

Module 4

INTEGRATING GENDER INTO PROGRAMME AND PROJECT CYCLE

MODULE OVERVIEW

TIME: 4h 20 min

OBJECTIVES:

- ♦ To learn about Gender Responsive Assessment Scale and different influences of projects on gender norms and stereotypes.
- ♦ To understand strategic entry points for integrating key gender dimensions into project cycle.
- ♦ To mainstream gender into project/programme cycle.
- ♦ To monitor and evaluate project using gender indicators.

MODULE OVERVIEW:

| SESSION | |
|---|--------|
| 1. Gender responsive assessment scale | 20 min |
| 2. Basic concepts | 20 min |
| 3. Problem tree analysis | 60 min |
| 4. Conduct stakeholders and gap analysis | 50 min |
| 5. Project planning phase - using "engendered" logical framework matrix | 60 min |
| 6. Constructing gender sensitive indicators | 30 min |
| 7. Developing your own programming checklist | 20 min |

MATERIALS NEEDED:

- ♦ Flip charts, markers
- ♦ Power Points PP4.0 – PP4.21
- ♦ Role pattern analysis
- ♦ Copy of Root tree analysis template (Annex 4.1)
- ♦ Stakeholder and Capacity gap analysis (Annex 4.3)
- ♦ Logical framework matrix (Annex 4.4)
- ♦ Engendered log frame matrix (Annex 4.5)
- ♦ Empty project checklist template (Annex 4.6)

GENDER RESPONSIVE ASSESSMENT SCALE (GRAS)

AIM: To get an overview of different types of projects using Gender Responsive Assessment Scale (GRAS) and get additional idea, what are the elements of gender transformative projects and programmes.

TIME: 20 min

MATERIALS NEEDED: Flip charts, markers, Power Point PP4.1

STEP BY STEP GUIDE

- Step 1 Introduce the participants with the Gender Responsive Assessment Scale (GRAS) tool, using the PP4.1 **PP4.1**
- Step 2 Read out loud different types of projects and actions and ask participants to classify them according to the GRAS tool.
- Step 3 Discuss with participant's what are the reasons they classified the project as they did.

FACILITATOR'S NOTE

| | |
|------------------------------|---|
| Gender exploitive | Takes advantage of inequitable gender norms and existing imbalances in power. Perpetuates and deepens gender inequality by reinforcing unbalanced norms, roles and relations. |
| Gender blind | Often constructed based on the principle of being “fair” by treating everyone the same. Does not consider how gender norms and unequal power relations will affect the achievement of objectives, or how the programme or policy will affect gender norms and relations. Likely to either exploit or accommodate inequitable and harmful gender norms, roles or practices, however inadvertently. |
| Gender accommodating | Considers gender norms, roles and relations, BUT does not address inequality generated by unequal norms, roles or relations (no remedial action developed). |
| Gender-specific | Intentionally targets and benefits a specific group of women or men to achieve certain policy or programme goals or meet certain needs. Often, this type of project makes it easier for women and men to fulfil duties that are ascribed to them based on their gender roles. |
| Gender transformative | Actively attempts to examine, question and change harmful gender norms and the imbalance of power between women and men as a means of reaching development and gender equality objectives. |

Inspired by: WHO, 2011; FHI360, 2010

| | |
|---|-----------------------|
| A condom ad that portrays men as sexually aggressive or promiscuous. | Gender exploitive |
| Project that expects women to participate in time-intensive development activities without compensation or direct benefit to themselves. | Gender exploitive |
| Basic education project in a community with wide gender inequalities in access to education that incorporates messages about the importance of education for girls but does not challenge the underlying gender issues that keep girls out of school. | Gender accommodating |
| A programme objective includes gender, but no activities described actually integrate gender issues. | Gender accommodating |
| A program that sensitizes health care providers to gender-related stigma and discrimination faced by men who have sex with men and transgender clients and trains the providers to provide appropriate services without stigmatizing those clients. This challenges normative thinking of health care providers, reduces gender-based stigma and mistreatment and improves health outcomes for these clients. | Gender transformative |
| Health education materials depict women and men in productive and reproductive roles. | Gender transformative |
| Engaging communities in discussions of gender inequality and its consequences for women, men, boys and girls. | Gender transformative |
| Introducing behaviour change campaigns that discourage men’s sexual risk-taking and violent and controlling behaviours, or that demonstrate the benefits of equitable partnerships between women and men. | Gender transformative |

BASIC CONCEPTS ON GENDER MAINSTREAMING WITHIN PROJECTS

AIM: To understand the project cycle and its different stages and to identify opportunity to mainstream gender into each stage.

TIME: 20 min

MATERIALS NEEDED: Flip charts, markers, Power Points PP4.2-PP4.3

STEP BY STEP GUIDE

- Step 1 Ask participants, what are differences between a programme and a project?
Note down their answers on the flipchart.
- Step 2 Make a summary of the discussion, using the PP4.2. **PP4.2**
- Step 3 Ask participants what are their experiences with projects or programmes? What is/was their role in the project (e.g. manager, programming the project, service delivery, etc.)?
- Step 3 Ask participants to describe key elements of project cycle.
- Step 4 Highlight important points, using the PP4.3. **PP4.3**

FACILITATOR'S NOTE

| PROJECT | PROGRAMME |
|---|--|
| Temporary entity established to deliver specific (often tangible) outputs in line with predefined time, cost and quality constraints. | A portfolio comprised of multiple projects that are managed and coordinated as one unit with the objective of achieving (often intangible) outcomes and benefits for the organisation. |

| Project | OR | Programme |
|-------------------|----------------|-------------------|
| Narrow | Scope | Wide ranging |
| Few/Specific | Deliverables | Many/Strategic |
| After Closure | Benefits | During and After |
| Tightly Defined | Timescale | Less Proscribed |
| Middle management | Accountability | Senior Management |

A gender sensitive and transformative project is made up of a coherent set of activities all of which are necessary to achieve results in a given timeframe and with a certain budget, whilst paying attention to the different gender roles and responsibilities of women and men.

Phases of project cycle management: Assessment & situation analysis using gender lenses, priority setting, policy and programme design (set goals or objective(s), develop activities, prepare a budget), implementation phase, monitoring and evaluation, re-plan.

PROBLEM TREE ANALYSIS THROUGH GENDER LENSES

AIM: To understand what are the immediate, underlying and root causes of the development challenges, while paying particular attention to gender equality.

TIME: 60 min

MATERIALS NEEDED: Flip charts, markers, copy of Problem tree analysis template (Annex 4.1), Excerpts from Concluding observations (example in Annex 4.2), Power Points PP4.4- PP4.8

STEP BY STEP GUIDE

- | | | |
|--------|--|-------------------------|
| Step 1 | Ask participants, if they have any experiences in situational or any other kind of analyses, which should be done as part of the project/programme design? What kind of tools they use? | |
| Step 2 | Present them with the steps of Situational analysis, using the PP4.4 | PP4.4 |
| Step 3 | Present them with the »Problem tree« analysis, using PP4.5-PP4.6. | PP4.5- PP4.6 |
| Step 4 | Divide participants into groups, and assign each group a development challenge for which they should make a problem tree analysis. Hand them blank Problem tree Analysis template (Annex 4.1). Remind them to pay attention to gender-related issues when doing that. | PP4.7 PP4.8 |
| Step 5 | If you see that participants are struggling to prepare the problem tree analysis on assigned challenge, help them out by giving them support hand-outs that you prepared beforehand (e.g. excerpts from UN Human Rights bodies Concluding observations).. | |
| Step 5 | After 30 minutes, ask them to report back to the group. | |
| Step 6 | After the presentation, ask participants, if they were paying attention to the gender dimension when they were doing the problem tree analysis. | |

FACILITATOR'S TIP

Ask the participants beforehand, what development or social challenge they would like to work on during this workshop. Try to select the challenges that will demand different types of interventions (e.g. women or men specifics, gender transformative, etc.).

When preparing a handout on the development challenge, you can help yourself out with existing documents, such as concluding observations of the Committee on CEDAW Convention (attached in Annex 4.2 as an example for Montenegro).

FACILITATOR'S NOTE

Problem tree analysis detects root causes of development/human rights problems (vertically) and their interrelatedness (horizontally and vertically). It makes distinction between:

- **Immediate causes**, which determine the current status of the problem.
- **Underlying causes**, which are often the consequence of policies, laws and availability of resources. They may reveal related complex issues and require interventions that take significant time to obtain results (at least five years).
- **Root/structural causes**, which often reveal conditions that require long-term interventions in order to change societal attitudes and behaviour at different levels, including those at the family, community and higher decision-making level.

(Adopted from UN, 2006)

Possible development challenges:

| DEVELOPMENT CHALLENGE / HUMAN RIGHTS ISSUE | POSSIBLE CAUSES | GENDER ISSUES |
|--|-----------------|---------------|
| Early drop out of school of Roma, Askhali and Egyptian children. | | |
| High prevalence of domestic violence. | | |
| Refusal to pay child maintenance. | | |

CONDUCT STAKEHOLDERS AND CAPACITY GAP ANALYSIS

AIM: To map different stakeholders and their role in solving development challenge as well as to establish gaps in their capacities to do so.

TIME: 50 min

MATERIALS NEEDED: Flip charts, markers, Stakeholder and capacity gap analysis (Annex 4.3), Power Points PP4.9-PP4.11

STEP BY STEP GUIDE

- Step 1 Present participants with the template of Stakeholder and capacity gap analysis (Annex 4.3), explaining them the questions to be asked using PP4.9 **PP4.9**
- Step 2 Guide participants through possible gaps in capacities of different stakeholders, using PP4.10. **PP4.10**
- Step 2 Ask them to, still working on their previous development/human rights challenge, select some of the key stakeholders linked to the challenge and assess their capacity to contribute to solving the development/human rights challenge. **PP4.11**
- Step 3 Remind them to apply gender lens at all levels of the analysis.
- Step 4 Ask them to report back to plenary in 30 minutes.

FACILITATOR'S NOTE

The Role Pattern analysis helps to answer the following questions:

- ♦ Who is being affected? Who is our target group? What are capacities to improve their situation? What is their access to information, or capacity to organize and participate, advocate claims and policy change, as well as obtain redress?
- ♦ Who are the stakeholders that should be involved in the solving of the problem? Do they have capacity to engage in this? If not, what kind of capacity are they lacking?

Different levels of capacities and gaps in capacities:

- ♦ **Responsibility/motivation/commitment/leadership** refers to whether responsible stakeholders recognize their roles in order to carry out their obligations and redress the current situation.
- ♦ **Authority** means if responsible stakeholders, individuals or groups, feel or know that they can take action (e.g. laws, formal and informal norms and rules, tradition and culture largely determine what is or is not permissible).
- ♦ **Access to and control over resources**, which include human resources (skills, knowledge, time, commitment, etc.), economic resources and organizational resources, etc.

Adopted from UN, 2006

PROJECT PLANNING PHASE – USING GENDER BLIND LOGICAL FRAMEWORK

AIM: To get hands on experiences with project planning, including setting gender sensitive goals and activities, using engendered Logical Framework.

TIME: 100 min

MATERIALS NEEDED: Flip charts, markers, Logical framework matrix (Annex 4.4), Engendered logical framework matrix (Annex 4.5), Power Points PP4.11-PP4.16

STEP BY STEP GUIDE

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|--------|--|--------------------------------|
| Step 1 | Introduce the participants with the logical framework matrix using the PP4.11-PP4.12. Give them an empty logical framework matrix template. | PP4.11 PP4.12 |
| Step 2 | Introduce participants with the key components of the logical framework (project intervention design), using PP4.13. | PP4.13 |
| Step 3 | Ask them to construct a basic project aiming to redress the development problem they were working on in previous exercises, using the data from the root tree and capacity gap analysis. They should only fill in the first column of the log frame (goals, objectives, activities). | |
| Step 4 | After 20 minutes, ask participants to present their project at the plenary session. | |
| Step 5 | When presenting, ask each group, in what way they applying the gender lens when preparing the project matrix (e.g. their goals, specific objectives, when constructing activities). | |
| Step 6 | Present participants with the “Engendered log frame” asking them to adjust the log frame they were working on to engendered log frame, if necessary. | PP4.14 |
| Step 7 | After 10 minutes, ask them to present the necessary changes. | |
| Step 8 | Continue with the explanation of intervention logic of log frame (activities, means/inputs and assumptions), using the PP4.15 – PP.4.16. | PP4.15 PP4.16 |
| Step 9 | Ask participants to briefly fill in these parts of the log frame for the project they have been working on. | |

FACILITATOR'S NOTE

The Logical Framework planning matrix is often used as a project planning tool. The log frame provides a way of checking whether the project has been well designed and whether it facilitates monitoring and evaluation.

The project intervention logic, as defined in a logical framework is as follows:

OVERALL GOAL: What issues or problem is the project trying to address?

SPECIFIC OBJECTIVE/PROJECT OBJECTIVE: What are you intending to achieve with this project?

THE EXPECTED RESULTS / OUTPUTS: What are the particular results (outputs) needed to achieve the objective of the project? What are the benefits that the implementation of the project activities will bring?

ACTIVITIES: What tasks need to be done in order to achieve the expected results?

NEEDED MEANS /INPUTS: What means (or inputs) are needed in order to carry out listed activities?

ASSUMPTIONS/EXTERNAL FACTORS: What external factors (outside your control) could affect the project implementation or prevent work from progressing?

CONSTRUCTING GENDER SENSITIVE INDICATORS

AIM: To refresh the knowledge and understanding of indicators, including constructing gender –sensitive indicators.

TIME: 30 min

MATERIALS NEEDED: Flip charts, markers, Power Points PP4.17-4.20

STEP BY STEP GUIDE

| | | |
|--------|--|---------------------------|
| Step 1 | Ask participants what are indicators. | |
| Step 2 | Arrange them in groups; give each group a sign TRUE or FALSE. | PP4.17 |
| Step 3 | Ask each group to raise a sign TRUE, if they believe that the statement that you will be reading out loud is TRUE or sign FALSE, if they believe that the statement is FALSE. | |
| Step 4 | If the statement is FALSE, ask participants why they think it is FALSE. | |
| Step 5 | Follow up with the presentation of gender indicators, using PP4.18 – 4.19 | PP4.18- PP4.19 |
| Step 6 | Ask participants to construct indicators to measure achievement of goals, specific objectives and results of the project they designed (filling in the second column of the log frame). | PP4.20 |
| Step 7 | After 20 minutes, ask them to present the indicators. | |
| Step 8 | When presenting, ask each group, how they were applying the gender lens, when constructing the indicators. Ask them, if they believe they have constructed gender sensitive indicators. If not, ask them, how the gender sensitive indicators would look like. | |
| Step 8 | Present the group with the full engendered logical framework matrix, asking them to upgrade their log frame, following the instructions from the engendered log frame, if necessary. | |

FACILITATOR'S NOTE

TRUE OR FALSE?

| | |
|--|-------|
| Sex-disaggregated statistics provide facts only about women while giving clear numbers of only women in given population. | FALSE |
| Indicator can be an opinion used to signify changes in specific conditions or progress towards particular objectives. | TRUE |
| A gender indicator measures gender-related changes over time. | TRUE |
| "% of women members of the steering committee actively taking part in the decision-making processes of the committee" is quantitative indicator. | FALSE |
| "% women members of the steering committee" is a quantitative indicator. | TRUE |
| Gender indicator can measure the outcomes of a particular policy, programme or activity for women and men. | TRUE |
| Quantitative indicators are politically neutral. | FALSE |

| QUANTITATIVE | QUALITATIVE |
|---|---|
| <p>Refers to the number and percentage of women, men or organisations involved in or affected by any particular group or activity.</p> <p><i>Quantitative data can show changes in gender equality over time – for example, a well-used quantitative indicator is the number of girls in school compared to boys.</i></p> | <p>Not enough to know women are participating in an activity – the quality of their participation and experiences are vital.</p> <p><i>Qualitative methodologies capture people’s experiences, opinions, attitudes and feelings – for example women’s experiences of the constraints or advantages of working in the informal sector, or men’s and women’s views on the causes and consequences of domestic violence.</i></p> |
| <p>Draw on the sex disaggregated data systems and records that have been examined during processes of policy or project planning.</p> | <p>Focus group discussions, social mapping tools, surveys measuring perceptions and opinions.</p> |
| <p>Usually include some element of target settings.</p> | <p>Often there is a need for a base-lined data to be constructed.</p> |
| <p><i>Example: % of women members of the steering committee.</i></p> | <p><i>Example: % of women members of the steering committee actively taking part in the decision-making processes of the committee.</i></p> |

Gender sensitive indicators:

- ♦ Measure and monitor the achievements of expected results.
- ♦ Address the gender gaps and inequalities you are seeking to redress.
- ♦ Require the collection of data, disaggregated by sex, as well as by age and socio-economic and ethnic groups.
- ♦ They are realistic, meaningful, time bound.
- ♦ They are quantitative and qualitative.

DEVELOPING YOUR OWN GENDER PROGRAMING CHECK LIST

AIM: To summarise learned content by developing Check list for integrating gender into project/programme cycle.

TIME: 20 min

MATERIALS NEEDED: Empty project checklist template (Annex 4.6), Full project checklist template (Annex 4.7), Power Point PP4.21

STEP BY STEP GUIDE

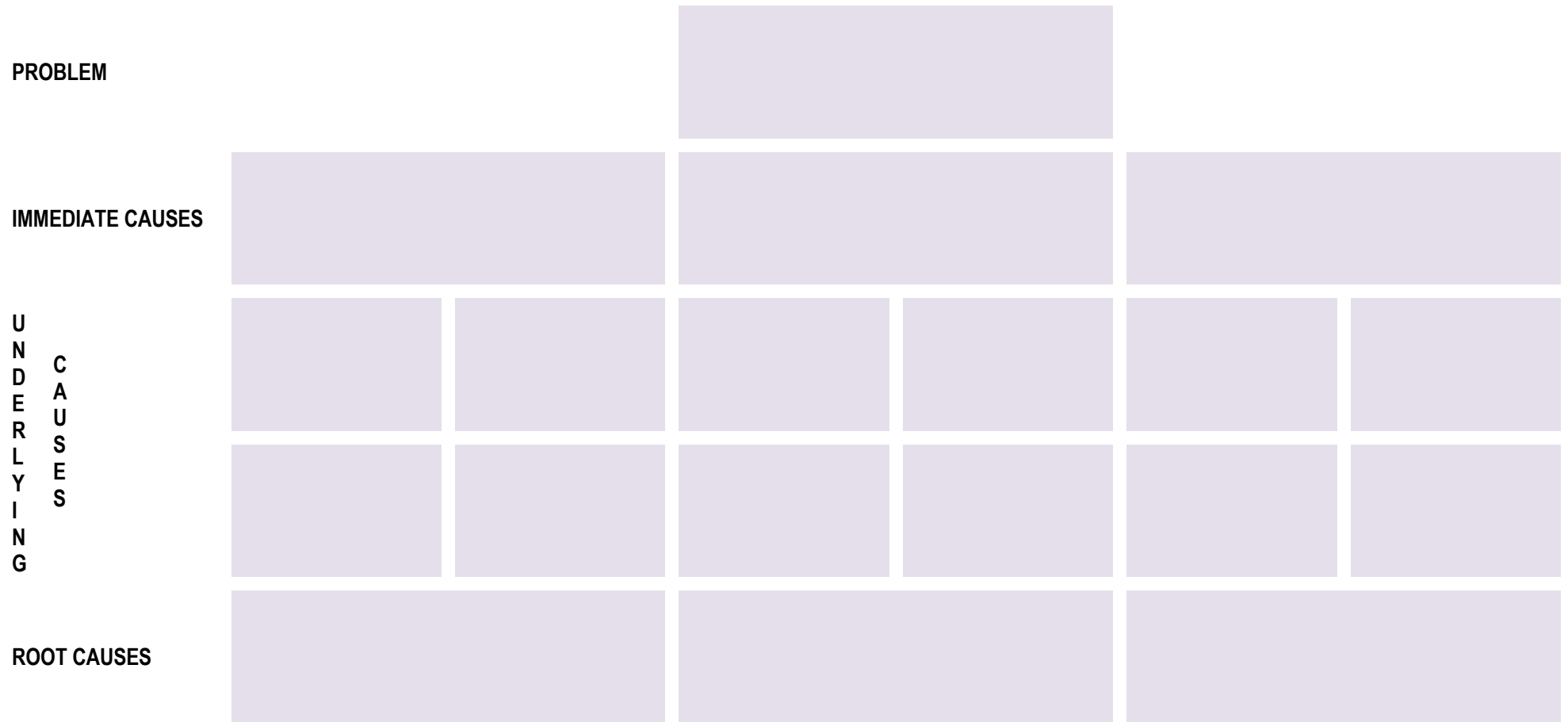
- Step 1 Project the empty Project checklist template (Annex 4.6).
- Step 2 Going from one phase of project cycle to another, ask participant to jointly fill the elements that they or their programming colleagues should consider in order to integrate gender into the project cycle.
- Step 3 Fill in the template, as participants share their ideas.
- Step 4 Lead the participant in a way, to include in their checklist also the elements listed in the Full project checklist template (Annex 4.7).

PP4.21

FACILITATOR’S TIP

Use the Annex 4.7 (Full project checklist template) as a reference point, which elements might be relevant to include into the checklist.

ANNEX 4.1: PROBLEM TREE ANALYSIS



ANNEX 4.2: EXCERPTS FROM CONCLUDING OBSERVATIONS OF THE COMMITTEE ON CEDAW FOR MONTENEGRO

Violence against women

18. While noting the adoption of the Law on Protection from Family Violence, the Committee is concerned about the high incidence of domestic and sexual violence against women and girls; its underreporting; the lack of prosecutions, the limited use of protection orders; the lenient sentences imposed on perpetrators; the fact that marital rape is subject to private rather than ex officio prosecution; the absence of State-run shelters and psychosocial rehabilitation; the limited support for NGOs providing assistance to women victims of violence; and the lack of research and disaggregated data on violence against women.

19. Recalling its general recommendation No. 19 (1992) on violence against women, the Committee urges the State party to:

(a) Ensure that all reports of domestic and sexual violence against women and girls are effectively investigated and that perpetrators are prosecuted and sentenced commensurate with the gravity of their crimes;

(b) Provide mandatory training to judges, prosecutors and police officers on standardized procedures for dealing with victims in a gender-sensitive manner and on the application of protection orders under the Law on Protection against Family Violence, expedite the adoption of implementing regulations under the Law and identify any gaps in the application of protection orders in criminal proceedings;

(c) Provide adequate assistance and protection to women victims of violence, in particular psychosocial rehabilitation and an adequate number of shelter facilities funded by the State party, as well as funding for NGOs that assist victims;

(d) Conduct research and collect comprehensive statistical data on violence against women, disaggregated by sex, age and relationship between the victim and perpetrator and carry out an in-depth analysis of the research and statistical data and utilize them to design policies and measures to combat violence against women; and

(e) Set a time frame for ratifying the Council of Europe Convention on preventing and combating violence against women and domestic violence (2011).

Education

24. The Committee notes with concern that women and girls are underrepresented in traditionally male-dominated fields of studies, including in postgraduate programmes, such as engineering and information technology, and that they are concentrated in traditionally female-dominated fields.

25. The Committee recommends that the State party intensify efforts aimed at diversifying academic and vocational choices for women and men and take further measures to encourage women and men to choose non-traditional fields of education and careers.

26. While noting the State party's efforts to include Roma, Ashkali and Egyptian children in formal education, the Committee is concerned about the low enrolment and high dropout rates of Roma, Ashkali and Egyptian girls at the primary and secondary levels, patriarchal attitudes of their parents towards education of girls, as well as reports on gaps in the quality of education provided in schools in Roma, Ashkali and Egyptian majority areas and racial discrimination, abuse and harassment of Roma, Ashkali and Egyptian girls and boys by children and teachers who are not Roma, Ashkali and Egyptian. It also notes with concern the extremely low number of Roma, Ashkali and Egyptian women and girls in higher education.

27. The Committee recommends that the State party:

(a) Adopt further temporary special measures, in accordance with article 4, paragraph 1, of the Convention and the Committee's general recommendation No. 25, to increase enrolment and completion rates of Roma, Ashkali

and Egyptian girls and boys, as well as the participation of Roma, Ashkali and Egyptian women and girls in higher education;

(b) Train and recruit more Roma, Ashkali and Egyptian teachers, including women, allocate sufficient resources for improving the quality of education in schools in and around the Konik refugee camps, and intensify efforts to integrate Roma, Ashkali and Egyptian children into local schools;

Provide mandatory training to teachers who are not Roma, Ashkali and Egyptian on their obligations to report incidents of abuse and harassment of Roma, Ashkali and Egyptian girls and boys and to refrain from such acts;

(d) Continue raising awareness among Roma, Ashkali and Egyptian families about the importance of education for the life and career prospects of girls and provide further incentives to those parents to send their daughters to school.

SINGLE MOTHERS

Family benefits

32. The Committee is concerned about the low levels of family benefits and the lack of support programmes for single mothers and their children, who are specifically vulnerable to discrimination and abuse.

33. The Committee calls on the State party to:

(a) Increase, regularly review and adjust the levels of family benefits for single mothers to ensure an adequate standard of living for them and their children; and

(b) Adopt targeted measures and programmes to economically empower single mothers and ensure that they and their children have adequate and affordable access to housing, education, professional training, health care and cultural life, and protect them against discrimination and abuse.

Full document available at: <http://www.ohchr.org/EN/HRBodies/CEDAW/Pages/CEDAWIndex.aspx>.

ANNEX 4.3: STEAKHOLDER & CAPACITY GAP ANALYSIS

| Group in target (right's holders) | Problem they face (women's rights issue?) | Practical & strategic needs Their capacity to overcome the situation (claim their rights) |
|---|---|--|
| Stakeholders (Duty bearer's involvement) | What they should be doing? (obligations) | Why they are not doing this? (Gaps in capacities) |
| Stakeholder 1 | | |
| Stakeholder 2 | | |
| ... | | |
| | | |

ANNEX 4.4: LOGICAL FRAMEWORK FOR THE PROJECT

| | Intervention logic | Objectively verifiable indicators of achievement | Sources and means of verification | Assumptions |
|---------------------------|--|---|---|---|
| Overall objectives | <i>Please list them and number them. What are the overall broader objectives to which the action will contribute? O1 – "Title of objective 1" O2 – Title of objective 2"</i> | <i>Please indicate a target value for each indicator in this column whenever possible. What are the key indicators related to the overall objectives?</i> | <i>Please list the sources of verification for each indicator. What are the sources of information for these indicators?</i> | |
| Specific objective | <i>What specific objective is the action intended to achieve to contribute to the overall objectives? SO – "Title of the specific objective"</i> | <i>Which indicators clearly show that the objective of the action has been achieved? Please list the indicators as follows: SO. "Indicator 1" : target value SO. "Indicator 2" : target value ...</i> | <i>What are the sources of information that exist or can be collected? What are the methods required to get this information?</i> | <i>Which factors and conditions outside the Beneficiary's responsibility are necessary to achieve that objective? (external conditions) Which risks should be taken into consideration?</i> |
| Expected results | <i>Results are the outputs/outcomes helping to achieve the specific objective. What are the expected results? R1 – "Title of result 1" R2 – Title of result 2"</i> | <i>What are the indicators to measure whether and to what extent the action achieves the expected results? Please list the indicators for each result, as follows: 1.1 "Indicator 1" : target value (R1) 1.2 "Indicator 2" : target value (R1) 1.3 2.1 "Indicator 1" : target value (R2) 2.2 "Indicator 2" : target value (R2) ...</i> | <i>What are the sources of information for these indicators? Ex: Source 1 (Indicator 1.2, 2.3 etc) Or Indicator 1.1: source 1 Indicator 1.2: source 1 ...</i> | <i>What external conditions must be met to obtain the expected results on schedule?</i> |
| Activities | <i>What are the key activities to be carried out, to produce the expected results? (Group the activities by result and number them as follows: A1.1 – "Title of activity 1" (R1) A1.2 – Title of activity 2" (R1) (sub activities may also be created A1.2.1 etc) A2.1 – "Title of activity 1" (R2) A2.2 – Title of activity 2" (R2)</i> | Means: <i>What are the means required to implement these activities, e. g. staff, equipment, training, studies, supplies, operational facilities, etc.</i> | <i>What are the sources of information on action progress? Costs What are the action costs? How are they classified? (Breakdown in the Budget for the Action)</i> | <i>What preconditions must be met before the action starts? What conditions outside the Beneficiary's direct control have to be met for the implementation of the planned activities?</i> |

Source: European Commission

ANNEX 4.5: ENGENDERED LOGICAL FRAMEWORK FOR THE PROJECT

| | Intervention logic | Objectively verifiable indicators of achievement | Sources and means of verification | Assumptions |
|---------------------------|---|---|--|--|
| Overall objectives | <p><i>What are the overall broader objectives to which the action will contribute?</i></p> <p>Has the gender been accounted in the analysis and is reflected in the overall goal?</p> | <p><i>What are the key indicators related to the overall objectives?</i></p> <p>Do gender relations in any way influence the project goal?</p> <p>Are indicators gender responsive – tracking possible changes for men and women?</p> | <p><i>What are the sources of information for these indicators?</i></p> <p>What measures can verify achievement of the gender-responsive goal?</p> <p>Is the data for verifying the goal sex-disaggregated and analysed in terms of gender?</p> | |
| Specific objective | <p><i>What specific objective is the action intended to achieve to contribute to the overall objectives?</i></p> <p>Is the project objective gender responsive?</p> | <p><i>Which indicators clearly show that the objective of the action has been achieved?</i></p> <p>Does the objective measure changes for men and women? Boys and girls?</p> <p>Are the indicators sex-disaggregated?</p> | <p><i>What are the sources of information that exist or can be collected? What are the methods required to get this information?</i></p> <p>What measures can we use to verified gender-responsive objective?</p> <p>Is the data for verifying the project specific objective sex-disaggregated and analysed in terms of gender?</p> | <p><i>Which factors and conditions outside the Beneficiary's responsibility are necessary to achieve that objective? (external conditions) Which risks should be taken into consideration?</i></p> <p>What are the important external factors necessary for attaining the gender responsive objective?</p> |
| Expected results | <p><i>Results are the outputs/outcomes helping to achieve the specific objective. What are the expected results?</i></p> <p>Are the results and distribution of results/benefits of the project taking gender roles and relations into account?</p> | <p><i>What are the indicators to measure whether and to what extent the action achieves the expected results?</i></p> <p>Are indicators set to verify whether project results/benefits are distributed among women as well as men?</p> <p>Do they account for different “types” of women (and men) engaged in or affected by the project?</p> | <p><i>What are the sources of information for these indicators?</i></p> <p>Is the data for verifying project outputs sex-disaggregated and analysed terms of gender?</p> <p>What gender analysis tools will be used (e.g., mix and single-sex focus groups)?</p> | <p><i>What external conditions must be met to obtain the expected results on schedule?</i></p> <p>What are the important external factors necessary for achieving project results (specifically them for women)?</p> |

Continued...

Continued...

| | Intervention logic | Objectively verifiable indicators of achievement | Sources and means of verification | Assumptions |
|-------------------|---|--|--|--|
| Activities | <p><i>What are the key activities to be carried out, to produce the expected results?</i></p> <p>Are gender issues clarified in the implementation of the project (e.g. can you see from the proposal that gender dimension of the project has been taken into account)?</p> <p>Is project taking into account different needs of women/men, boys/girls?</p> <p>Are activities designed in a way to have a transformative effect on gender? Are they tackling the gender norms?</p> <p>Are activities designed in a way to offer equal opportunities for participation and benefiting from project for both sexes?</p> <p>Are activities included to reach and involve the most-difficult-to reach members of the beneficiaries (taking in the account gender dimension)?</p> | <p>Means:</p> <p><i>What are the means required to implement these activities, e. g. staff, equipment, training, studies, supplies, operational facilities, etc.</i></p> <p>Do project beneficiaries/target groups have to contribute anything to the project (e.g. time, services, skills, knowledge, etc.)?</p> <p>Are contributions of beneficiaries accounted for women as well as men?</p> | <p><i>What are the sources of information on action progress?</i></p> <p>Costs</p> <p><i>What are the action costs? How are they classified? (Breakdown in the Budget for the Action)</i></p> <p>Is there adequate budget available to make sure that we can reach and involve in the project most difficult to reach groups?</p> | <p><i>What preconditions must be met before the action starts? What conditions outside the Beneficiary's direct control have to be met for the implementation of the planned activities?</i></p> <p>What are the important external factors necessary for implementing the activities, and ensuring the continued engagement of male/female participants in the project?</p> |

Adopted from: WHO, 2011; International Federation of Red Cross and Red Crescent Societies, 2003

ANNEX 4.6: EMPTY PROJECT CHECKLIST TEMPLATE

| | STAGE OF PROJECT CYCLE | ATTENTION TO GENDER |
|----|--|---------------------|
| 1. | Assessment & situation analysis using gender lens Priority setting | |
| 2. | Policy and programme design – Set goals or objective(s) Set expected results of the project. – Develop activities – Prepare a budget – Compose a team | |
| 3. | Implementing activities | |
| 4. | Monitoring and evaluation | |

ANNEX 4.7: FULL PROJECT CHECKLIST TEMPLATE

| | STAGE OF PROJECT CYCLE | ATTENTION TO GENDER |
|----|--|--|
| 1. | <p>Assessment & situation analysis using gender lens</p> <p>Priority setting</p> | <p>Was <u>gender analysis</u> carried out?</p> <p>Was gender taken into account in other forms of analysis, such as situational analysis, analysing of project relevance, feasibility/viability and sustainability?</p> <p>Were <u>disaggregated data</u> (sex, age, ethnicity ...) used through the analysis?</p> |
| 2. | <p>Policy and programme design</p> <ul style="list-style-type: none"> – Set goals or objective(s) Set expected results of the project. – Develop activities – Prepare a budget – Compose a team | <p>Is gender incorporated into the <u>intervention design</u> (overall goal, specific objectives, expected results, activities)?</p> <p>Does the <u>target population</u> purposely include both women and men? If not, why?</p> <p>Did both, man and women, participate in setting project intervention design?</p> <p>Are the <u>results</u> and project benefits taking gender roles and relations into account? Will they affect the relative status of men and boys, women and girls (including possible unintentional positive and negative outcomes)?</p> <p>Are <u>activities</u> planned in a way to identifying affirmative actions to favour gender equality and equity or to challenge existing harmful gender norms, roles, behaviours and structures and to promote the equitable participation of women and men in programs as appropriate?</p> <p>Are sufficient <u>funds</u> allocated to address particular needs of women and man and to put in place specific measures to increase women's and man's meaningful participation?</p> <p>Does the <u>project team</u> consist of both male and female team members at all decision making levels, including project management positions?</p> <p>Is the <u>project team</u> gender sensitive/ competent in gender and/or will they be trained in this area?</p> |
| 3. | Implementing activities | <p>Are there any mechanisms in place to ensure that <u>programme implementation</u> will uphold the principles of gender equality, such as gender-sensitive codes of conduct for implementing the project?</p> <p>Are there any factors that may inhibit women's and man's full <u>participation</u> in the project? Are measures in place to overcome them and create equal opportunities to access the project benefits?</p> <p>Do methods or strategies for delivering programmes, including communication, reinforce or uphold existing stereotypes about different groups of men and women?</p> <p>Do women and men participated equally in the implementation stage – both as beneficiaries/target groups and as programme staff members?</p> |
| 4. | Monitoring and evaluation | <p>Are <u>indicators</u> disaggregated by sex, age, ethnicity, etc. (where appropriate)?</p> <p>Are <u>gender-sensitive indicators</u> used? Do they indicate the gender gap, differences between gender (if relevant), differentiated situation of women and men, different the impact of the project on women and men ... ?</p> |

Are the means of verification gender-sensitive? Will available baseline data be adequate to measure changes for men and women/changes in gender relations?

Have women and men participated equally in the monitoring and evaluation stages – both as beneficiaries and as programme staff members?

Is the evaluation team gender-sensitive or familiar with gender issues?
Is there a gender specialist?

Does the evaluation Terms of Reference include gender? If so, how?

Do monitoring and evaluation reports illustrate if and how the project has contributed to changing gender power structures and societal relationships?

Is gender analysis present in each section of the monitoring and evaluation report? Are gender criteria used to assess feasibility, effectiveness, relevance and sustainability?

Are gaps and successes made visible in regard to gender approach incorporation? Are specific recommendations made in this regard?

Inspired by: FHI 360, 2010; WHO, 2011; UNDP, 2007; ICIMOD, 2009.