use this tool?

Preferably in the formulation phase, if not in the execution phase. This tool is usually used in the context of a gender analysis and is a useful complement to the division of labour analysis and the day clock. It is also interesting to complement it with the access and control of resources table.

2. Presentation

This tool allows you to visualise the distribution of workload, income, expenses, food availability, farm work, etc.

It thus allows for these different changes to be taken into account in the implementation activities of projects and programmes.

3. Use

Depending on the objectives, the target groups to be addressed (men, women, girls, boys/age group, disabilities, social class, etc.) should first be identified and, if necessary, interviewed separately or not.

The seasonal calendar is represented by a line, divided into months, seasons, etc. The division that makes the most sense for the target groups is chosen. For each element to be analysed, the months in which these elements are important/high or in deficit/low are indicated on the timeline. For example, one can imagine completing each month with one dot (•) for the least important, lightest or in deficit up to three dots for the most important, heaviest, most abundant (•••). Or proceed by colour (e.g., green / yellow / red, etc.), there is no single formula.

Jan.	Feb.	March	April	May	June	July	August	Seven	Oct.	Nov.	Dec

4. Example

Example of the annual distribution of the burden of expenditure for households with two or more children attending school in [area].

Jan.	Feb.	March	April	May	June	July	August	Seven	Oct.	Nov.	Dec
•••	••	•	•	•	•	•	•••	•••	••	•	•••

5. Source

- practical guide to gender mainstreaming in projects, association Tanmia.ma.

1. When to use this tool?

Preferably in the formulation phase, if not in the implementation phase. This tool is usually used in the context of a gender analysis, and is a useful complement to the division of labour analysis and the seasonal calendar.

2. Presentation

This tool makes it possible to visualise the distribution of tasks and the workload according to gender and season, to identify the times available in the day to intervene (meetings, training, activities), to evaluate the possibility of developing certain new activities (income-generating activities) as well as the possibilities of lightening the burden of domestic tasks.

3. Use

The activities of the day, from getting up to going to bed, are presented on a pie chart according to their chronology and the time spent on them.

It is recommended to make as many diagrams as there are categories in the population targeted by the intervention (women, girls, men, boys), and also to make them according to the important moments of the year, which can be identified for example via the seasonal calendar tool.

The question to ask is simple, ask each person what they did during the day. To get a complete picture, it is also recommended to do this exercise with reference to different times of the year, as the distribution and nature of daily activities may change according to the season.

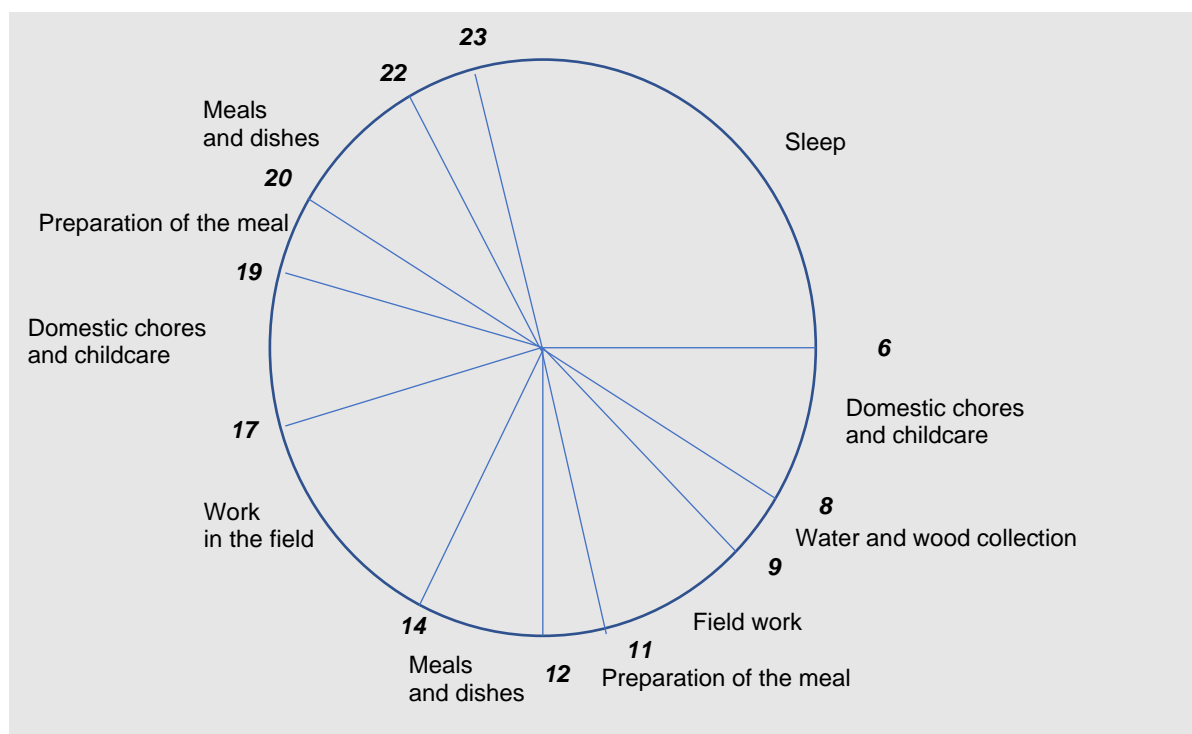
Data can be collected by asking a sample of the target group to complete the following table:

I am: <input type="checkbox"/> a woman <input type="checkbox"/> a girl <input type="checkbox"/> a man <input type="checkbox"/> a boy	
From xxx hour to xx hour:	Activities/tasks:

The data is then compiled into a clock of daily activities by category and time period (for example, the clocks show that M/W work a considerable number of hours in the fields during the wet season. However, during the dry season, men have a lot of free time, while women have a multitude of activities, including tending the vegetable gardens).

4. Example

Example of a daily clock for women in the area of [area] for the period [month] to [month]:



5. Source

- practical guide to gender mainstreaming in projects, association Tanmia.ma;
- Wageningen university and research.

1. When to use this tool?

In the implementation phase, for mid-term and final evaluations, and also for self-evaluations and capitalisations.

2. Presentation

A gender-sensitive evaluation assesses the extent to which a project or programme has contributed to the reduction of gender inequalities in the sector concerned and provides recommendations on the issue for the continuation of the project or programme, as well as for future projects and programmes.

This tool provides the elements to be taken into account when establishing ToR for an evaluation or capitalisation mission.

3. Use

The proposed elements are not exhaustive, nor should they be taken in their entirety. A selection must be made, according to the project or programme to be evaluated, and according to the DAC gender marker assigned, in order to meet the performance criteria. This selection will be part of the ToR of the evaluation team.

Design:

- was a gender analysis carried out during identification and/or formulation, and were the results used in the design of the intervention (DAC minimum criteria)?
- did national gender policies influence the design, implementation and outcomes of the intervention?
- has the project/programme taken into account any recommendations from previous missions or evaluations?
- is the intervention in line with the “do no harm” principle (minimum DAC criteria)?
- does the results framework contain at least one explicit gender equality objective with at least one associated gender indicator (minimum DAC 1)?
- does the results framework allow for the measurement of progress in achieving the gender equality objectives of the project/programme through gender-specific impact and outcome indicators (DAC minimum criterion 2)?
- have the data and indicators been disaggregated by gender where appropriate (minimum DAC 1 and DAC 2 criteria)?
- were the beneficiaries, M/W, involved in the design of the project, if so at what level (e.g., in the definition of indicators)?

Implementation:

- has the project/programme worked with the authorities in charge of promoting gender equality (national gender mechanism, gender units, etc.) in the partner country and/or with civil society organisations active in this field?
- has the project contributed to the capacity building on gender equality of the partners?
- how did the project/programme take into account the specific needs and strategic interests of M/W?
- how and in what way did the project/programme involve M/W?
- what strategies has the project/programme adopted to reduce inequalities?
- how and why were the impact, effects and outcomes of the project/programme different for M/W, girls and boys?
- how does the monitoring system of the project/programme allow for the monitoring of results and the identification of unforeseen or invisible effects on gender equality, changes in the attitudes of beneficiaries towards gender issues in order to adopt corrective measures or adapt strategies?
- what gender equality constraints and obstacles has the project/programme encountered, and how has it overcome them?
- have the resources (financial, material, human, technical, etc.) allocated for gender mainstreaming been sufficient? If not, what are the reasons? This question applies to the resources of the project/programme but also to the resources of the national counterpart.

⁴⁵ This part is also included in the template “ToR interim/final evaluation” - AMC_6 in the QM.

More:

- what are the promising or good (proven and replicable) practices from the project/programme in relation to gender equality?
- what are the lessons learned and recommendations for the continuation of the project/programme or for a future or similar intervention in another country/context?
- which topic could be capitalised on or further analysed?

4. Profile of the evaluator

The profile of the gender evaluator refers to the ToR of the gender expert for the formulation:

- higher education in social science or equivalent;
- specific training in gender and development;
- at least five years experience in conducting gender studies;
- professional experience in development cooperation;
- professional experience in [partner country or region] and good knowledge of its socio-economic context;
- proven experience in working with participatory approaches;
- proven ability to work in a team;
- perfect command of [language].

5. Sources

- EU guidance - Evaluation with gender as a cross-cutting dimension.

Results and indicators at programme and project level⁴⁶

1. Gender equality dimension: human capital

Examples of results	Example of indicators
Gender equality dimension: human capital	
<ul style="list-style-type: none"> improved access to and use of health services for poor women, girls, men and boys; non-medical barriers to women's access to health services are identified and addressed⁴⁷. 	<ul style="list-style-type: none"> proportion of M/W accessing community health services annually, by age, urban/rural location, ethnicity and socio-economic group; number of health awareness activities per year in remote rural areas, and percentage specifically targeted at M/W; number of additional health services at the local level that have adequate and trained female staff; percentage of health facilities with an adequate stock of medical supplies and equipment to treat communicable diseases and other health problems.
<ul style="list-style-type: none"> distance to health centres and hospitals; health awareness; quality of health services; female health workers; poverty. 	<ul style="list-style-type: none"> number and type of design features that address financial barriers to women's access to health care (e.g. number of poor women receiving social or cash transfers to access health services, percentage of additional M/W with health insurance, number of services offering subsidies to the poor for treatment or transport to health facilities and number of women benefiting); patient satisfaction with the quality of health care, including the availability and attitude of health care staff, by gender, location (rural or urban) and socio-economic group.
Improving the quality and accessibility of maternal and child health, reproductive health and family planning services	<ul style="list-style-type: none"> proportion of women with access to maternal health services within one hour's walk or travel time; proportion of pregnant women who received prenatal and postnatal care from trained personnel, and proportion of new-borns who received new-born and child health care; percentage of health facilities able to provide obstetric services; percentage of health facilities with an adequate supply of medical supplies and equipment needed for antenatal care, delivery, postnatal care and other reproductive health services; proportion of women able to access their chosen family planning method, by age, location and socio-economic group; percentage of M/W who received information on family planning and reproductive health.

⁴⁶ The findings and indicators presented in this chapter are drawn from a variety of sources, including the author and the following: ADB (2006f, 2012a); AusAID (2011c, 2013a); Baume et al (2001); Rothschild et al (2006); UN (2003); and WHO (2004).

⁴⁷ See the section on voice and rights for outcomes and indicators related to cultural and other barriers, including health information, education and communication strategies.

Health facilities meet the needs of women, patients, caregivers and staff	<ul style="list-style-type: none"> • average distance between households and health centres in rural and remote areas; • number of health centres built or upgraded, including those that reduce the distance poor women have to travel; • number and percentage of health facilities with adequate privacy (visual and auditory), especially for reproductive health and cases of violence against women and girls; • number of health facilities that address the needs of women as caregivers (kitchen facilities for community members, separate toilets for female family members, housing for female staff); • proportion of medical housing provided for female health workers, including in rural and remote areas.
Reducing the risk and impact of HIV/AIDS and Sexually Transmitted Infections (STI)	<ul style="list-style-type: none"> • number and percentage of people benefiting from voluntary prevention, training, counselling and testing activities by gender and target group (e.g., sex workers, transport workers, migrant and construction workers, youth, security sector personnel); • percentage of condom use reported by males and females at last high-risk sex; • use of antiretroviral therapy, by gender, age, ethnicity and socio-economic group; • percentage of HIV-positive pregnant women completing antiretroviral treatment to prevent mother-to-child transmission; • changes in men's willingness to use condoms and their motivations; • percentage of M/W with correct knowledge of HIV prevention and transmission (adults and children).

2. Gender dimension: economic empowerment

Examples of results	Example of indicators
Gender dimension: economic empowerment	
<ul style="list-style-type: none"> • reducing gender disparities in women's employment in the health sector; • targets achieved in training, recruitment and promotion of women, including in remote rural areas and in clinical and management positions. 	<ul style="list-style-type: none"> • percentage of M/W employed by the Ministry of Health, provincial health departments and health facilities, by level of seniority, location (rural or urban) and type of employment (e.g., management, administration, nurses, doctors, paramedics, community health workers, auxiliary staff, technicians); • percentage of M/W who receive training beforehand, on the job, on a study trip or abroad compared to those who can receive training; • number of additional midwives and other health workers trained, by gender; • type of incentives to encourage M/W health workers to live in rural and remote areas (e.g. safe housing) and percentage of M/W who receive incentives; • evidence that the impact of policy and sector reforms on women's employment is being monitored and addressed.
Increased engagement in women's economic activities through improved health services	<ul style="list-style-type: none"> • number and percentage of women who report that they have saved time and are better able to engage in economic activities as a result of improving their own health and reducing childhood illness.

3. Gender equality dimension: voice and rights

Examples of results	Example of indicators
Gender equality dimension: voice and rights	
Increased participation of women in the design, delivery and review of health services	<ul style="list-style-type: none"> percentage of M/W in health committees at different levels (e.g. national, district, local); percentage of M/W in leadership positions on health committees and boards; evidence that women's organisations are involved in the development and review of health policies, as well as in advocacy campaigns (including organisations focusing on GBV and sexual and reproductive rights); number and percentage of M/W health volunteers, and percentage of those trained for this role; number and percentage of M/W living with HIV involved in planning, implementing and evaluating HIV/AIDS programmes.
<ul style="list-style-type: none"> women are empowered to make informed choices to protect their health and rights; better knowledge of women's health needs and health-seeking behaviour of women, men and children; Information, Education and Communication (IEC) programmes recognise and address women's health responsibilities and cultural barriers to women's access to health services. 	<ul style="list-style-type: none"> percentage of women who report having more decision-making power or control over their health, family planning and sexual relationships, and the reasons for this change; percentage of men who report a change in attitude towards health, family planning responsibilities and women's rights, and reasons for this change; percentage of adult M/W who support STI/HIV/AIDS education programmes for adolescent boys and girls; changes in the percentage of M/W income spent on food, health care, and the reasons for this change; number, type and quality of initiatives aimed at increasing women's control over their fertility and sexual and general health, including the number of initiatives specifically aimed at improving women's health; number and quality of IEC materials and activities developed in consultation with women; evidence that IEC materials incorporate gender equality messages (e.g., rights to health care, women's sexual and reproductive rights, women's workload, violence against women and girls) and treat women as partners in caring for their families.
Better understanding of women's health needs and health rights	<ul style="list-style-type: none"> examples of social protection measures and training initiatives that target the needs of family carers; the number and percentage of male and female home-based carers who have received training, advice or other support; number of IEC initiatives targeting men on health issues, women's rights and the importance of joint responsibilities for health.

4. Gender equality dimension: gender capacity building

Examples of results	Example of indicators
Gender equality dimension: gender capacity building	
<ul style="list-style-type: none"> strengthening the capacity of health services to meet the health needs of women and girls; the health consequences of unequal gender relations are recognised and addressed; the links between health, GBV, and sexual and reproductive rights are understood and addressed. 	<ul style="list-style-type: none"> evidence that health policy, plans, sector reforms and financing are based on the analysis of gender differences in health risks across the life cycle and in the use of health services; evidence that sex-disaggregated data are systematically collected and used in all areas of health planning and monitoring; number of health facilities with at least one female staff member trained in women's health; evidence of a gender and health focus in medical and nursing curricula; number and percentage of female and male health staff trained in gender and health, reproductive health, HIV and STI prevention and treatment, and physical and sexual GBV; level of understanding by trained health workers (by sex) of how gender relations influence the health of M/W; number of health facilities with gender-sensitive protocols and service delivery practices that promote women's rights (e.g., privacy, confidentiality); number of institutions implementing protocols to address physical and sexual GBV; number of referrals to other service providers for counselling and support for survivors of gender-based physical and sexual violence; number of primary health care services offering an integrated approach to reproductive health and HIV/AIDS prevention and treatment; proportion of funds allocated to medical research focused on women's health.
Public-private partnerships are managed and monitored to ensure gender equity	<ul style="list-style-type: none"> the regulatory framework for public-private partnerships includes performance standards for the employment of women as service providers, gender-sensitive service delivery protocols and practices, and human resource management practices; performance against standards is regularly monitored and documented and problems are addressed.

5. Resources

ADB Gender and development: project GAP.

www.adb.org/themes/gender/project-action-plans - Examples of GAP for primary health care, prevention of HIV and other communicable diseases, and health sector development and policy reform.

2006. Gender checklist: Health. Manila.

www.adb.org/publications/gender-checklist-health?ref=themes/gender/publications - Key questions to ask to address gender issues in reproductive health, family planning, and health delivery systems, and ToR for a gender specialist.

2012. Gender tool kit: Public sector management. Manila.

www.adb.org/documents/gender-tool-kit-public-sector-management?ref=themes/gender/publications - Entry points for gender-inclusive health projects and policy reform, good practice case studies, and possible gender-responsive actions.

MEASURE Evaluation. Gender.

<https://www.measureevaluation.org/our-work/gender.html> - Links to publications, tools, training modules, and other resources including an annotated guide on gender and health data and statistics, a compendium of indicators on violence against women and girls, resources on maternal and child health, and a training module on men's engagement in women's reproductive health.

Results and indicators at programme and project level⁴⁸

1. Gender equality dimension: human capital

Examples of results	Example of indicators
Gender equality dimension: Human capital	
Reducing gender gaps in enrolment, completion and learning achievement in basic and secondary education	<ul style="list-style-type: none"> number of additional girls and boys enrolling, attending and completing primary and secondary education; number and percentage of students receiving direct support (e.g., stipends, bursaries, conditional cash transfers or nutritional supplements); repetition and dropout rates in primary and secondary education by gender, ethnicity and location (rural or urban); number and type of activities targeted to monitor and support boys and girls at risk of dropping out of school, by level of education; number of boys and girls attending educational institutions made more accessible to people with disabilities; number of M/W receiving special education.
<ul style="list-style-type: none"> an educational infrastructure that meets the needs of students and teachers; additional school places created through the construction or modernisation of schools. 	<ul style="list-style-type: none"> number of schools renovated or built that reduce the distance poor girls and boys have to travel to school; number of hostels and dormitories built or upgraded, and number and percentage of girls and boys benefiting; proportion of educational institutions that provide sanitary facilities and safe, private boarding schools for girls and boys, including those living with disabilities, by level of education; proportion of teacher housing provided for female teachers in rural and remote areas, by education level; number of new or upgraded facilities to improve the learning environment (e.g., libraries, laboratories and sports facilities).

2. Gender dimension: economic empowerment

Examples of results	Example of indicators
Gender dimension: economic empowerment	
<ul style="list-style-type: none"> reducing gender disparities in women's employment in the education sector; targets achieved for women in teacher training and recruitment; upgrading to meet minimum qualification standards; access to in-service training; career progression; retention in key areas (e.g., thematic areas, rural and remote areas). 	<ul style="list-style-type: none"> number and percentage of qualified teachers; number and percentage of teachers trained, by content area (e.g., planning, management and teaching methods); percentage of M/W in teaching positions in primary, secondary and tertiary education (public and private systems); percentage of M/W in leadership positions in teaching, management and curriculum review (e.g., supervisors, headmasters, vice-principals and heads of department); percentage of teachers in rural and remote areas, and percentage of qualified teachers (according to minimum standards); number and type of incentive and support programmes for recruitment, training and career development, including those aimed at increasing the number of qualified M/W teachers in rural areas; percentage of M/W who receive in-service training or training abroad as a proportion of the total percentage of eligible M/W (teachers and school officials).

⁴⁸ The findings and indicators presented in this chapter are drawn from a variety of sources, including the author and the following: AfDB (2006e, 2012c); AusAID (2011f, 2012a, 2013a) and CIDA (2000).

Reducing gender disparities in women's employment in non-traditional, high income and growth sectors of the economy	<ul style="list-style-type: none"> percentage change in enrolment and completion rates in technical and vocational education for women, including in non-traditional fields and growth sectors of the economy; number and percentage of male and female students receiving grants, scholarships or other financial support for technical and vocational education.
<ul style="list-style-type: none"> reducing gender gaps in technical and vocational education and higher education; strengthening the transition from school to decent work for young women and men (school leavers, university graduates, and technical and vocational education and training). 	<ul style="list-style-type: none"> number and type of incentive and support activities to enable women to enrol in training institutions (e.g., affirmative action policies, revision of entry qualifications or selection procedures); number and percentage of M/W graduates (school leavers, university graduates, technical and vocational graduates) who find a job in their field of study; number and percentage of M/W benefiting from industry placement programmes; evidence of mentoring and other support activities to facilitate women's transition to employment in non-traditional, high-income and growth sectors of the economy; percentage of M/W with degrees in law, science, medicine and information and communication technology; number of childcare places available for students; number and type of non-formal education programmes offered to males and females, by field of study; number and percentage of males and females who have completed these programmes; number and percentage of male and female career counsellors trained in gender issues; annual percentage of short-term training schools at national and international level.

3. Gender equality dimension: voice and rights

Examples of results	Example of indicators
Gender equality dimension: voice and rights	
Increased participation of women in decision-making on education sector policies, reforms and practices of educational institutions	<ul style="list-style-type: none"> number and percentage of women involved in the development and review of education policies and strategies, curricula and teaching and learning materials; percentage of women on school committees; percentage of M/W in leadership positions in school committees and education boards; percentage of M/W in teachers' professional associations as a proportion of the total number of male and female teachers; and percentage of male and female leaders.
Increased awareness among families and communities of the importance of investing in the education of girls and boys	<ul style="list-style-type: none"> number and quality of community outreach programmes that support girls and boys at risk of dropping out of school; number and type of community outreach programmes that raise awareness of career opportunities for girls and boys (e.g., information dissemination and media campaigns); changes in the perceptions of males and females about the value of education for girls and boys, and the reasons for these changes; percentage of household income spent on education for girls and boys before and after outreach activities.

<ul style="list-style-type: none"> women and girls are empowered to use their education to make life choices and take up employment opportunities; the rights of girls and boys are promoted through the curriculum and teaching methods. 	<ul style="list-style-type: none"> changes in girls' aspirations for education, employment and gender equality, and reasons for these changes (e.g. measured in perception surveys or focus group discussions); changes in boys' views on girls' education, employment and gender equality, and reasons for these changes; school dress codes allow girls to participate in sport and active play; number and type of activities undertaken in schools and other educational institutions that raise awareness of violence against women and girls and promote women's and girls' rights; gender analysis of teaching and learning materials (e.g., promotion of gender equality and positive images of girls and boys and their aspirations); number and percentage of male and female staff trained in gender issues in education (initial or in-service training).
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4. Gender equality dimension: gender capacity building

Examples of results	Example of indicators
Gender equality dimension: Gender capacity building	
<ul style="list-style-type: none"> strengthening the capacity to provide quality education and address barriers to access and achievement by M/W; human resources management; development and revision. 	<ul style="list-style-type: none"> sector-wide approaches to funding include a gender analysis of groups of girls and boys at risk, and strategies to address inequalities in access and outcomes; evidence of the use of sex-disaggregated data in educational planning and monitoring, including tracer studies; evidence that criteria for recruitment, professional development and promotion of staff include gender equity standards; teacher absenteeism rates by gender and location (rural or urban); percentage of qualified teachers who meet quality standards of competence, by gender and location (rural/urban); evidence that quality assurance and competency standards include standards of behaviour, teaching and learning methods, gender equality standards, and teacher supervision; number of curriculum revisions that include gender analysis or are preceded by gender analysis training; evidence that guidelines on a gender-sensitive learning environment are developed, disseminated, and included in initial or in-service teacher training.
Public-private partnerships and private sector education managed and monitored to ensure gender equity	<ul style="list-style-type: none"> the regulatory framework for public-private partnerships and private sector provision of education services includes performance standards on reducing gender disparities and promoting equal access and learning outcomes (e.g., equal employment opportunities, policies and procedures against sexual harassment and GBV and discrimination, teaching and learning infrastructure, methods and materials, and access for people with disabilities); proof that performance against standards is regularly monitored and documented.

5. Resources

ADB Gender and development: Project GAP

<https://www.adb.org/what-we-do/topics/gender> - Examples of GAP for basic and primary, secondary, technical and vocational, and higher education; and sector development and reform programs.

2006. Gender checklist: Education. Manila.

www.adb.org/publications/gender-checklist-education?ref=themes/gender/publications - Key questions, action points, and strategies for addressing gender issues in the project cycle for basic and primary, secondary, tertiary, and nonformal education and training; and ToR for a gender specialist.

BRIDGE Global resources: Education and learning.

Results and indicators at programme and project level⁴⁹.

1. Gender equality dimension: human capital

Examples of results	Example of an indicator
Gender equality dimension: Human capital	
<ul style="list-style-type: none"> improving access to affordable electricity; targets achieved for electrification of all households. 	<ul style="list-style-type: none"> number of households with an electricity connection⁵⁰; number and percentage of households receiving free or subsidised connections, flexible payment arrangements, or credit for household connections (including for renewable and clean energy technologies); number of households adopting energy efficient and labour-saving technologies (labour saving technologies).
<ul style="list-style-type: none"> increased access for women to timesaving, affordable renewable and non-polluting; improving energy efficiency at the household level. 	<ul style="list-style-type: none"> number of training and awareness-raising activities for M/W on energy efficiency, safety and conservation, and number and percentage of M/W participating; M/W satisfaction with electricity services or renewable energy technologies (reliability, affordability, convenience, efficiency, reasons not to adopt new services or technologies).
<ul style="list-style-type: none"> reducing the incidence of respiratory diseases through clean energy solutions - clean electricity production and electricity in urban and rural areas; better understanding of the causes of respiratory diseases. 	<ul style="list-style-type: none"> number and percentage of households using clean energy cooking facilities⁵¹; number of reported cases of respiratory infections; number of highly polluting energy installations decommissioned and replaced by efficient and non-polluting energy-efficient installations; number of schools, health and other community facilities using clean energy sources for heating and other uses; number of people participating in community awareness-raising activities on the health effects of polluting energy sources, by gender and age (adults and children).
Women and men benefit equitably from program and project-related training	<ul style="list-style-type: none"> number and percentage of M/W who receive training provided by the programme or project, by type of training; number of training sessions for M/W by content area.

⁴⁹ The findings and indicators presented in this chapter are drawn from a variety of sources, including the author and the following: AfDB (2006e, 2012c); AusAID (2011f, 2012a, 2013a) and CIDA (2000).

⁵⁰ These indicators should be disaggregated by socio-economic group (e.g. lowest wealth quintiles) and by vulnerable and marginalised groups (e.g. households with people living with a disability or type of household head).

⁵¹ These indicators should be disaggregated by socio-economic group (e.g. lowest wealth quintiles) and by vulnerable and marginalised groups (e.g. households with people living with a disability or type of household head).

2. Gender dimension: economic empowerment

Examples of results	Example of an indicator
Gender dimension: economic empowerment	
<ul style="list-style-type: none"> increase in employment and business opportunities for M/W; targets achieved for employment of women during construction, operation and maintenance and in energy agencies. 	<ul style="list-style-type: none"> number and percentage of jobs (person-days) generated by the project for M/W; number and percentage of M/W employees by type of job and rate of pay; and proportion of women employed in unskilled, technical, managerial and supervisory positions (e.g., meter readers, technicians, bill collectors, customer service staff); evidence of the type of incentives designed to recruit, empower and develop women's careers in energy agencies and service providers.
Targets achieved for women's employment as renewable energy and technicians	<ul style="list-style-type: none"> number and percentage of M/W who receive technical training to assemble, operate, maintain, or manage small and medium-sized energy enterprises; number and percentage of M/W earning income as renewable energy service providers and experts, by type of energy technology (e.g., solar, biogas); evidence of the type of incentives used to encourage women's entry into the renewable energy market (e.g. financing packages, tax benefits and rebates, pilot projects, partnerships with financial institutions, the private sector or women's associations).
More women engaged in other micro, small and medium enterprises through more efficient, non-polluting, and labour-saving energy technologies	<ul style="list-style-type: none"> number and percentage of enterprises created or developed using new energy sources by M/W, by type of enterprise; number and percentage of M/W trained in the use of energy efficient technologies or other aspects of enterprise development and management, by type of training; evidence of specific activities designed to support the development of M/W enterprises, including partnerships with NGO, women's associations or financial institutions.
Targets achieved for women's access to credit for energy and other enterprises	<ul style="list-style-type: none"> number and percentage of M/W receiving credit for enterprises, by type of enterprise; number and percentage of M/W who purchase more energy and labour efficient technologies (e.g., shredders, water pumps, etc.); proportion of credit granted to M/W, and to women from the poorest socio-economic groups.

3. Gender equality dimension: voice and rights

Examples of results	Example of an indicator
Gender equality dimension: voice and rights	
<ul style="list-style-type: none"> M/W participate equally in decision-making in the energy sector; policy development; utilities and energy commissions; user groups and committees; public consultations on energy infrastructure, energy efficiency and technologies. 	<ul style="list-style-type: none"> number and percentage of M/W participating in participatory planning and consultation meetings; number and percentage of M/W in energy user groups, cooperatives, committees, public services or/and in decision-making positions within these entities; number and percentage of women involved in decision-making on tariff arrangements (including identification of poor and vulnerable households for free or subsidised access); number and percentage of facilitators and field staff, M/W, working with community groups on planning, consultation or implementation; changes in design, implementation, cost recovery or maintenance practices following consultation with women; evidence of the number and type of awareness-raising activities on rights and energy service standards, specifically targeting poor M/W.

The rights of M/W are protected, with regard to jobs lost due to the dismantling of polluting and inefficient energy	<ul style="list-style-type: none"> • number and percentage of M/W who lost their jobs; • number and percentage of affected M/W who have been retrained, regained their livelihoods and income, or re-employed in renewable or clean energy production.
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4. Gender equality dimension: gender capacity building

Examples of results	Example of an indicator
Gender equality dimension: gender capacity building	
Capacity building of service providers to ensure that M/W benefit equitably from energy investments	<ul style="list-style-type: none"> • evidence that equal employment opportunity policy and practices are implemented for staff and contractors (core labour standards, equal pay for work of equal value, occupational health and safety, and separate sanitary facilities); • gender-disaggregated data is regularly collected and applied to policy, planning, implementation, monitoring, and evaluation.
Increased capacity of service providers to consult with M/W and respond to women's needs and priorities	<ul style="list-style-type: none"> • evidence that complaint response procedures are publicly available and accessible to women; complaint response standards are implemented and monitored; • number of training sessions with energy agencies and service providers on participatory techniques for M/W; and the number and percentage of M/W participating in these trainings.
Better understanding by service providers of issues in the energy sector	<ul style="list-style-type: none"> • number of training and awareness raising sessions organised with energy councils, agencies and service providers on gender issues in the energy sector; • number and percentage of M/W participating in gender training (by agency and type of employee).

5. Resources

ADB Gender and development: Project GAP.

www.adb.org/themes/gender/project-action-plans - Examples of GAP for a variety of energy projects.

2012. Gender tool kit: Energy. Going beyond the meter. Manila.

www.adb.org/documents/gender-tool-kit-energy-going-beyond-meter?ref=themes/gender/publications - Includes gender issues in the energy sector; actions needed through the project cycle; gender analysis questions for demand- and supply-side projects and policy reform; baseline and monitoring data; entry points and gender-inclusive design features for different types of energy programs/projects; good practices; a list of gender equality outcomes, outputs, and indicators; and ToR for a gender specialist

ENERGIA International network on gender and sustainable energy.

<https://www.energia.org/home/> - Links to training materials, resource packs, online learning, and publications.

United nations development programme. 2004. Gender and energy for sustainable development: A toolkit and resource guide. New York.

<https://www.undp.org/publications/gender-and-sustainable-energy-> Outlines gender issues in energy, women's energy needs, lessons from project experiences, tips for addressing gender equality issues in project planning, gender-sensitive indicators, sample project outlines, and annotated guides to further resources.

Results and indicators at programme and project level⁵³

1. Gender equality dimension: human capital

Sample results	Sample indicators
Gender equality dimension: human capital	
<ul style="list-style-type: none"> improving fuel, water and food security for poor M/W; strengthening the capacity of poor M/W to adapt and respond to environmental change. 	<ul style="list-style-type: none"> number and percentage of women using renewable, sustainable and efficient domestic energy sources; number and percentage of M/W trained in sustainable and energy-efficient agricultural technologies (e.g., energy saving and sustainable agriculture, adaptation of marginal and fragile land management practices and adaptations related to changing rainfall patterns); number of households with improved access to water for agricultural and domestic uses; changes in women's workload relative to men's due to environmental change and adaptation activities; percentage of M/W involved in environmental protection or adaptation activities; M/W views on the impact of project activities on their fuel, water and food security and on the sustainability of communal and other natural resources.
M/W benefit equally from the project's training	<ul style="list-style-type: none"> number and percentage of M/W who receive training, by type of training (e.g., community-based early warning systems and procedures); number of training sessions for M/W, by content area.

2. Gender dimension: economic empowerment

Sample results	Sample indicators
Gender dimension: economic empowerment	
Equal employment for M/W in forestry, land use, coastal and marine fisheries and management projects	<ul style="list-style-type: none"> number and percentage of jobs (person-days) generated for M/W in the community; proportion of women employed in unskilled, technical, managerial and supervisory positions, by sector.
Targets achieved for women's employment in climate change projects and agencies	<ul style="list-style-type: none"> number and percentage of M/W employed in climate change agencies and as project and field staff; evidence of the type of incentives designed to recruit women, increase their capacity and offer them career development.
Women's equal access to small grants for climate change projects	<ul style="list-style-type: none"> number of awareness raising activities providing targeted information to women on climate change on small grants; number and percentage of M/W receiving funding for small-scale climate change projects; evidence that climate finance mechanisms include special windows for funding activities with women's groups and gender-sensitive guidelines for all funded activities and employ M/W in the management of funds.

⁵² Results and indicators in this chapter are drawn from various sources including the author and the following: ADB (2012a, 2012b); and CIDA (2000).

⁵³ The results and indicators relating to sustainable development and climate change overlap with those listed in other chapters, such as energy, water supply and sanitation, transport, urban development, humanitarian action and disaster preparedness and response and rural development, agriculture and food security.

3. Gender equality dimension: voice and rights⁵⁴

Sample results	Sample indicators
Gender equality dimension: voice and rights	
M/W participate equally in the development of local climate change adaptation and mitigation plans	<ul style="list-style-type: none"> number of Community agreements and adaptation plans involving M/W; number and percentage of M/W attending community meetings on natural resource management (e.g., natural resources, land, forests, coastal and littoral areas, marine areas, water supply, etc.); changes in adaptation or mitigation plans and initiatives due to consultation with women.
The rights of M/W displaced by climate change are protected	Evidence of the number and type of activities specifically targeting M/W who have migrated due to natural resource degradation caused by climate change.
Strengthening the capacity of women's organisations to analyse climate change policy, regulatory frameworks and programmes (including their impact on time and access to natural resources)	<ul style="list-style-type: none"> number of research activities involving women in documenting local M/W knowledge of resource management and changes in resource availability and use; number of women's organisations involved in environmental risk assessment and management; number and percentage of M/W in civil society organisations trained in gender analysis of environmental impacts and climate change adaptation and mitigation programmes; number of women's groups involved in the national debate and analysis of environmental impacts, and climate change policies, regulatory frameworks and programmes.

4. Gender equality dimension: gender capacity building

Sample results	Sample indicators
Gender equality dimension: gender capacity building	
<ul style="list-style-type: none"> strengthening the capacity of environmental agencies and other stakeholders to ensure that M/W benefit equitably from climate change adaptation and mitigation; increased capacity to consult with men and women on the impacts of climate change, and to respond to women's needs and priorities; better understanding of the different impacts of climate change and adaptation and mitigation on poor M/W. 	<ul style="list-style-type: none"> evidence that gender-disaggregated information on M/W access to natural resources (land, water, forests, fisheries) and their linkages to environmental challenges is documented and applied to programme planning and implementation; the amount of research funding devoted to natural resource management and adaptation focuses on: activities undertaken by poor women, including women's crops, forest products, fibre, coastal fisheries and water use; number of training sessions organised with environmental agencies and other stakeholders on participatory techniques for involving M/W; and number and percentage of M/W present; evidence that contracts with implementing agencies (e.g., NGOs) require the employment of female staff, consultations with women, community facilitators and the implementation of gender strategies based on a gender analysis; number of implementing and executing agencies that employ staff with expertise in gender and climate change; number of training and awareness-raising sessions with environmental agencies and other stakeholders on gender issues in environmentally sustainable development and climate change; and number and percentage of M/W participating in these sessions.

⁵⁴ See appendix 1 for indicators on resettlement and compensation of people affected by climate change adaptation and mitigation programmes and projects.

5. Resources

ADB Gender and development: Project GAP.

<https://www.adb.org/what-we-do/topics/gender-> Examples of GAP for climate change adaptation and mitigation activities in sectors such as water resources, flood mitigation, energy, and drought mitigation.

BRIDGE 2011. Cutting edge pack: Gender and climate change. Brighton: Institute of development studies.

<http://archive.ids.ac.uk/bridge/bridge-publications/cutting-edge-packs/gender-and-climate-change.html> - A comprehensive overview report on gender issues in climate change; a short briefing paper summarizing the main report; and a supporting resources collection of annotations on key texts, case studies, tool kits, training manuals, and organizations.

Food and Agriculture Organization of the United Nations (FAO). Climate change: Gender equity and social Issues.

<https://www.fao.org/climate-change/en> - Links to publications and research on gender issues in climate change adaptation and mitigation including agriculture, land tenure, biodiversity, biofuels, livestock management, and other land use practices.

Women's Environment and Development Organization (WEDO). Climate change.

<https://wedo.org/what-we-do/our-programs/gender-just-climate-policy/> - Links to publications and other websites on gender issues in adaptation, climate finance, the global gender and climate change alliance (which tracks attention to gender issues in international climate change conventions and processes), mitigation, forest governance and reducing emissions from deforestation and forest degradation (REDD+), tools for community-level action, and training resources.

Results and indicators at programme and project level⁵⁵

1. Gender equality dimension: human capital

Examples of results	Example of indicators
Gender equality dimension: human capital	
Increase in girls' school attendance	Evidence of a change in girls' attendance or achievement in school due to time saved fetching water
<ul style="list-style-type: none"> increasing access to water and sanitation; support to women to improve water supply and sanitation; targets achieved for the provision of new water and sanitation facilities by women from vulnerable and marginalised households; safe and accessible water and sanitation for women and girls in communities and schools; water and sanitation operated and maintained. 	<ul style="list-style-type: none"> number and percentage of households⁵⁶ in the target area that have access to an improved water source or that use or take over new water facilities; number of households⁵⁷ with an improved sanitation facility; reasons given by M/W for not subscribing to or using new services⁵⁸; number and percentage of households with free or subsidised connections, flexible payment arrangements or basic⁵⁹ tariffs, b, c, d; number and percentage of households receiving credit for water or sanitation improvements⁶⁰; number of schools, health centres, markets and other community facilities with separate water, sanitation and handwashing facilities for M/W; number and percentage of new installations operational after a defined period; M/W satisfaction with water and sanitation investment, including accessibility, quality, reliability, affordability and maintenance of water supply; conflicts between domestic and other water uses; credit schemes; adequacy of sanitation facilities; and type of technology used⁶¹; M/W reports on how they use water facilities (domestic, agricultural, home gardening, business); number and percentage of M/W who contribute financially to the construction, operation, management or maintenance, and proportion of these contributions to the total population, construction, operation, management or maintenance, and proportion of funds contributed by M/W.

⁵⁵ The findings and indicators in this chapter are drawn from a variety of sources, including the author and the following: ADB (2006a, 2006b, 2012a); AusAID (2005, 2011b, 2011c, 2012a, 2013a); CIDA (2000, 2005); Government of the Philippines (2004); IASC (2006); Grown et al. et al. (2005); and World bank (2010).

⁵⁶ These indicators should be disaggregated by socio-economic group (e.g., lowest wealth quintiles) and by other vulnerable and marginalised groups (e.g. disabled households, ethnic minorities).

⁵⁷ These indicators should be disaggregated by socio-economic group (e.g., lowest wealth quintiles) and by other vulnerable and marginalised groups (e.g. disabled households, ethnic minorities).

⁵⁸ These indicators should be disaggregated by socio-economic group (e.g., lowest wealth quintiles) and by other vulnerable and marginalised groups (e.g. disabled households, ethnic minorities).

⁵⁹ These indicators should be disaggregated by socio-economic group (e.g., lowest wealth quintiles) and by other vulnerable and marginalized groups (e.g. households with disabled people, ethnic minorities). Basic tariff: A pricing strategy in which the first part of the water used is provided free or at a nominal price, and subsequent parts are charged at higher or increasing prices.

⁶⁰ These indicators should be disaggregated by socio-economic group (e.g., lowest wealth quintiles) and by other vulnerable and marginalised groups (e.g. disabled households, ethnic minorities).

⁶¹ These indicators should be disaggregated by socio-economic group (e.g., lowest wealth quintiles) and by other vulnerable and marginalised groups (e.g. disabled households, ethnic minorities).

<ul style="list-style-type: none"> improving sanitation practices and environmental conditions; improved understanding of the links between health, water, sanitation and waste management; increased involvement of men in sanitation issues. 	<ul style="list-style-type: none"> number and percentage of M/W using improved hygiene practices, and number and percentage of people aware of these practices; number and percentage of M/W women participating in education activities on hygiene practices, waste management and other measures to ensure safe water supply; number and type of hygiene education activities specifically targeting women, men, girls and boys (e.g., community activities, mass campaigns, theatre, training sessions); M/W views on the changing gender division of labour in water supply and sanitation, and the reasons for these changes.
Reducing safety risks for women and girls when collecting water, bathing, washing and washing	<ul style="list-style-type: none"> perception of changes in safety and security associated with water and sanitation, by gender and age; evidence that communal taps, latrines, baths and washing facilities are located in safe areas, offer privacy, are well lit and are accessible to people.
<ul style="list-style-type: none"> males and females benefit equally from programme and project-related training; targets achieved for women's participation in training, including in operations and water supply and sanitation 	<ul style="list-style-type: none"> number and percentage of M/W who receive training in operation, maintenance or management of facilities, water conservation or safety issues; number and percentage of M/W who received other training, by type of training (e.g., business development, leadership, financial management, health and hygiene); number of training sessions specifically for M/W, by content area.

2. Gender dimension: economic empowerment

Examples of results	Example of indicators
Gender dimension: economic empowerment	
<ul style="list-style-type: none"> increased employment and income opportunities for men and women; targets achieved for women's employment during construction, operation and maintenance. 	<ul style="list-style-type: none"> evidence that contracts and tender documents for subcontractors require the recruitment of women as unskilled labour; number and percentage of M/W employed in construction, operation and maintenance, by type of job and rate of pay, as well as the proportion of women employed in unskilled, technical, managerial and supervisory positions; number and percentage of women contractors who obtain labour-based contracts; number of hours (or days) of paid work by M/W during construction, operation, and maintenance.
Targets achieved for the employment of women in water services (e.g., water meter readers, customer service, water quality monitoring, accounting)	<ul style="list-style-type: none"> number and percentage of M/W employed in public and private water services, by type and level of position, and percentage change in women's employment during the project; percentage change in women's employment in professional, technical, supervisory and managerial positions; evidence of the type of incentives in place for women to take up field positions in rural and remote areas, as well as activities specifically designed to recruit, empower and develop women.
Increased participation of women in economic enterprises	<ul style="list-style-type: none"> evidence of the use of time saved for water collection and health care in other household and economic activities; number and percentage of M/W who receive credit for businesses, and the proportion provided to M/W.

3. Gender equality dimension: voice and rights⁶²

Examples of results	Example of indicators
Gender equality dimension: voice and rights	
<ul style="list-style-type: none"> women's participation, leadership and decision making are supported in water supply and sanitation (location, technology selection, management, operation and maintenance); objectives achieved in terms of participation and decision making in consultation processes, user groups and committees. 	<ul style="list-style-type: none"> number and percentage of M/W attending participatory planning and consultation meetings; number and percentage of M/W involved in the selection of technology, location, operation, and management of improved water supply and sanitation; number and percentage of M/W in water user groups; number and percentage of women in leadership positions on water management committees and water utility boards; number and percentage of women involved in decision-making on income and tariff arrangements (including identification of poor and vulnerable households for free or subsidised facilities); number and percentage of women in operation, maintenance and repair of facilities; number and percentage of facilitators and field staff, M/W, working with water committees and community groups on design, planning and consultation processes; changes in the location or type of water supply or sanitation technology following consultation with women; changes in design, construction, management, cost recovery or maintenance practices as a result of consultation with women; M/W views on changes in women's household or community decision-making due to their participation in water supply and sanitation committees or activities; number of documents distributed to women or women's organisations on the rights to water and sanitation facilities, and number of mass information campaigns on these rights.

4. Gender equality dimension: gender capacity building

Examples of results	Example of indicators
Gender equality dimension: gender capacity building	
<ul style="list-style-type: none"> capacity building of water utilities for equitable access to water supply and sanitation for M/W; increased capacity to consult with M/W and to respond to women's priorities. 	<ul style="list-style-type: none"> evidence that equal employment opportunity policy and practices are implemented for staff and contractors (core labour standards, equal pay for work of equal value, occupational health and safety, separate sanitary facilities); (e.g., gender-disaggregated data are regularly collected, analysed and applied to policy, planning, implementation and monitoring and evaluation); evidence that M/W preferences and priorities for the design, location, technology, management and maintenance of water supply and sanitation facilities are regularly documented by the water utility; evidence that complaint response procedures are publicly available and accessible to women; and that complaint response standards are implemented and monitored; number of training sessions organised with water companies, contractors and other stakeholders on the following topics participatory techniques for involving M/W, and number and percentage of M/W participating in the training; number of water utilities that employ staff specialised in gender issues.

⁶² See appendix 1 for results and indicators on the protection of women's rights when communities are displaced or resettled due to the construction of water and sanitation infrastructure.

Better understanding of gender issues in water supply and sanitation, and how they influence sustainability and efficiency	<ul style="list-style-type: none"> • number of training and awareness-raising sessions held with water utilities, NGO, contractors and other stakeholders (e.g. elected M/W officials, government staff, community leaders) on gender issues in water supply and sanitation; • number and percentage of M/W who have received gender training (by agency and type of employee).
Increased implementation capacity to ensure that implementing agencies, NGOs and contractors are gender sensitive in their operations	<ul style="list-style-type: none"> • tender documents and contracts include mandatory gender requirements and payment steps in the training of key personnel (managers, supervisors, field staff and facilitators); • the criteria for selecting NGO, contractors and other implementing agencies include experience in participatory consultation with women, gender analysis and implementation of gender strategies.

5. Resources

ADB Gender and development: Project GAP.

<https://www.adb.org/what-we-do/topics/gender> - Examples of GAP for water supply and sanitation projects.

2006. Gender checklist: Water supply and sanitation. Manila.

www.adb.org/publications/gender-checklist-water-supply-and-sanitation?ref=themes/gender/publications - Actions to address gender issues through the project cycle, baseline and monitoring data, tips on design and policy dialogue, and ToR for a gender specialist.

UNDP and gender and water alliance. 2006. Resource guide: Mainstreaming gender in water management.

<https://www.undp.org/publications/resource-guide-mainstreaming-gender-water-management> - Analyses gender perspectives in integrated water resources management, outlines gender issues in 13 subsectors, and identifies how to address gender issues through the project cycle and in water sector policies and institutions.

World Bank Indicators for gender issues in water and sanitation.

A three-page list of indicators and evaluation questions.

Results and indicators at programme and project level⁶⁴

1. Gender equality dimension: human capital

Examples of results	Example of indicators
Gender equality dimension: human capital	
Increased capacity of women to understand and use financial, banking and business services	<ul style="list-style-type: none"> number and percentage of M/W trained in financial and banking services, taxation and business laws and regulations; number of financial service providers that provide financial education training as part of service delivery (e.g., on protection against predatory providers, borrowers' rights and obligations, interest rates, different types of financial services); number of organisations supported to improve the quality and suitability of financial products for women.
Initiatives supported that facilitate women's access to decent work (formal and informal employment), including women with disabilities	<ul style="list-style-type: none"> number of private and public sector organisations offering paid maternity, paternity and family leave; number and percentage of disabled men and women helped to access formal and informal employment; percentage change in the number of affordable childcare places.

2. Gender dimension: economic empowerment

Examples of results	Example of indicators
Gender dimension: economic empowerment	
<ul style="list-style-type: none"> increase in women's employment in the formal and informal sectors; support for women to access employment outside the agricultural sector. 	<ul style="list-style-type: none"> percentage change in the number of registered enterprises owned solely or jointly by women (by number of employees and by sector); number and percentage of micro, small or medium enterprises created or developed by M/W, and number of operational and profitable enterprises at the end of the project; number and percentage of M/W supported to obtain formal or informal employment outside the agricultural sector.
Targets achieved for increasing women's employment in the financial sector	Number and percentage of additional women employed to work in financial sector institutions (e.g., rural banks, credit unions and extension workers in microfinance programmes)
Targets achieved for women's access to financial services (savings, insurance loans, remittances)	<ul style="list-style-type: none"> number and percentage of M/W receiving credit, by proportion of credit; number of unsecured loans granted to M/W; number and percentage of poor males and females with new bank accounts; number and percentage of M/W moving from microfinance institutions to formal banks; number and percentage of additional poor M/W with access to a range of financial services (e.g., savings, loans, insurance, transfers, remittances, mobile phone banking accounts); examples of financial services and products specifically designed to meet the needs of poor women (e.g., women's desks, group guarantees, micro-insurance services).

⁶³ The findings and indicators presented in this chapter are drawn from a variety of sources, including the author and the following: ADB (2006d); AusAID (2010, 2012a, 2012b, 2013a); CIDA (2005); and Hunt, Kasynathan, and Yogasingham (2009).

⁶⁴ The results and indicators overlap with those listed in other chapters, such as rural development, agriculture and food security, transport, energy and urban development.

Women are supported to access better paid jobs including in the growth sectors of the economy	<ul style="list-style-type: none"> • change in the percentage of women in managerial, technical and professional positions in the project; • number and percentage of males and females who participated in training to help them access better paid jobs; • number and percentage of M/W trained in enterprise development, business or financial management, and information and communication technologies; • number and percentage of M/W trained in non-traditional fields, growth sectors, or higher income jobs and companies.
Increased asset ownership by poor women	Changes in the amount and types of assets held by women (sole and joint ownership with men), such as land, housing, telephone, and other assets for business development
Capacity building for women entrepreneurs - Private financial institutions providing development services to women	<ul style="list-style-type: none"> • number of training sessions and other business advisory services (e.g., information, mentoring programmes, market access, product improvement) specifically targeted at women entrepreneurs in the formal and informal sectors of the economy; • number of women benefiting from targeted business advice and support services; • number of value chain improvement activities benefiting women.

3. Gender equality dimension: voice and rights

Examples of results	Example of indicators
Gender equality dimension: voice and rights	
Women are helped to become aware of their economic, labour, and human rights	<ul style="list-style-type: none"> • number of women trained on their legal rights as workers (e.g., pay, conditions, health and safety, sexual harassment), including market vendors; • evidence that women are more aware of their economic and labour rights; • examples of changes in policies, laws, regulations or conditions due to women's awareness of their economic and labour rights; • women's opinions and satisfaction levels regarding workplace practices and complaints (e.g. recruitment, pay, conditions, promotion, health and safety, sanitary facilities).
Increased membership of women in private and informal associations and peak organizations	<ul style="list-style-type: none"> • number of women participating in business networks, informal workers' associations and migrant workers' associations; • number and percentage of women in decision-making positions in private associations and peak organizations; • percentage of women on boards in the public and private sectors.
Women are empowered to play a greater role in the management of local markets ⁶⁵	<ul style="list-style-type: none"> • number and percentage of women vendors participating in women's market associations, including in leadership positions; • number of shops or spaces allocated to women vendors; • examples of changes to the design, operation, fee collection, security arrangements, waste management, safety, and maintenance of markets following consultation with vendors or advocacy by vendors' associations; • women's perception of changes in security, convenience and corruption.
Women are empowered to play a greater role in decision-making in their homes and communities	<ul style="list-style-type: none"> • examples of changes in women's decision-making within the family and community organisations as a result of project activities; • changes in women's control over income (their own earnings and bank accounts, and other family income) and examples of M/W spending priorities.

⁶⁵ See the chapter on urban development (Chapter 11), which includes further indicators on local markets.

Increased male support for women's economic and human rights	<ul style="list-style-type: none"> • number of awareness-raising and training activities targeting men and boys on women's economic and human rights; • changes in men's and male leaders' perceptions of the benefits of women's economic empowerment; • changes in the gender division of labour reported by M/W (e.g., men doing domestic work or women working in non-traditional sectors).
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4. Gender equality dimension: gender capacity building

Examples of results	Example of indicators
Gender equality dimension: gender capacity building	
<ul style="list-style-type: none"> • a legal, regulatory and institutional framework to support women's enterprises and formal and informal employment for M/W; • support provided to implement equal employment opportunities legislation and policies. 	<ul style="list-style-type: none"> • gender-disaggregated data on employment and enterprise development (formal and informal) are regularly collected, analysed and reported at national level, including value chain analysis; • evidence that structural barriers to women's employment and enterprise development (formal and informal) are researched and analysed (e.g., through surveys of women employees and women entrepreneurs); • evidence that national gender equality strategies and action plans are developed and implemented to address barriers, particularly in growth sectors of the economy; • evidence that tax and other regulatory reforms are subject to gender analysis to assess their different impacts on M/W; • examples of support provided to change discriminatory legislation and policies, including for disabled M/W and other marginalized groups; • women's levels of satisfaction with the implementation and impact of laws, policies and regulations on their ability to earn an income.

5. Resources

ADB Gender and development: Project GAP.

<https://www.adb.org/what-we-do/topics/gender>. Examples of GAP in the finance sector, private sector, and enterprise development programs and projects.

2006. Gender, law, and policy toolkit. Manila.

www.adb.org/documents/gender-law-and-policy-adb-operations-tool-kit?ref=themes/gender/publications. A summary of law and policy issues and tips for addressing gender inequalities in country partnership strategies, situation analyses, project designs, targets and indicators, and loan assurances.

Association for Women's Rights in Development (AWID). Transforming women's economic power.

www.forum.awid.org/forum12/. A resource and learning hub on the AWID 2012 Forum theme of "Transforming economic power to advance women's rights and justice" including links to other sites.

International Labour Organization (ILO). Gender equality.

www.ilo.org/global/topics/equality-and-discrimination/gender-equality/lang-en/index.htm. Links to ILO's "Resource guide on gender equality in the world of work" and "Gender mainstreaming in local economic development strategies: A guide" and a range of other publications on women's economic empowerment.

WIEGO Women in Informal Employment: Globalizing and organizing.

<http://wiego.org/>. Publications, resources, and links on women's informal employment, including statistics, women's informal employment in global trade, social protection, urban development policies, and women's economic empowerment.

Results and indicators at programme and project level⁶⁷**1. Gender equality dimension: human capital**

Examples of results	Example of indicators
Gender equality dimension: human capital	
M/W benefit equally from training and technology transfer	<ul style="list-style-type: none"> number and percentage of M/W trained in sustainable production technologies, soil and water conservation, pest and disease management, animal diseases and basic veterinary services; number and percentage of M/W who received information on marketing, pricing, and value added.
Sustained social protection measures that help women, including those with disabilities, move out of poverty into sustainable livelihoods	<ul style="list-style-type: none"> number and percentage of additional M/W with access to social transfers; evidence of social protection awareness and training activities for M/W, including those in the informal sector and other vulnerable occupations.
Increased benefits for women in social insurance schemes	<ul style="list-style-type: none"> number of micro or community social insurance schemes established or supported, and the number and percentage of female and male members; evidence of the type of measures taken to ensure that poor women benefit equally from social insurance and social assistance programmes.

2. Gender equality dimension: Economic empowerment

Examples of results	Example of indicators
Gender dimension: economic empowerment	
<ul style="list-style-type: none"> increasing women's productivity in agriculture, horticulture, fisheries, forestry, livestock, post-harvest processing and marketing; improving women's access to agricultural and other services, inputs and markets⁶⁸; increased ownership of productive resources and assets by women; increased security of land and use rights for women. 	<ul style="list-style-type: none"> changes in M/W productivity; percentage of M/W income spent on food; number and percentage of poor M/W adopting new production and post-harvest technologies; number and percentage of poor M/W receiving extension services; description of the number and type of extension activities aimed at increasing the productivity of poor M/W; number and percentage of poor M/W with improved access to markets as buyers and sellers; number and percentage of poor M/W who have increased ownership of productive assets (e.g., livestock, equipment for production, storage, processing and marketing); number of women with secure tenure or use rights to land (e.g., where sole or joint ownership or use is registered on land titles).

⁶⁶ The findings and indicators in this chapter are drawn from a variety of sources, including the author and the following: AfDB (2012a); AusAID (2011d, 2012a, 2013a); CIDA (2005); Fort et al. (2001); Hunt, Kasynathan, and Yogasingham (2009) and the World Bank (2012).

⁶⁷ The results and indicators for rural development, agriculture, and food security overlap with those listed in other chapters such as transport, enterprise development, sustainable development and climate change, disaster preparedness and response.

⁶⁸ See also the results and indicators on markets in the chapters on urban development (Chapter 11) and enterprise development (Chapter 4), relating to the improvement of infrastructure and market management.

<ul style="list-style-type: none"> increased employment and business development for poor M/W; objectives achieved for women's access to financial services and credit for agricultural productivity or enterprise development. 	<ul style="list-style-type: none"> number of jobs created for poor males and females; number and percentage of M/W trained in business development, business management, or financial management; number and percentage of micro, small and medium-sized enterprises created or developed by men and women; percentage increase in the number of women engaged in viable and profitable micro and small enterprises, including evidence of increased income; number and percentage of M/W who receive credit, by type of enterprise (and profitability); proportion of credit granted to M/W; number and percentage of M/W with increased access to financial services; description of specific measures taken to increase women's access to financial services and products.
Increased employment of women in rural development agencies, especially as extension workers	<ul style="list-style-type: none"> number and percentage of M/W employed in rural development agencies and as project staff, including percentage employed as extension workers and community facilitators (e.g., in agriculture, horticulture, fisheries, forestry, livestock, agribusiness, marketing, business development and management); the number and percentage of M/W trained as extension workers each year, by sector; evidence of the type of incentives designed to recruit women, increase their capacity and offer them career development.

3. Gender equality dimension: voice and rights

Examples of results	Example of indicators
Gender equality dimension: voice and rights	
Increase in women's membership in community associations and rural producer and enterprise organisations	<ul style="list-style-type: none"> number and percentage of M/W members of community associations and organisations (e.g., irrigation, farmers', fishermen's, credit groups) and percentage of women in decision-making positions; number and percentage increase in the number of rural producer organisations and women's enterprises.
Strengthening rural women's organisations and networks	<ul style="list-style-type: none"> number of rural women's organisations that advocate for women's needs and interests to government agencies and elected representatives (e.g., as producers or consumers); number of rural women's organisations contracted to provide programme or project activities and services; number of women's self-help groups formed.
Women are empowered to play a greater decision-making role in their homes	<ul style="list-style-type: none"> examples of changes in women's decision-making on family and livelihood issues as a result of their involvement in the project; changes in women's control over income (their own and other family incomes).

4. Gender equality dimension: gender capacity building

Examples of results	Example of indicators
Gender equality dimension: gender capacity building	
<ul style="list-style-type: none"> strengthening the capacity of rural development agencies to ensure that M/W benefit equitably; more research being undertaken on increasing women's productivity. 	<ul style="list-style-type: none"> number of research projects (and proportion of research funding) aimed at increasing women's productivity in agriculture, horticulture, fisheries, forestry, livestock, post-harvest processing and marketing; evidence that constraints to women's access to resources and productive assets are documented and analysed, and that strategies are in place to address them.

5. Resources

ADB Gender and development: Project GAP.

<https://www.adb.org/what-we-do/topics/gender> - Examples of GAP for a variety of rural development projects.

2006. Gender checklist: Agriculture. Manila.

www.adb.org/publications/gender-checklist-agriculture?ref=themes/gender/publications - Covers irrigation, fisheries, ecotourism, forestry and watershed management, coastal management, integrated rural development, microfinance, agro-industry, and livestock.

World Bank. 2012. Tool kit: Gender issues in monitoring and evaluation in agriculture. Washington, DC.

www.genderinag.org/sites/genderinag.org/files/Gender%20Issues%20in%20Monitoring%20and%20Evaluation%20in%20Agriculture.pdf - Checklists and indicators for agro-enterprise development and research, extension, land administration, livestock development, watershed management, and rural finance.

World Bank, FAO, and IFAD. Gender in agriculture.

www.genderinag.org/content/gender-agriculture - Resources, tools, and information for mainstreaming gender equality.

Results and indicators at programme and project level⁷⁰**1. Gender equality dimension: human capital**

Examples of results	Example of indicators
Gender equality dimension: human capital	
Improved services that meet the different needs and priorities of M/W	<ul style="list-style-type: none"> change in access and use of services by gender and age (focusing specifically on the services targeted by the project); number of initiatives that target the needs of women and girls; level of satisfaction of M/W with service delivery, including quality, accessibility and corruption (by sector and type of delivery agency, including public-private partnerships and services contracted out to Non-Governmental Organisations - NGO).
M/W benefit equally from social protection and safety net programmes	<ul style="list-style-type: none"> number and percentage of additional M/W accessing social transfers, including women with disabilities (e.g., pensions, cash grants for health and education, other security transfers); number and percentage of M/W receiving services for disabled people (e.g., prostheses, assistive devices).
M/W in the function receive equal training as part of a programme or project	<ul style="list-style-type: none"> number and percentage of male and female civil servants trained, by type of training (e.g., vocational, technical, management, administration); number and percentage of male and female civil servants trained in national short courses and training abroad; number of training sessions specifically for women compared to those for men, by content area.

2. Gender dimension: economic empowerment

Examples of results	Example of indicators
Gender dimension: economic empowerment	
<ul style="list-style-type: none"> progress towards gender parity in the civil service; targets achieved for women's employment in the context of public sector downsizing (in specific ministries or sectors). 	<ul style="list-style-type: none"> number and percentage of male and female civil servants, including in state-owned enterprises and local government; change in the percentage of women in managerial, technical and professional positions; description of affirmative action and support measures to reduce discrimination and promote the recruitment, training and promotion of women, by sector or line ministry (e.g., recruitment criteria or targets, childcare facilities, maternity, paternity and family leave provisions, targeted training for promotion, overseas training, mentoring programmes, employment support, support for women's networks; separate sanitary facilities); number and percentage of women who have obtained a position or promotion as a result of programme/project training or other support measures, by type of employment (e.g., professional, technical, managerial, administrative, field positions); annual expenditure on training and mentoring programmes for women compared to those for men; evidence that M/W who have lost their jobs due to downsizing in the public sector or state-owned enterprises have been compensated and helped to get their jobs back.

⁶⁹ The findings and indicators presented in this chapter are drawn from a variety of sources, including the author and the following: AfDB (2006b, 2012a); AusAID (2011d, 2011e, 2013a); and UNDP (2006).

⁷⁰ The results and indicators overlap with those listed in other chapters, depending on the focus of public sector management and policy reform.

3. Gender equality dimension: voice and rights

Examples of results	Example of indicators
Gender equality dimension: voice and rights	
Women's civil society organisations supported to promote women's rights and access to gender-sensitive services	<ul style="list-style-type: none"> number of women's organisations and coalitions supported; number of other civil society organisations supported to achieve gender equality goals, including women with disabilities; description of the work undertaken by civil society to create an enabling environment for women's participation in decision-making; number of women's and other civil society organisations and networks undertaking gender budget analysis of public spending and advocating for increased spending to meet the needs of women and girls.
Strengthening the capacity of women's organisations and networks to demand quality service delivery and anti-corruption measures	<ul style="list-style-type: none"> number of civil society organisations supported to monitor service delivery, and proportion of these organisations supported that focus specifically on women's rights and access to services; number of women's organisations and other civil society organisations that monitor and advocate against corruption; number of public consultations held with M/W and women's organisations on policy formulation and review, service delivery, quality of services and percentage of M/W participating; percentage of M/W using public services who have been victims of corruption in the last 12 months.
Sexual harassment and other types of discrimination addressed in the workplace	<ul style="list-style-type: none"> evidence that anti-discrimination, equal opportunities and sexual harassment laws and policies are implemented; number of males and females, including persons with disabilities, who report sexual harassment or discrimination in the workplace each year; M/W perception of legal and institutional responses to complaints of sexual harassment and discrimination; average wages of women employed in the public sector compared to men.
Increased community awareness of women's rights and capabilities	<ul style="list-style-type: none"> evidence of changes in attitudes of M/W (including youth) on appropriate roles for women and their right to participate in governance and public administration; views of female employees in the public sector and local authorities regarding respect for their male colleagues and the community.

4. Gender equality dimension: gender capacity building

Examples of results	Example of indicators
Gender equality dimension: gender capacity building	
<ul style="list-style-type: none"> strengthening the capacity of public sector agencies to provide equitable services that meet the diverse needs of M/W; objectives achieved for the training of civil servants and local government employees. 	<ul style="list-style-type: none"> sex-disaggregated data are regularly collected, analysed and applied to improve equality between men and women, boys and girls in public service delivery; evidence that service standards are established and regularly monitored, and that they reflect the different needs, responsibilities and access to services of M/W; evidence that complaint response procedures are publicly available and accessible to women; and that complaint response standards are implemented and monitored; number of gender equality training courses developed for civil servants and local government employees, and number and percentage of women trained in these courses.

Strengthening capacity to develop and analyse gender-responsive budgets	<ul style="list-style-type: none"> • number of trainings organised with the Ministry of Finance and other ministries on gender budgeting; number and percentage of M/W trained; • number of ministries that undertake gender budget analysis, or have mechanisms in place to monitor budget allocations and expenditures for programmes targeting women; • percentage of the budget allocated to measures targeting the needs of women and girls and the promotion of gender equality, including equal employment opportunities.
Public-private partnerships offer fair benefits to M/W	Equal employment opportunity policies and practices are in place and monitored for public-private partnerships (including core labour standards, equal pay for work of equal value, occupational health and safety, sexual harassment policy and procedures, and separate sanitary facilities).

5. Resources

ADB Gender and development: Project GAP.

<https://www.adb.org/what-we-do/topics/gender> - Examples of GAP in several subsectors including sector policy reform and project loans, decentralization, rural and urban development, and social sectors.

2012. Gender tool kit: Public sector management. Manila.

www.adb.org/documents/gender-tool-kit-public-sector-management?ref=themes/gender/publications - Entry points for gender-inclusive public sector management projects and policy reform, good practice case studies, and data collection requirements for key subsectors.

United Nations Development Programme (UNDP). 2006. Measuring democratic governance. A framework for selecting pro-poor and gender-sensitive indicators. New York and Oslo.

www.undp.org/content/undp/en/home/librarypage/democratic-governance/oslo_governance_centre/governance_assessments/measuring-democratic-governance1/ - Questions to select and test indicators, data sources, and lists of indicators for several governance subsectors including public administration and reform and decentralization.

United Nations entity for gender equality and the empowerment of women (UN WOMEN).

Gender responsive budgeting. www.gender-budgets.org/ - Links to a range of resources including training manuals, tool kits, guidance notes, and sectoral resources in several languages.

Tool sheet		Identification	Formulation	Execution
1	ToR for a gender analysis from a human rights perspective - identification - PIC	X		
2	ToR for a gender analysis of a sector programme - identification	X	X	
3	ToR for a gender analysis of a sector programme - formulation		X	
4	Gender analysis from a human rights perspective of a sector programme - formulation		X	
5	Criteria for analysing the gender performance of a partner institution		X	X
6	Criteria for assessing the quality of gender analysis		X	
7	Human rights scan	X	X	
8	Gender scan	X	X	
9	Gender-sensitive logical framework		X	
10	Gender indicators		X	
11	Gender equality checklist		X	
12	Change management: ADKAR method	X	X	X
13	Stakeholder analysis	X	X	X
14	User guide and gender equality analysis grid for training courses			X
15	Evaluation of the gender performance of the project management			X
16	Rapid gender impact assessment			X
17	Assessment of rights holders by gender	X	X	X
18	Practical needs and strategic interests		X	X
19	Division of labour by gender roles		X	X
20	Resource access and control profile		X	X
21	Decision profile		X	X
22	Social card		X	X
23	Seasonal calendar		X	X
24	Daily activity clock		X	X
25	ToR for evaluations		X	X

Table 1 - List of concepts

CONCEPTS	DESCRIPTION
Equality between men and women. Gender equality	The principle of equal rights and equal treatment of M/W. This means that all human beings are free to develop their own abilities and make choices, regardless of the restrictions imposed by gender roles, and that the diverse behaviours, aspirations and needs of males and females are considered, valued, and promoted on an equal basis.
Equal treatment of men and women	Ensure that there is no direct or indirect gender discrimination.
Equal opportunities for men and women	No gender-based barriers to economic, political, and social participation.
Gender	A concept that refers to social differences between males and females that are learned, changeable over time, and widely variable both within and among different cultures.
Sex	Biological characteristics that distinguish women from men.
Gender mainstreaming	Systematic integration of gender-specific conditions, priorities and needs in all policies with a view to promoting gender equality activities or mobilising all policies and general measures for the sole purpose of achieving equality by actively and demonstrably taking into account, at the planning stage, their impact on the gender-specific situation during their implementation, monitoring and evaluation.
Gender analysis	Examination of any differences in status, needs, participation rates, access to resources and development, asset management, decision-making power and image between males and females in relation to their gender roles.
Gender impact assessment	Assessment of the discriminatory consequences of proposed actions with a view to making changes to the latter to ensure that the discriminatory effects are neutralised, and gender equality is promoted.
Positive action	Measures for a particular group to eliminate and prevent or compensate for disadvantages resulting from existing attitudes, behaviours, and structures.
Diversity	Differences in the values, attitudes, cultural frameworks, beliefs, ethnic backgrounds, sexual orientations, skills, knowledge, and experiences of each member of a group.

Source: Glossary of terms on gender equality; Ministry of Equal opportunities, Luxembourg,

Other online glossaries:

- LuxDev Intranet, resource centre: glossary of gender and development terms (EU);
- [gender equality glossary](#): The UN women learning centre glossary is an online tool that provides gender concepts and definitions structured according to UN women thematic areas. It includes gender concepts, as well as international conferences, programmes, initiatives and partnerships related to gender equality (The glossary is also available in English and Spanish);
- [glossary wallonia-Brussels federation](#);
- EIGE glossary.

List of national gender policies of partner countries

Table 1 - List of national gender policies

COUNTRY	POLICY	YEAR	REFERENCE
Burkina Faso	Burkina Faso national gender policy document	2009	https://www.oecd.org/fr/csao/donnees-et-dialogue/genre-ouest-afrique/Burkina Faso National Gender Policy of Burkina Faso 2009 EN.pdf
Cabo Verde	<i>Plano nacional de igualdade de género 2021-2025</i>	2021	https://www.governo.cv/governo-aprova-plano-nacional-de-igualdade-de-genero-com-vista-a-promocao-do-desenvolvimento-sustentavel/
El Salvador	<i>Plan nacional de igualdad 2016 - 2020</i>	2016	http://www.isdemu.gob.sv/index.php?option=com_phocadownload&view=category&id=571%3Aris-documentos2017&Itemid=234&lang=es
Laos	The fourth-five-year national plan of action on gender equality (2021-2025)	2021	https://lao.unfpa.org/sites/default/files/pub-pdf/national_action_plan_for_gender_equality_eng.pdf
Mali	Mali's national gender policy	2011	http://oit.org/dyn/natlex/docs/ELECTRONIC/103727/126165/F1367069979/MLI-103727.pdf
Myanmar	National strategic plan for the advancement of women (2013-2022 NSPAW)	2013	https://myanmar.unfpa.org/sites/default/files/pub-pdf/NSPAW2013-2022_0.pdf
Nicaragua	<i>LEY NO. 648, LEY DE IGUALDAD DE DERECHOS Y OPORTUNIDADES. Y reglamentos</i> + all that follows See IGC - Nicaragua	2008	
Niger	Niger's national gender policy	2008 revised in 2017	https://www.ilo.org/dyn/natlex/docs/ELECTRONIC/112967/141326/F1124914845/NER-112967.pdf
Senegal	National strategy for gender equity and equality 2016 -2026	2016	http://www.directiongenre.com/docs/SNEEG%202.pdf
Vietnam	The national strategy on gender equality (2011-2020)	2010	http://evaw-global-database.unwomen.org/-/media/files/un%20women/vaw/full%20text/asia/strategy%202011%20to%202020/strategy%202011%20to%202020.pdf?vs=2510

Table 1 - List of gender mechanisms

COUNTRY	MINISTRY	REFERENCE
Burkina Faso	Ministry of Women, solidarity and family	
Cabo Verde	<i>Ministra da Educação e Ministra da Família e inclusão social</i>	
El Salvador	Salvadoran institute for the development of women	
Mali	Ministry for the Advancement of women, children and the family	http://mpfef.gouv.ml/
Laos	The national commission for the advancement of women	Inter-agency mechanism with an advisory role to the government on supporting the advancement of women, gender equality, empower women and acts as the focal point to coordinate, monitor, gather information, draft and present the national reports under the CEDAW as well as the Beijing declaration and platform for action
Nicaragua	Nicaraguan women's institute ICG	
Niger	Ministry of Population, promotion of women and protection of young entrepreneurs	http://niger-gouv.org/ministeres.html
Myanmar	National commission for the advancement of women and mother-child	
Senegal	Ministry of Women and social action / directorate of gender equity and equality	http://www.directiongenre.com/
Vietnam	Ministry of Labour, invalids and social affairs	http://english.molisa.gov.vn/Pages/home.aspx
Kosovo	Agency for gender equality/office of the prime minister	https://abqi.rks-qov.net/en/lajmet

1. EU Training - DEVCO academy

- how to integrate gender and the RBA into the action document: methodology and some examples;
- resource package on gender mainstreaming in EU development cooperation, which includes: e-learning course on gender and Infrastructure and gender and justice;
- human rights: introduction to monitoring and reporting;
- introduction to business and human rights;
- introduction to economic, social, and cultural rights;
- introduction to human rights education policy impact through mapping;
- gender mainstreaming in EU development cooperation;
- gender responsive budgeting;
- how to use the DAC/OECD gender equality policy marker;
- GAP;
- gender equality and extremist religious fundamentalisms;
- gender equality improves nutritional outcomes;
- gender in agricultural and rural development;
- gender mainstreaming in agricultural and rural development.

2. Other suppliers

- I know gender (unwomen/onu femmes);
- global inequality (edX);
- gender in food and nutrition security (FAO);
- OCHRH gender elearning tool (also in French) (ITC ILO);
- add F3E, the NGO courses the world according to women etc. I mean to get out of the SNU trainings...

3. Online human rights training

- international women's health and human rights, Stanford university;
- children's human rights - An interdisciplinary introduction, university of Geneva;
- human rights for open societies, Utrecht university;
- human rights as a multidisciplinary field from history to activism, development and more, Curtin university;
- defending dignity: The universal declaration of human rights, Amnesty international;
- digital security and human rights, Amnesty international;
- international women's health and human rights, Stanford university;
- human rights activism, advocacy and change, Curtin university;
- freedom of expression in the age of globalization, Colombia university;
- human rights defenders, Amnesty international;
- water for the people: gender, human rights, and diplomacy, Colorado State university;
- social norms, social change I, Unicef;
- international human rights law, catholic university of Leuven;
- human rights: The rights of refugees, Amnesty international;
- introduction to human rights, university of Geneva.