Programmes and projects are more likely to succeed when their socio-economic context, including relevant gender roles and inequalities, are taken into consideration.[i]

GENDER RESPONSIVE ASSESSMENT SCALE (GRAS): a tool for assessing gender responsiveness of projects, programmes and policies[ii]

Gender Responsive Assessment Scale (GRAS) is a tool used by WHO and different NGOs (e.g. FHI360) for assessing how gender responsive are projects and programmes. According to this classification, they can be:
- Gender-exploitative
- Gender-blind
- Gender-accommodating
- Gender-specific
- Gender-transformative

Gender-exploitative projects

Gender-exploitative projects are projects or actions, which take advantage of inequitable gender norms and existing imbalances in power. Often they privilege men over women (or vice versa) and perpetuate and deepen gender inequality.
Example:
- A condom ad that portrays men as sexually aggressive or promiscuous exploits harmful norms related to men's sexuality in order to sell condoms.
- Project that expects women to participate in time-intensive development activities without compensation or direct benefit to themselves.

Gender blind

Gender blind refers to the projects and programs that do not consider how gender norms and unequal power relations will affect the achievement of objectives, or, vice versa, how the programme or policy will affect gender norms and relations. This type of projects are often based on the principle of being "fair" by treating everyone the same, however by doing this projects can often either exploit or accommodate inequitable and harmful gender norms, roles or practices.
Example:
- The health care system cannot respond to the needs of people living with HIV and recommends a programme based on home care.

Gender-accommodative

Gender accommodating projects acknowledge the role of gender norms and inequalities; however, although indicating gender awareness, they do not address inequality generated by unequal norms, roles or relations or transform those norms and relations.
Example:
- Basic education project in a community with wide gender inequalities in access to education that incorporates messages about the importance of education for girls in their community mobilization activities, but does not challenge the underlying gender issues that keep girls out of school.
- A programme objective includes gender, but no activities described actually integrate gender issues.

Gender-specific

Gender specific projects consider women's and men's specific needs and intentionally targets and benefits a specific group of women or men to achieve certain policy or programme goals or meet certain needs.
Example:
- An awareness campaign promotes measures to prevent malaria among male farmers.
- A water supply policy establishes a mechanism to provide taps close to villages so that women will not have to walk as far to fetch water.
- Supporting girls' and women's empowerment (especially economic empowerment) so that they can better advocate for their rights.

Gender transformative

Gender transformative projects actively attempt 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. The objective is often to promote gender equality and includes strategies to foster progressive changes in power relationships between women and men.
Example:
- A food security project that engages female and male advocates for women farmers' land use rights in a context where women lack rights to own or inherit land.
- Women and men are consulted in project planning, advisory committees and community meetings related to establishing a malaria control programme.
- Health education materials depict women and men in productive and reproductive roles.
- Incorporating safe-sex negotiation and communication skills training emphasizing equitable relationships between women and men.

At a minimum, planning and programme design processes should be gender aware. However, in order to address the historical injustices and achieve gender equality and equity, both, the gender-specific and gender-transformative strategies are needed, which respond to practical and strategic gender needs revealed through gender analysis. In no circumstances should the project be gender-exploitative.

INTEGRATING GENDER INTO PROJECT/PROGRAMME CYCLE

PROJECT vs PROGRAMME

A project is a temporary entity established to deliver specific (often tangible) outputs in line with predefined time, cost and quality constraints.

A programme is 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 organization.

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 responsive 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. [iii]

INTEGRETING GENDER INTO THE PROJECT CYCLE – ENTRY POINTS

Gender mainstreaming means that gender dimension is systematically integrated into every step of the process, from defining the problem, identifying potential solutions, to the methodology and approach to implementing the project, stakeholders analysis and the choice of partners, defining the objective, expected results and activities, as well as in the composition of the implementation and management team, budgeting, monitoring and evaluation (M&E) process.[iv]

Gender should be integrated into every stage of project or programme cycle, including in:
- Situation/gender analysis and project priority making
- Policy and programme design
    - Defining the scope, vision and target audience
    - Setting goals or objective(s)
    - Developing activities
    - Preparing a budget
- Implementing activities
- Monitoring and evaluation
- (Re)planning

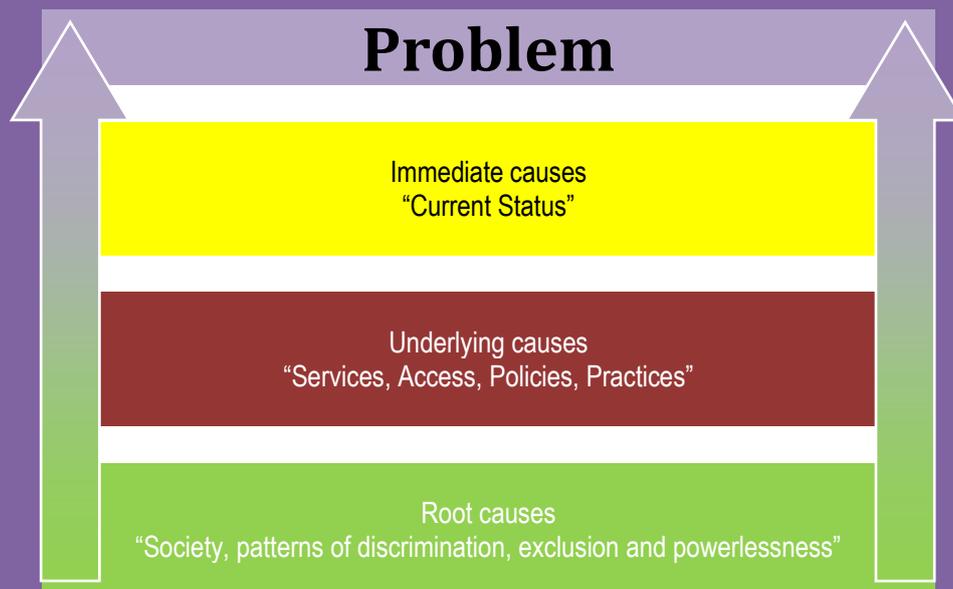# INTEGRAING GENDER INTO SITUATIONAL ANALYSIS

The motivation to formulate a project is often to address a specific problem. Any proposed project should be reviewed from a range of perspectives to inform and shape the design and planning of the most appropriate strategies and interventions to address the problem; in this regard consideration of gender perspectives, ideally in the shape of gender analysis, should be part of a broader review of policies, institutions, socio-economic and cultural issues linked to project planning. Ideally, they should be best applied at the earliest possible stage of a programme.

DEFINING THE STRATEGIES TO ADDRESS THE PROBLEM - INTEGRATING GENDER INTO TREE PROBLEM ANALYSIS

If separate gender analysis cannot be done, than it is necessary to integrate gender into the existing broader situational or similar analysis, which is used to define the causes of the problem and the best areas of intervention. This could be problem tree analysis and/or role pattern analysis.

PROBLEM TREE ANALYSIS

Problem tree analysis detects root causes of development or human rights problems and shows the interrelatedness and complexities of different levels of these problems. It can be applied as a first step, aiming to understand the root, underlying and immediate causes of development challenge, including gender roles and patters of inequalities.

Problem

Immediate causes
"Current Status"

Underlying causes
"Services, Access, Policies, Practices"

Root causes
"Society, patterns of discrimination, exclusion and powerlessness"

PROBLEM TREE ANALYSIS *What a problem tree analysis reveals?*	ENGENDERED PROBLEM TREE ANALYSIS *What to ask to apply a »gender lens« to problem tree analysis?*
Immediate causes determine the current status of the problem.	Does problem equally affect men and women? Are any individuals or groups that are more affected?
Underlying causes 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).	Are policies, laws, availabilities of resources, etc. Having equal effects on man and women?
Root/structural causes 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.	Are gender norms and relations one of the root causes of the problem?

Source: United Nations, 2006, own adaptations.

A USEFULL TIP! All the statements of the problem tree analysis must be first written in negative terms. This will give you a problem tree in which a cause and effect relationship operates from the bottom to the top. Then, if changing the wording of each item into positive terms, this will change the *problem tree* into an *objective or results tree* that could be used when filling in the logical framework.[v]

SIMPLIFIED STEAKHOLDERS AND CAPACITY GAP ANALYSIS

By using the information gained by Problem tree analysis, we can identify key stakeholders responsible for addressing the identified problem or in a position to change the situation.

The findings from the Problem tree analysis, can helps to answer the following questions:
- Who is being affected? Who is our target group? What are their potential and capacity 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?

Using the *capacity gap analysis*, we can identify and asses actual capacities to act and address the problem, including assessing constrains as well as needs of different stakeholders to change the current status quo.

The capacities or lack of those can be classified as follows:
- **Lack of resources** – such as financial (tax base, budget priorities) or human resources (skills, knowledge and institutional capacity), organisational resources, etc.
- **Lack of authority** (the legitimacy of an action) - individuals or groups feel or know that they can take action; this entails legal, moral, or cultural rules and norms, including gender norms; these rules and norms largely set what is or is not permissible and who has authority to do something about it.
- **Lack of responsibility** – not accepting responsibility or acknowledging the role in addressing the challenges and/or demonstrating no political commitment to doing so.
- **Lack of coordination among levels and sectors.**[vi]

The analysis will indicate the strategies necessary to achieve change.

A PARTICIPATORY APPROACH

Ideally, analysis of any kind should be carried out in a participatory manner, gaining the views of range of stakeholders and seeking their feedback on the conclusions of the analysis. Whenever possible, the views of women and man, girls and boys of different ages, with and without disabilities, and from different ethnic groups, geographic locations and socio-economic situations should be taken into account. [vii]

INTEGRATING GENDER IN PROGRAMME/PROJECT PHASE

The gender perspective needs to be taken into account when formulating the project, making sure that women and men are not disadvantaged by the project activities at the minimum, and ideally, identifying priority areas to increase equality between women and men.

Designing programmes and policies – using engendered logical framework[viii]

Today, most funders, in their requests for proposals, are asking to consider and include gender as a cross-cutting issue and to integrate the gender considerations throughout the proposal.[ix] More and more donors and funders, including European Union, are also requesting to plan a project using the logical framework – a tool for planning and managing development projects.

The **engendered logical frame** can help project planners to design and present key project components and information in a clear, concise, logical and systematic way, while identifying and integrating gender consideration through all stages of the planning process.

A general logical frame summarises, and in a standard format helps to present:[x]
- What the project is going to achieve?
- What activities will be carried out to achieve its results (outputs) and specific objectives (purpose)?

- What resources (inputs) are required?
- What are the potential problems, which could affect the success of the project?
- How the progress and ultimate success of the project will be measured and verified?

> Logical framework is a convenient logical summary of the key factors of the project; however it is not intended to show every detail of the project, or to limit the scope of the project.[xi]

The following elements are integral part of the logical frame - make sure they are gender sensitive:

OVERALL GOAL: What issues or problem is the project trying to address? The goal may be beyond the reach of this project on its own.
Example: To increase literacy among young women and men, boys and girls in the X region.

> Ideally, in all the goals, we should avoid portraying beneficiaries/target group as one group (e.g. instead of school children, use boys and girls of a school age).
>
> Furthermore, even when gender is not reflected in the objectives and expected results, they should, at least to some extent, contribute to reducing gender inequalities and addressing gender issues.
>
> Equally, the gender dimension should be reflected in the performance indicators and means of verifications as well as chosen activities.[xii]

SPECIFIC OBJECTIVE/PROJECT OBJECTIVE: What are you intending to achieve with this project? The objective will state the specific end point resulting from one or more activities, such as the improved situation from the point of view of the project beneficiaries.
Example: School attendance and literally skills of 6-14 year old girls and boys in X region is increased.

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? The results and the activities will together lead to the project objective being achieved.
Example: A communications/advocacy campaign aimed at key leaders in the community, health clinics, men, women, boys and girls from the two main ethnic groups, focusing on reducing stigma and discrimination, will have been designed by the end of year X.

The expected results (outputs) and activities of a programme must benefit both women and men by addressing their different needs and capacities.

ACTIVITIES: What tasks need to be done in order to achieve the expected results? An activity is composed of a number of concrete tasks, all of which target the same result and objective.
Example: Carrying out a survey to identify for both women and men their existing knowledge of how HIV/AIDS is contracted.

NEEDED MEANS /INPUTS: What means (or inputs) are needed in order to carry out listed activities? There may be several needed for implementation of each activity, so try to group them logically, if possible.
Example: Budget, training space, accommodation, support for existing teacher's staff, teaching materials, transport to village, project coordinator/fieldworker, etc.

ASSUMPTIONS/EXTERNAL FACTORS: What external factors (outside your control) could affect the project implementation or prevent work from progressing? What conditions need to be fulfilled in order to achieve progress? These might be climate related, political, economic, etc. However, these should be real risks that can occur, rather than a list of everything that could go wrong.

Example: There are sufficient rains to ensure that boys and girls are not required to replant crops and therefore unable to attend school.

Starting at the bottom of your logical frame, consider how, if each assumption holds, it will be possible to move to the next stage of the project. Look the example below:

	PROJECT SUMMARY	INDICATORS	MEANS OF VERIFICATION	RISKS / ASSUMPTIONS
Goal	10% increase in the number of Grades continuing on to high school within 3 years.	Percentage of Grades 5-6 primary students continuing on to high school.	Comparison of primary and high school enrolment records.	N/A
Specific Objective	Improve reading proficiency among children in Grades 5-6 by 20% within 3 years.	Reading proficiency among children in Grades 5-6	Six monthly reading proficiency tests using the national assessment tool.	Improved reading proficiency provides self-confidence required to stay in school.
Expected Result	500 Grade 5-6 students with low reading proficiency complete a reading summer camp.	Number of students completing reading summer camps.	Summer camp attendance records.	Children apply what they learned in the summer camp at school.
Activities	Run five summer reading camps, each with capacity for 100 Grades 5-6 students.	Number of summer camps run	Summer camp records.	Parents of children with low reading proficiency are willing to send them to the camp.

Source: Adjusted from Tools 4 Dev.

> **NOTE TO THE READER:** *More details how to fill in the logical frame the rows on "Indicators" and "Means of verification" is described below under the section Monitoring and evaluation.*

Choosing programme partners

It is much easier to choose programme partners that are already gender sensitive and committed to promoting gender equity. When this is not possible, try to develop training on gender equality and mainstreaming for potential partner organisation and thus develop their skills in this field.

IMPLEMENTATION PHASE

SELECTING THE IMPLEMENTATION AND MANAGEMENT TEAM

Best practices for gender mainstreaming also highlight the importance of implementing gender equality policies and practices within organizations. If applicable, try to arrange **gender balanced** implementation team, including think of engaging representatives of beneficiaries or target groups to join your project team. However, mainstreaming gender is not the sole responsibility of one person (e.g. female staff and gender specialists); all team members should be aware of gender issues related to their sector, be committed to addressing such issues, and develop the expertise to conduct gender analysis and to mainstream gender in their activities.[xiii]

PROJECT IMPLEMENTATION

Project implementation and management stages also present opportunity for promoting gender equality and equity. During implementation we need to pay particular attention to assessing differences in participation, access to benefits and impacts of the project on women and men.

Much of the emphasis in gender-sensitive programing is focused on increasing the participation of women in implementation of initiatives. In this regard, it is important that costs of participation are clearly understood and addressed. Also, it is necessary to ensure that women or other marginalized groups not only participate, but also that their voices are heard and taken seriously. In areas where certain groups are very marginalized, implementers should also ensure that participation in program activities does not put individuals at increased risk of violence, ridicule or other ill treatment.[xiv]

MONITORING AND EVALUATION - DEFINING GENDER INDICATORS

MONITORING vs EVALUATION

Monitoring is a continuous process of data collection on the specified targets and parameters to show whether the project is going in the right direction or not.[xv] It is linked to the question *»Are we doing the project in a correct manner?«.* Monitoring reports, for example, on financial or physical progress, such as the amount of money spent on an activity or the number of women and men participating in different activities. [xvi]

Evaluation occurs periodically, typically once a project has been completed. It differs by challenging the original assumptions of the project design and considering the question *"Are we doing the correct project?."* Evaluation should help to inform new initiatives that can benefit from the experiences of the project.[xvii]

Gender integration into monitoring and evaluation (M&E) is crucial for identifying a programme's unintended negative consequences on women or men, assessing the impact and relevance of the project for both genders, track the project's effectiveness in identifying and addressing gender-related obstacles to programme success.[xviii] Ideally, it should also provide the information how the project empowers women and men; to what extent it challenges traditional power relations; introduces practices that promote equity and reduced gender inequalities.[xix]

DEFINING GENDER-SENSITIVE INDICATORS

An **indicator** is a pointer that points at a specific condition or situation, and measures changes in that condition or situation over time. In other words, indicators provide a close look at the results of initiatives and actions. For this reason, they are front-line instruments in monitoring and evaluating development work. Defining indicators to measure progress is part of the planning process and both monitoring and evaluation should incorporate measurable targets and gender-sensitive indicators.

GENDER SENSITIVE INDICATORS[xx]

Gender-sensitive indicators have the special function of pointing out gender-related changes in society over time. They refer to aspects of relations featuring gender (in)equity, that can be measured, quantified or systematized over time.

Characteristics of gender indicators are:
* They show changes in relations between men and women over time.
* They show progressive changes in living conditions and roles of women and men.
* They measure the advancement toward gender equity and equality, "take the pulse" of equity between women and men at a given time and place.
* They point to changes in the status and roles of women and men over time, including gender gaps and inequalities.

Opposite, gender-neutral and gender-blind indicators typically try to measure variables such as 'the number of people reached', and 'the number and types of communication channels used'. Whereas, a gender indicator provides that same information in comparison with some other standard, condition or group (for instance, women in comparison with men or with another group of women).

QUANTITATIVE	QUALITATIVE
Refers to the number and percentage of women, men or organisations involved in or affected by any particular activity or measure. *Quantitative data can show changes in gender equality over time – for example, e.g. number of girls in school compared to boys.*	It is not enough to know women are participating in an activity – the quality of their participation and experience are vital. *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.*
Draw on the sex disaggregated data systems and records that have been examined during processes of policy or project planning.	Focus group discussions, social mapping tools, surveys measuring perceptions and opinions.
Usually include some element of target settings.	Need for a base-line data to be constructed.
Example*: % women members of the steering committee.*	Example: *% of women members of the steering committee actively taking part in the decision-making processes of the committee.*

Inspired by: BRIDGE, 2007;

A combination of quantitative and qualitative methods enables data to be compared to cross-check or 'triangulate' the results.

INFORMATION SOURCES

When you use the indicators, pay attention that they are verifiable – e.g. what are means of verification for each indicator? What information will you need and how and from where it can be gathered? Will the project team need to collect the data and keep records, or can they get the information from somewhere else? Consider the cost implications. Don't exclude anecdotal evidence (e.g. views expressed by project beneficiaries), if this is the most appropriate source of information.[xxi]

Furthermore, when defining the indicators and information sources, ask yourself what information already exists, or is being collected, to assist in tracking changes? Are there existing national indicators that could be used or adapted? For example, below are listed some indexes that contains gender indicators:

- The **Gender-related Development Index** adjusts the Human Development Index (HDI) with gender component.
- The **Gender Empowerment Measure** seeks to measure relative female representation in economic and political power.
- **The Gender Gap Report** measures the relative gaps between women and men across four key areas: health, education, economy and politics.

Setting baseline-data

One of the most important tasks in defining indicators is to set baseline-data from which progress or regress can be measured.[xxii] The requirements of the baseline vary according to the nature of the project, but it must integrate the gender perspective. In order to make the baseline gender sensitive, the information collected must be disaggregated by gender and a gender analysis must be performed.[xxiii]

An example of base-line data in an education project might be literacy and enrolment rates, disaggregated by sex, ethnic and socio-economic grouping, against which progress and results can be measured.

TYPE OF INDICATORS FOR THE PROJECT MONITORING[xxiv] (logical framework continuation….)

Outcome or impact indicators relate directly to the longer-term impact of the project and are concerned with the effectiveness as judged by the measurable change achieved in improving the quality of life of beneficiaries/target groups.
Example: number of girls and boys employed from project schools; type of employment; or impact of employment on women's empowerment.

Process indicators monitor achievement during implementation, serving primarily to track current progress. It is important to note that a process may be successful, but the outcome indicator can be failure.
Example: How many children attending school by (specific) time. / School attendance of 6-14 years olds is increased by 200% within 4 years.

Output indicators measure intermediate results concerning products and services that are delivered when a programme or project is completed, but not longer-term results.
Example: number of girls trained; opinions of teachers on training facilities provided; or number of facilities in operating condition.

Input indicators, also called "resource" indicators, relate to the resources devoted to the project or programme, for example funding, human and non-human resources, infrastructure, institution-building, and other means by which a programme or project is put into effect.

Indicator types are sometimes difficult to separate, in particular process and output indicators.

Many programme and project evaluations use input or process indicators rather than outcome indicators. Reasons for this include lack of resources devoted to evaluation and a lack of institutional capacity for evaluation. Use of outcome indicators will often involve long-term tracking of participants and in-depth qualitative analysis. But these should not be regarded as strong arguments against using outcome indicators. The cost of using outcome indicators will not normally be prohibitive, and will be repaid at a later date if the intensive lessons learned from the use of these indicators can be applied in other programmes or projects.

Criteria for the selection of indicators
- Indicators should be developed in a participatory fashion, including all stakeholders wherever possible, making sure you include the one that are most difficult to reach.
- All indicators should be disaggregated by sex, as well as by age and socio-economic and ethnic groups.
- Both qualitative and quantitative indicators should be used.
- Indicators should be easy to use and understand; they should be clearly defined and should measure trends over time.
- The number chosen should be small. A rule of thumb is that up to six indicators can be chosen for each type of indicator.
- The achievements of expected results should be measured and monitored; however the ultimate focus should be on outcome indicators.
- Good indicators are realistic, meaningful, time bound.

USE OF GUIDELINES OR CHECKLISTS WHEN CARRYING OUT GENDER MAINSTREAMING IN A PROJECT

Gender-sensitive guidelines or checklists should be developed to help in the preparation of all projects and programmes. They can be used after the project has been designed, to review the draft, to assess whether and how proposed activities will affect existing gender norms, relations and structures. The example of a checklist is included in the manual as Annex 4.7

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[i] United Nations Development Programme. Gender Mainstreaming a Key Driver of Development in Environment & Energy. New York, 2007

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[iii] International Federation of Red Cross and Red Crescent Societies. *Gender Training Pack of the International Federation of Red Cross and Red Crescent Societies.* Geneva, July 2003

[iv] ICIMOD. 2009. *Guidelines for Gender Sensitive Programming, November 2009*. Available at: www.icimod.org/resource/1289

[v] Bond. *Beginners Guide to Logical Framework Approach. Guidance Note. No. 4.* Available at: http://www.slideshare.net/rexcris/beginners-guide-to-logical-framework-approach-bond

[vi] UNICEF/UNESCO*. A Human Rights-Based Approach to Education.* Geneva, 2007.

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xv ICIMOD. 2009. *Guidelines for Gender Sensitive Programming, November 2009*. Available at: www.icimod.org/resource/1289

xvi United Nations Development Programme. Gender Mainstreaming a Key Driver of Development in Environment & Energy. New York, 2007

xvii United Nations Development Programme. Gender Mainstreaming a Key Driver of Development in Environment & Energy. New York, 2007

xviii FHI 360. *Gender integration framework. How to integrate gender in every aspect of our work, 2010*

xix ICIMOD. 2009. *Guidelines for Gender Sensitive Programming, November 2009*. Available at: www.icimod.org/resource/1289

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xxiv Canadian International Development Agency (CIDA).*The Guide to Gender Sensitive Indicators*. Minister of Public Works and Government Services Canada, 1997, Bond. *Beginners Guide to Logical Framework Approach. Guidance Note. No. 4.* Available at: http://www.slideshare.net/rexcris/beginners-guide-to-logical-framework-approach-bond