



THE FOOD AND NUTRITION SECURITY ENHANCED RESILIENCE (FANSER) PROJECT

Training Materials on Gender and Gender Responsive Planning for the District Nutrition Coordinating Committees (DNCC) - Eastern Province



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INTRODUCTION AND CONTEXT

The Food and Nutrition Security, Enhanced Resilience (FANSER) Project in Zambia is implemented by GIZ under the “Special Initiative” of the German Federal Ministry for Economic Cooperation and Development (BMZ). The overall objective of FANSER project is to improve food and nutrition security and dietary diversity of women of reproductive age particularly pregnant and lactating women and children under the age of two years. This is to tackle malnutrition during the 1000 days critical period to end the vicious cycle of malnutrition.

To achieve this goal the project has 5 fields of action namely:

1. Improving knowledge levels of women on nutrition, change attitudes positively
2. Improving knowledge levels of women on hygiene, change attitudes positively
3. Increasing the year-round availability nutrient-rich foods/nutrient-sensitive agriculture
4. Developing improved strategies for households to improve their household and productive resources
5. Strengthening nutrition governance at District, Provincial and National Level

Under Action Areas 1-4, the FANSER Project seeks to stimulate positive change on household-level. While poor adoption of new practices is often attributed to a lack of knowledge, individual attitudes towards new practices are also a very important contributing factor and need to be positively impacted by special behaviour change techniques and appropriate communication channels.

Under Action Area 5, the project aims to strengthen nutrition governance through capacity building to the District Nutrition Coordinating Committees (DNCCs) and Provincial Nutrition Coordinating Committees (PNCCs) and national monitoring of the MCDP (II) under the coordination of the NFNC

As a project, we believe that improving nutrition is critical to achieving gender equality, and that improving gender equality leads to improved nutrition. This extends to our partners from different sectors within the DNCC, who need capacity building in facilitating opportunities to better integrate gender into their nutrition programs. The DNCC need capacity building on how gender equality and nutrition can mutually bolster their nutrition agenda. Greater impact can be achieved by working in partnership to address gender equality and nutrition synergistically.

Improving nutrition of women and children in Zambia highly dependent on among other factors the active support from men/husbands, and the community leaders (e.g. traditional leaders and church leaders) and this calls for a cross-sector response and collaboration which the FANSER project has supported along the project cycle. The implementation of the Gender Transformative Approach (GTA) in its holistic and effective manner extends to engaging the nutrition governance structures which is the District Nutrition Coordinating Committee (DNCC).

The objective of the trainings is to equip the respective sector members in the DNCC with knowledge, skills and approaches in gender and gender responsive planning in order to enable them integrate gender related issues in their plans. In other words, the multi-sector plans should be gender responsive. In line with World Health Organization (WHO)’s assertion that “**Gender-responsive programming** goes one step further and not only considers gender norms, roles and inequalities, but also ensures measures are taken to actively reduce their harmful effects” (WHO, 2011). Therefore, this training will enhance government’s continued efforts in alleviating malnutrition by building capacity in sector nutrition focal points to incorporate gender in their planning and implementation. By this intervention, nutrition governance approaches will make a visible contribution to gender equality in the multi-sector context.

Training agenda

Workshop Objectives: By the end of the workshop, participants will have:

- i. Understood the different concepts on gender equality
- ii. Been introduced to the concept of gender analysis and practiced the use of some tools.
- iii. Been trained on gender responsive planning and identified possible gender gaps in current plans.
- iv. Developed simple action plans detailing next steps for strengthening gender responsive planning as DNCCs

Day I – Tuesday 21st November 2023: Understanding where we are and key concepts

Time	Activity	Slide No.	Methodology
08:30 – 09:00	Welcome remarks Workshop objectives, agenda Participants introduction	PP 1 Introduction and objectives of the workshop	Plenary session
		Handout 1 : Agenda	
09:00 -10:30	Where are we? • The Zambian context Gender equality and social inclusion in Zambia	Group work	Group exercise and plenary session
		PP2: Where are we	
10:30 – 10:45	Tea Break		
10:45 – 13:00	Looking at key concepts • Gender, gender equality, gender equity	PP3: Gender concepts	Buzz group exercise and plenary session
		Videos: Parents, media	
13:00 -14:00	Lunch Break		
14:00 – 15:30	Gender – looking at key concepts • Gender stereotypes • Socialization • Gender quiz	PP3: Gender concepts	Plenary session Exercise stereotype Individual exercise
		Video: Energiser: stereotyping	
		Exercise 1: Stereotyping Exercise 2: Gender quiz Handout 2: Key concepts	
15:30 – 15:45	Tea Break		
15:45 – 17:00	Concept and rationale for promoting gender equality Group discussion on the benefits and challenges of promoting gender equality	PP4: Benefits of promoting gender equality	Group exercise: Why promote gender equality Plenary session
		Handout 3: Benefits of promoting gender equality	

Group work: Concept and rationale for promoting gender equality

Questions:

1. What are the benefits of promoting gender equality?
2. What do you see as the challenges of trying to promote gender equality as we work?

Gender transformative approaches and Gender analysis as a basis for planning

Time	Activity	Slide No.	Methodology
08:30 – 08:40	Recap of day 1		
08:40 -10:30	Gender transformative approaches <ul style="list-style-type: none"> Defining gender transformative approaches The gender integration continuum 	PP6: Gender transformative approaches Video – Mrs X	Group work looking at case studies on the continuum
		Handout 4: Gender integration continuum Exercise 3: Case studies on the gender continuum	
10:30 – 10:45	Tea Break		
10:45 – 13:00	Gender responsive planning <ul style="list-style-type: none"> What it is Starting to collect data for our planning - What is a gender analysis 	PP7: Gender responsive planning - gender analysis Handout 5: Gender responsive projects Handout 6: Conducting a gender analysis	Plenary session Buzz group sessions
13:00 -14:00	Lunch Break		
14:00 – 15:30	Group exercise -Trying out some gender analysis tools. What are the implications of these results on the work we do as the DNCC?	Exercise 4a: Activity profile	Group work
		Exercise 4b: Control of resources	
		Exercise 4c: Gender values and attitudes	
		Exercise 4d: Practical needs and strategic interests	
		Handout 7: Gender issues in provision of nutrition services	
15:30 – 15:45	Tea Break		
15:45 – 17:00	Feedback on the exercises Close of session		Plenary session

Group work: Gender planning: Understanding the gender issues in the communities we work: Question

- Using the Tool, you have been given to work with, identify what gender issues there are in the communities you work in.
- What are the implications of these results on the work we do as the DNCC?

Planning from a gender perspective

Time	Activity	Slide No.	Methodology
08:30 – 08:40	Recap of day 1		
08:40 -10:30	Gender responsive planning <ul style="list-style-type: none"> Principles and methods of gender planning Setting gender sensitive outcomes and indicators 	PP7: Gender planning	Plenary session
		Energiser: Join the dots	
10:30 – 10:45	Tea Break		
10:45 – 13:00	Group work: Setting gender sensitive outcomes and indicators Feedback from the groups	PP7: Gender responsive planning	Group work and feedback
		Handout 8: Defining gender sensitive indicators	
13:00 -14:00	Lunch Break		
14:00 – 15:30	Gender responsive M&E <ul style="list-style-type: none"> Monitoring and evaluation Reporting Introduction to gender checklists for different interventions 	PP7: Gender responsive planning - M&E	Plenary session
		Handout 9: Gender responsive planning checklists	
15:30 – 15:45	Tea Break		
15:45 – 17:00	Action planning <ul style="list-style-type: none"> Review your 2023 plans and identify what gaps there may have been in ensuring they were gender responsive What steps will be undertaken by the DNCC to start/strengthen their gender planning? 	Handout 10: Action plan template	Group work and brief sharing

Group work: Setting gender sensitive outcomes and indicators

Based on the analysis undertaken of the gender issues in your areas of work in the district:

1. Develop 1 outcome for the work that the DNCC would like to undertake.
2. Identify three indicators **Sex-specific indicator, Sex-disaggregated indicators and a gender inequality indicator (refer to example in the handout).**

Handout 2: Gender responsive planning - Key concepts

AFFIRMATIVE ACTION: special, usually temporary, measures to redress the effects of past or continuing sex discrimination in order to establish *de facto* equality of opportunity between men and women. Such measures are targeted at a particular group and are intended to eliminate and prevent discrimination and to offset disadvantages arising from existing attitudes, behaviour and structures based on stereotypes about the division of social roles. Sometimes also termed 'positive measures' (ILO, 2007b).

FUNDAMENTAL RIGHTS AT WORK: deriving from the ILO Constitution and set out in the *Declaration on Fundamental Principles and Rights at Work* are:

1. Freedom of association and the recognition of the right to collective bargaining
2. The elimination of all forms of forced and compulsory labour
3. The abolition of child labour
4. The elimination of discrimination in respect of employment and occupation

The fundamental rights of women workers concern:

1. Equality of opportunity and treatment between men and women in employment
2. Equal pay for work of equal value
3. Better balance between male and female workers with family responsibilities
4. Maternity protection (ILO, 2010, p.14).

GENDER: the socially constructed differences and relations between males and females. These vary widely between societies and cultures and change over time (ILO, 2007b).

GENDER ANALYSIS: The collection and analysis of sex-disaggregated information. Men and women both perform different roles. This leads to women and men having different experience, knowledge, talents and needs. Gender analysis explores these differences so policies, programmes and projects can identify and meet the different needs of men and women. Gender analysis also facilitates the strategic use of distinct knowledge and skills possessed by women and men.

GENDER BLINDNESS: an attribute of a person, policy or an institution that does not recognise that gender is an essential determinant of the life choices available to people.

GENDER DISCRIMINATION: any distinction, exclusion or preference based on sex or gender values, norms or stereotypes which has the effect of nullifying or impairing equality of opportunity and treatment (*Convention concerning Discrimination in Respect of Employment and Occupation*). Discrimination may be *de jure*, meaning that discrimination exists in law, or *de facto*, meaning that it exists in reality or in practice. In many cases *de jure* discrimination has declined but *de facto* discrimination persists (ILO, 2007b).

GENDER EQUALITY: gender equality does not necessarily mean equal numbers of men and women or boys and girls in all activities, nor does it necessarily mean treating men and women or boys and girls exactly the same. It signifies an aspiration to work towards a society in which neither women nor men suffer from poverty in its many forms, and in which women and men are able to live equally fulfilling lives. It means recognising that men and women often have different needs and priorities, face different constraints, have different aspirations and contribute to development in different ways (Derbyshire, 2002, p.6). It is not about women and men being the same or in equal numbers in all activities but rather having same status within society. It refers to being free to develop personal

abilities and make choices without limitations set by strict gender roles. Gender equality cannot be achieved without putting in place equity measures.

GENDER EQUITY: fairness in the treatment for women and men according to their respective needs and interests. This may include equal treatment or treatment that is different but considered equivalent in terms of rights, benefits, obligations and opportunities (ILO 2007b). This is the process of ensuring fair and just treatment of women and men in order to reach gender equality. It is a process of putting in place fairness and justice measures to compensate for social differences that prevent women and men from sharing a level playing ground

GENDER GAP: the disparity between women and men in terms of their levels of participation, access to resources, rights, power and influence, remuneration or benefits. Of particular relevance to gender equality at work are the gender pay gap (the disparity between the average earnings of men and women), and the gender gap in access to employment, education and vocational training.

Gender gaps do not refer to differences between females and males resulting from biological differences, but rather disparities arising from the different gender roles and social locations of women and men. A gender gap is a measure of inequality of socio-economic status and can lead to identification of a gender issue (ILO, 2007b).

GENDER INEQUALITY (IMBALANCE): The term refers to unequal access and control over material and non material resources and assets of society based on gender. Inequality therefore relates to lack of access to rights, assets, resources and decision making. Women's role is usually inferior in the power relationship since they do not have equal access to power and decision-making structures (EIGE, 2013)

GENDER MAINSTREAMING: although the concept of gender mainstreaming had existed for some years previously, the adoption of gender mainstreaming as the main global strategy for promoting gender equality was clearly established in 1995 at the Fourth World Conference on Women in Beijing (ILO, 2007b). The UN Economic and Social Council defined gender mainstreaming as:

The process of assessing the implications for women and men of any planned action, including legislation, policies or programmes in any area and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men can benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality. (ECOSOC, 1997)

GENDER NEEDS: needs arising from the differing gender roles between women and men. They can be classified as either 'practical' or 'strategic' needs:

- **Practical gender needs (PGN):** the needs women identify in their socially accepted roles in society. PGNs arise out of and do not challenge gender divisions of labour and women's subordinate position in society. PGNs are a response to immediate and perceived necessity, identified within a specific context. They are practical in nature and often concern inadequacies in living conditions such as water provision, health care and employment.
- **Strategic gender needs (SGN):** the needs women identify because of their subordinate position in society. They vary according to particular contexts, related to gender divisions of labour, power and control, and may include issues such as legal rights, domestic violence, equal wages and women's control over their bodies. Meeting SGNs assists women to achieve greater equality and to change existing roles, thereby challenging women's subordinate position. They are more long-term and less visible than PGNs (Moser, 1993).

GENDER RELATIONS: relations of power which affect who can access and control tangible and intangible resources. Gender relations are relationships of distribution or sharing of power between women and men which characterizes any specific gender system. Gender roles reflect unequal power relation and values between women and men (EIGE, 2016; CDB, 2013). Gender relations affect every aspect of employment, working conditions, social protection, representation and voice at work; this is why gender is a cross-cutting issue in the world of work (ILO, 2007b).

GENDER ROLES: learned behaviours in a given society, community or other social group which condition which activities, tasks and responsibilities are perceived as appropriate to males and females respectively. Gender roles are affected by age, socio-economic class, ethnicity, religion and the geographical, economic, political and cultural environment. In many societies the roles of men and women are segregated by sex; for example, boys help their fathers working outside the house on the land and girls help their mothers with household work. In other societies the roles of men and women are increasingly interchangeable; for example, men contribute to household work and women are sometimes the breadwinners in the family. (ILO, 2007b)

GENDER SENSITIVITY: applied to projects and programmes, this attribute refers to the inclusion of gender-specific information at all stages of the project or programme and the use of this information to inform analysis and decision-making. A gender sensitive policy, activity or project is one that clearly defines roles of women and men and ensures a balanced gender relationship through equal distribution and sharing of power between women and men in the project. Mechanisms are in place to address the concerns of women and men (EIGE, 2016; CDB

GENDER STEREOTYPES: the ideas that people have about what boys and men, girls and women are capable of doing. For example, that women are 'better housekeepers' and men are 'better leaders'.

GENDER TRANSFORMATION: Attempts to achieve gender equality and female empowerment and promote positive and sustainable change by: 1) fostering critical examination of inequalities and gender roles, norms and dynamics; 2) recognizing and strengthening positive norms that support equality and an enabling environment; 3) highlighting the relative position of women, girls and marginalized groups, and transforming the underlying social structures, policies and broadly held social norms that perpetuate gender inequalities.). In line with 'social norms' approaches, GT interventions generally attempt to harness the misalignment between people's individual behaviours and attitudes and existing social norms in order to affect change. Strategies often also include changing gender norm attitudes among an influential social group and leveraging their influence as agents of change in their peer groups and communities.

A gender transformative approach seeks to actively examine, challenge and transform the underlying causes of gender inequalities rooted in discriminatory social institutions. As such, a gender transformative approach aims to address the unequal gendered power relations and discriminatory gender norms, attitudes, behaviours and practices, as well as discriminatory or gender-blind policies and laws, that create and perpetuate gender inequalities. By doing so, it seeks to eradicate the systemic forms of gender-based discrimination by creating or strengthening equitable gender relations and social institutions that support gender equality.

One of the core principles underlying the use of a gender transformative approach is that gender transformative change must come from within the communities and societies where this change occurs and cannot be imposed from the outside, including by development or research actors. This requires setting up processes to obtain insider perspectives to ensure that these are used to inform the design of qualitative and quantitative indicators as well as tools and methods. Here, the role of

the research or development actor is to help support ongoing gender transformative change processes, or to stimulate and facilitate together with local women and men and relevant stakeholders – these processes. This requires a nuanced understanding of people and place, and an appreciation that the precise process, and associated indicators, will always differ by location.

GENDER VALUES AND NORMS: ideas that people have on what men and women of all generations should be like. For example, in many societies women should be obedient and cute and are allowed to cry; men, on the other hand, are expected to be brave and should not cry.

GENDER AND CULTURE: Culture refers to people's way of life, systems of beliefs, values, rituals, interaction patterns and socialization which determine attributes, roles, responsibilities, and expectations in a society. It determines what the society wants and expects from women, men, girls and boys. It defines the status and power relations between women, men, girls and boys. Gender concerns are as a result of cultural context and socialization in society. Examples of these are: Preference for a boy to a girl child; Initiation ceremonies, Marital practices

GLASS CEILING: an invisible and artificial barrier that militates against women's access to top decision-making and managerial positions, arising chiefly from a persistent masculine bias in an organisational culture. The glass ceiling is a prime example of discrimination against women and it exists because:

1. Women's career paths tend to be more circuitous and interrupted than those of men, which are typically linear, and this impedes women's progress to top positions;
2. Top positions tend to be characterised by values deemed masculine, such as aggressiveness, and suitability is decided mostly according to male criteria;
3. Women are primarily placed in non-strategic sectors rather than in the so called 'line positions' that involve financial decision-making or revenue-generating responsibilities, positions that are critical for advancement to the top;
4. Women often have less access to training and career development activities;
5. Women workers often bear more of the burden of family responsibilities than men and so have less time for the extracurricular formal and informal networking essential for advancement in the workplace (ILO, 2007b).

MULTIPLE BURDEN: see TRIPLE ROLE.

SEX: refers exclusively to the biological differences between men and women, which are universal and do not change. Statistical data are disaggregated according to sex, whereas gender characterises the differing roles, responsibilities, constraints, opportunities and needs of females and males in all areas and in any given social context (ILO, 2007b).

SEX DISAGGREGATED DATA: quantitative statistical information on differences and inequalities between women and men. Sex disaggregated data might reveal, for example, quantitative differences between women and men in morbidity and mortality; differences between girls and boys in school attendance, retention and achievement; differences between men and women in access to and repayment of credit; or differences between men and women in voter registration, participation in elections and election to office.

SEXUAL HARASSMENT: any unwelcome sexual advances or verbal or physical conduct of a sexual nature, acceptance of which is explicitly or implicitly made a condition for a favourable decision affecting one's employment, or which has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, abusive or offensive working

environment. Sexual harassment is a violation of human rights, a form of discrimination, and a health and safety issue. It offends the dignity and personal integrity of workers. (ILO, 2007b)

SYSTEMIC DISCRIMINATION: Systemic discrimination is caused by policies and practices that are built into the ways that institutions operate and that have the effect of excluding women and minorities. For example, there are societies that believe that whatever happens within the household is the concern of household members only. As a result, the police force and judiciary organizations within the institution of the state routinely avoid addressing questions of domestic violence, leading to systemic discrimination against women who experience violence within the home.

TRIPLE ROLE: refers to the fact that women tend to work longer and more fragmented days than men as they are usually involved in three different gender roles: reproductive, productive and

Handout 3: The benefits of promoting gender equality

Gender inequality shows the imbalance of power between men and women. In real terms, gender inequality is a major challenge on local, national and global levels. Not only does it affect the lives of individual men and women, it also stunts economic growth and hinders development.

Gender equality benefits everyone, which is why it has been nominated as the United Nations Sustainable Development Goal (UN SDG) 5: Gender Equality. Advancing gender equality leads to countless benefits for women and girls, men and boys. Tangible benefits accrue to individuals, particularly women, including education, career, financial independence and new roles. Intangible benefits accrue to individuals including freedom, choice and happiness. Benefits accrue to the wider society including human development and economic growth. Here are some of the ways that gender equality creates a better community and country as a whole.

Gender equality promotes fairness

Fairness, equality and justice are the foundation of human rights and it is the right thing to do. Zambia is a signatory to a number of International Conventions and has through its legislative processes domesticated these. Ensuring that women and men, boys and girls can participate in and access benefits to development is not only fair but also the right thing to do.

Gender equality prevents violence against women and girls

Gender inequality is a root cause of violence against women. The four main drivers of violence against women are: condoning violence against women; men's control of decision-making and limits to women's independence; rigid gender roles and stereotypes; male relationships that emphasise aggression and disrespect towards women. The best way to prevent violence against women is to promote gender equality by undertaking different interventions that deal with the causes of the violence identified above.

Gender equality is good for men

Gender equality does not only benefit girls and women; it benefits men, as well. There are a few key reasons. A man who is perceived as "feminine" is not a "real man" when gender inequality exists. This leads to toxic masculinity, which is destructive and harmful to everyone. When there's gender equality, men have more freedom about how they express themselves. This extends into the careers they choose as well, since no job is considered "for women only." Men receive parental leave and family time without discrimination. Increased freedom of expression and flexible work choices leads to happiness. With gender equality, men do not face as much pressure to fit a stereotype.

Gender equality is good for children

Reproductive rights are a key part of gender equality. When women make their own reproductive choices, their lives improve. They are then able to better care for the children they do choose to have. Having equal pay with men, women can provide better healthcare, better food, and better opportunities for their kids. Even if a mother chooses to stay at home with her children, the effects of gender equality (like equal pay and education) provide a safety net in case she does need to go to work. Studies also show that infant mortality rates decrease as a woman's education level increases. In a world with gender equality, children are set up for success and happiness.

Gender equality promotes economic prosperity

Gender equality is not only the right thing to do – it's also the smart thing to do. Gender equality has been conclusively shown to stimulate economic growth, which is important, especially in countries with higher unemployment rates and less economic opportunity. Having more women employed would mean tapping into what is the majority of the country's workforce and would mean more families able to afford better living standards.

With increased economic prosperity there would be reduced poverty even at community level which would put an end to practices such as child marriage, increased HIV infection among the girls and teen pregnancies (vices that have been attributed to poverty at community level)

Gender equality promotes better health outcomes

Gender norms, socialization, roles, differentials in power relations and in access to and control over resources contribute to differences in vulnerabilities and susceptibilities to illness, how illness is experienced, health behaviours (including health-seeking), access to and uptake of health services, treatment responses and health outcomes. Equality is the foundation from which everyone can all lead healthy, happy and fulfilling lives. From eliminating discrimination and harmful stereotypes to preventing gender-based violence, advancing gender equality contributes to a higher quality of life for everyone. Zambia's health systems must be able to deliver quality gender transformative health services and transform people's health-related choices and behavior.

Gender equality gives everyone equal opportunities

Education is the key to equal opportunities. In today's world, more boys than girls are educated. Right from the beginning, this gives boys better opportunities than girls. Without many options, girls are often forced into marriages or human trafficking. It is also much harder to leave dangerous relationships and situations without education to fall back on. When gender equality starts with education, everyone has the opportunity to improve their lives. Completing more years of schooling means girls have access to more employment opportunities, they will also gain access to opportunities to be in leadership positions even in the political field, they marry at a later age and are less vulnerable to intimate partner violence.

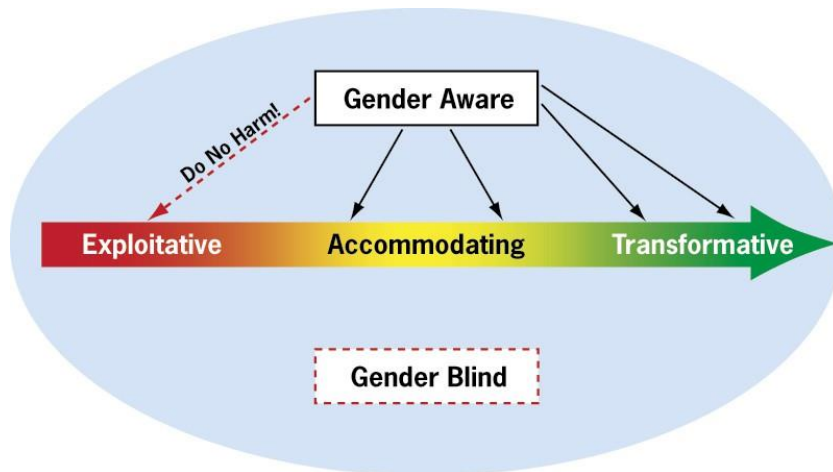
Gender equality promotes fairer workplace

Gender equality in the workplace means both making sure women have the same opportunities, and are paid the same as men for equal work. It also means that within the workplace, women and men can both feel protected from any harassment including sexual harassment.

Handout 4: The Gender Integration continuum

(Source: Deborah Caro of Cultural Practice, LLC, For the Interagency Gender Working Group: A Manual for Integrating Gender Into Reproductive Health and HIV Programs: From Commitment to Action (2nd Edition), August 2009)

To guide various projects on how to integrate gender, a conceptual framework known as the *Gender Integration Continuum* has been developed. This framework categorizes approaches by how they treat gender norms and inequities in the design, implementation, and evaluation of program/policy.



Gender Blind refers to little or no recognition of local gender differences, norms, and relations in program/policy design, implementation, and evaluation.

Gender Aware refers to explicit recognition of local gender differences, norms, and relations and their importance to health outcomes in program/policy design, implementation and evaluation.

This recognition derives from analysis or assessment of gender differences, norms, and relations in order to address gender equity in health outcomes.

Gender exploitative approaches, on the left of the continuum, take advantage of rigid gender norms and existing imbalances in power to achieve the health program objectives. While using a gender exploitative approach may seem expeditious in the short run, it is unlikely to be sustainable and can, in the long run, result in harmful consequences and undermine the program's intended objective. It is an unacceptable approach for integrating gender.

Gender accommodating approaches, in the middle of the continuum, acknowledge the role of gender norms and inequities and seek to develop actions that adjust to and often compensate for them.

While such projects do not actively seek to change the norms and inequities, they strive to limit any harmful impact on gender relations. A gender accommodating approach may be considered a missed opportunity because it does not deliberately contribute to increased gender equity, nor does it address the underlying structures and norms that perpetuate gender inequities. However, in situations where gender inequities are deeply entrenched and pervasive in a society, gender accommodating approaches often provide a sensible first step to gender integration. As unequal power dynamics and rigid gender norms are recognized and addressed through programs, a gradual shift toward challenging such inequities may take place.

Gender transformative approaches, at the right end of the continuum, actively strive to examine, question, and change rigid gender norms and imbalance of power as a means of reaching health as well as gender equity objectives. Gender transformative approaches

encourage critical awareness among men and women of gender roles and norms; promote the position of women; challenge the distribution of resources and allocation of duties between men and women; and/or address the power relationships between women and others in the community, such as service providers and traditional leaders.

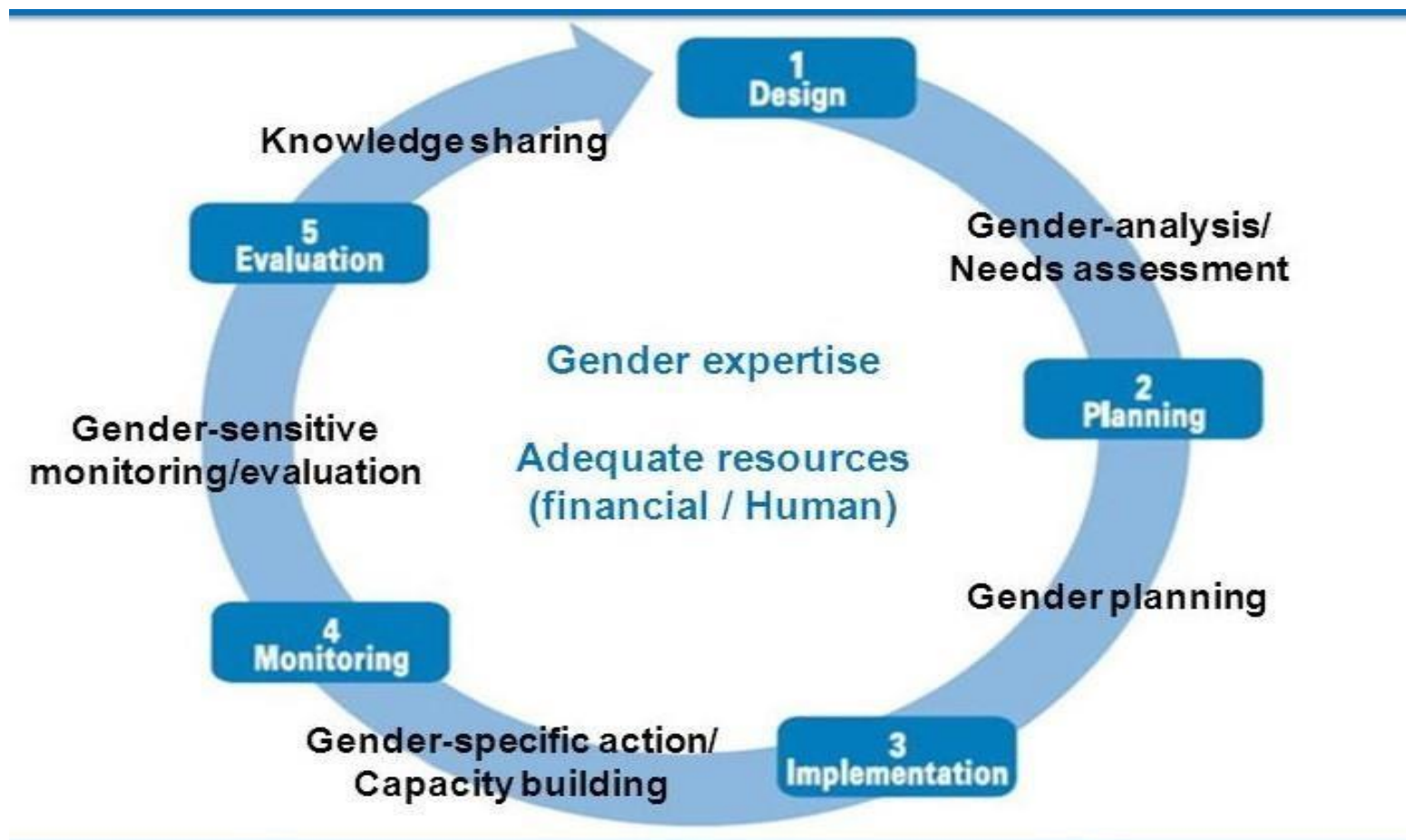
Program/policy planners should keep in mind that a particular project may not fall neatly under one type of approach, and may include, for example, both accommodating and transformative elements. It is also important to note that while the continuum focuses on gender integration goals in the design/planning phase, it can also be used to monitor and evaluate gender and health outcomes, with the understanding that sometimes programs result in unintended consequences.

For instance, an accommodating approach may contribute to a transformative outcome, even if that was not the explicit objective. Conversely, a transformative approach may produce a reaction that, at least temporarily, exacerbates gender inequities. Monitoring and evaluating gender outcomes against the continuum allows for revision of interventions where needed.

Most importantly, program/policy planners and managers should follow two gender integration principles:

- First, **under no circumstances should programs/policies adopt an exploitative approach** since one of the fundamental principles of development is to “do no harm.”
- Second, the **overall objective of gender integration is to move toward gender transformative programs/policies**, thus gradually challenging existing gender inequities and promoting positive changes in gender roles, norms, and power dynamics.

Handout 5: Gender responsive planning – where do we start?



Handout 6: Defining a gender analysis

What is a gender analysis?

Gender analysis is a systematic methodology for examining the differences in roles and norms for women and men, girls and boys; the different levels of power they hold; their differing needs, constraints, and opportunities; and the impact of these differences in their lives. Gender analysis, is an analytic, social science tool that is used to identify, understand, and explain gaps between males and females that exist in households, communities, and countries, and the relevance of gender norms and power relations in a specific context. Such analysis typically involves examining differences in the status of women and men and their differential access to assets, resources, opportunities and services; the influence of gender roles and norms on the division of time between paid employment, unpaid work (including subsistence production and care for family members), and volunteer activities; the influence of gender roles and norms on leadership roles and decision-making; constraints, opportunities, and entry points for narrowing gender gaps and empowering females; and potential differential impacts of development policies and programs on males and females, including unintended or negative consequences.

Project must be guided by information on how gender inequality affects development and the intended outcomes of the programs. Gender analysis is therefore the foundation of strategic and effective gender integration processes and should be planned and budgeted for as early in the project design process as possible. It refers to a systematic way of examining the following:

- the different roles and norms for women, men, girls, boys,
- the different level of power that they have in society
- the different needs, constraints and opportunities of each group
- the impact of these differences in their lives and on their health

Is a Gender Analysis Required for All Programmes and projects?

To design a well-informed gender strategy that is tailored to the local gender constraints and opportunities, a gender analysis is highly beneficial and essential when gender is a key component of the planned outcomes.

Why Should We Do a Gender Analysis?

The purpose of the gender analysis is to answer the following key questions:

- How will our provision of social services affect women and men differently?
- How will the different roles and status of women and men affect our provision of services?

Ultimately, conducting a gender analysis entails understanding and addressing gender inequalities in power and privileges, and the use of tactics, including violence to uphold inequitable rights and privileges. It also helps staff to understand how the services they are providing will contribute to promoting gender equality.

How do we do a gender analysis?

At a minimum, collect secondary information on the gender context of the country to do a basic gender analysis, the Demographic and Health Survey modules are often a good source of quantitative data about women's autonomy, economic status, and attitudes and experience related to gender-based violence.

To understand in more detail how gender relations and norms affect the individual, household, community, it may be necessary to collect primary data, when it is not already available from other sources, to answer gender-focused questions tailored to the project interventions and are directed at

project actors and beneficiaries, provided that this information is not already available from previous assessment.

Gender analysis uses standard social science quantitative and qualitative data collection and analysis methods to respond to research questions about how gender differences and inequalities will affect health/education etc outcomes and how the provision of services will differentially affect men's and women's health/education/economic etc, opportunities and status. As gender analysis is comparative and relational, the main difference between a gender analysis and other types of operational and formative social research is that gender analysis requires that men, boys, women, and girls participate equally in the research by answering surveys, and participating in focus groups, interviews, and other qualitative data collection exercises. Quantitative methods are best suited for generating information on measurable gaps and disparities between men. Quantitative research is also useful for identifying patterns of inequality and for generating the evidence of strong associations and correlations between gender inequalities and limited access to public resources and social services. Qualitative methods provide greater insight into how men and women experience gender inequalities in different contexts and how these affect their capacity to adopt healthy practices and negotiate the health system to obtain services when needed. Participatory research methods are useful for engaging men and women directly in assessing, questioning, and identifying solutions to gender-related health challenges. These include mapping, decision trees, ranking, or other action research tools that can be used to directly involve local men and women in the research process as participants and partners.

When do we do a gender analysis?

Ideally, a gender analysis is conducted before or at the start of a project to inform the design of the project. The findings of a gender analysis provide the basis for developing gender-sensitive or responsive indicators, which can be used to follow reductions or increases in gender disparities in women and men's decision-making, resource control, and leadership, along with sex-disaggregated health indicators to monitor any difference in health outputs and outcomes for men, boys, women, and girls. If it is not possible to conduct the gender analysis at the beginning of a project, it can be useful to do one as a special study or part of a midterm evaluation. In fact, whether or not a gender analysis is conducted at the start of the project, it is important to disaggregate data by sex and track all monitoring data where people are the unit of measure to see if they indicate potential increases or decreases in gender disparities in participation, access to and control over resources, exercise of rights and benefits.

A positive or negative trend may prompt a project to focus data collection during the course of the project to understand what, how, and why gender-based constraints are affecting unequal treatment and outcomes. When instruments designed to measure empowerment are applied at baseline, it is useful to measure the same indicators at endline to evaluate how the project affected the relative status of men and women.

Who should do a gender analysis?

If doing primary data collection, it is important to have trained researchers with strong research skills overseeing the process as well as the data collection. Data collectors that have good facilitation skills are best. If relying on secondary data analysis, it is important to have a gender specialist or someone with some experience or training on gender analysis and integration to analyse the data. Support and discussion with gender specialists and other technical experts on the project will still be necessary to help prioritize strategies and interventions to integrate into the project to address the gender issues identified in your analysis.

How to conduct a gender analysis?

A gender analysis has two parts.

- The first part is a process to identify inequalities, gaps, and disparities in a particular context. It consists of collecting information and data on gender roles, relations, and identities related to specific health problems to identify gaps and disparities based on gender differences.
- The second part of the analysis entails analysing the information collected on gender differences to determine and prioritize gender-based constraints and opportunities and their implications for the achieving health objectives and equal status of women and men

Handout 7: Gender and socio-cultural issues impacting access to nutrition health

Availability	
<ol style="list-style-type: none"> 1. The facilities are inadequate in number and so services are not available for all that need them. 2. Not all the facilities have nutrition specialists available to attend to those needing the services. 	
Accessibility	
Physical accessibility	<ol style="list-style-type: none"> 1. Some Facilities are too far and the women and girls may not be able to access the facilities as they do not have the resources.
Financial accessibility	<ol style="list-style-type: none"> 1. Some Facilities are too far for the women and particularly in the rural areas the women may not have access to resources to get transport to the facilities.
Bureaucratic/ administrative accessibility:	<ol style="list-style-type: none"> 1. Discussions on nutrition are held during ante-natal and postnatal service interventions and as such the information may not be reaching the men. 2. The times when the services are provided may be considered inappropriate for women, men, boys and girls especially during certain seasons in the case of rural areas.
Social accessibility	<ol style="list-style-type: none"> 1. Food intake of infants and toddlers is insufficient such that total energy, calcium, iron, and vitamin A are below recommended daily intake for both infants and toddlers, while infants are also below the recommended intake for protein. Moreover, weaning foods consumed by toddlers were found to be inadequate as well, increasing the risk for continued nutritional deficits during childhood. This is worsened by poverty and lack of access to resources. 2. Women often lack access to sufficient healthy food and eat smaller portion sizes due to cultural practices within the household. 3. Women's heavy workloads and domestic responsibilities also make them vulnerable to malnutrition. 4. As has been observed in many families and traditional setups, boys and men traditionally eat first, and girls and women eat the leftovers. In a case where the food is not enough, this means that the girls and women will have little or nothing to eat. 5. The education level and age of the mother influence the nutrition status of the child: the better educated and older the mother, the better the nutrition status of the child. <p>The quality of care for women and children is determined by the caregiver's:</p> <ul style="list-style-type: none"> • level of control over resources and autonomy - i.e., elements of higher socio-economic status (e.g., electricity, modern toilet, television, and piped water) • mental and physical health (i.e., level of stress, maternal nutritional status) • Knowledge (including literacy and educational attainment), preferences and beliefs. When mothers are babies, how are they expected to care for their own babies? There is need to stop child marriage, create a safer environment and provide social and economic security to young girls in society.

Information accessibility	There is inadequate information on nutrition and most information if available is in English and not simplified for those with low literacy levels.
Acceptability	
The services are acceptable to most women and men but there are some churches that do not allow their congregants to access health services	
Quality	
<ol style="list-style-type: none"> 1. Facilities experience stock-outs of multivitamins and other necessary supplements and medications 2. Dry rations (e.g., HEPS Combined Mineral Vitamin) to treat cases of malnutrition are not always available at the health facilities 3. Not all the facilities have all essential equipment including scales, stadiometers and growth monitoring cards. This prevents appropriate nutritional assessment and screening for under nutrition. 	

(Excerpt from the MoH gender analysis undertaken in 202//2022)

Handout 8: Defining indicators

Indicators are clues, signs or markers that measure one aspect of a program and show how close a program is to its desired path and outcomes. Indicators are realistic and measurable criteria of project progress. They should be defined before the project starts, and allow us to monitor or evaluate whether a project does what it said it would do. In project planning; indicators form the link between theory and practice. An indicator is a tool to help you to know whether your work is making a difference. Indicators usually describe observable changes or events which relate to the project intervention. They provide the evidence that something has happened – whether an output delivered, an immediate effect occurred or a long-term change observed.

Types of Indicators

Indicators can be classified as follows:

Quantitative Indicators (based on statistics broken down by sex):

Quantitative monitoring tends to involve record-keeping and numerical counts.

Quantitative Methods are those that generally rely on structured or standardized approaches to collect and analyse numerical data. Almost any evaluation or research question can be investigated using quantitative methods because most phenomena can be measured numerically. Some common quantitative methods include the population census, population-based surveys, and standard components of health facility surveys, including a facility census, provider interviews, provider-client observations, and client exit interviews.

Qualitative Indicators (based on women's and men's experiences, attitudes, opinions and feelings)

Qualitative Monitoring (*quality; qualitative*) answers questions about *how well* the program elements are being carried out. Includes question on topics like: changes in people's attitudes toward abstinence, stigma, fidelity, care and support, or condoms; the influence of program activities on real or incipient behaviour change; how information permeates the at-risk community; and so on. This type of information can also work as part of the feedback system.

Qualitative Methods are those that generally rely on a variety of semi-structured or open-ended methods to produce in-depth, descriptive information. Some common qualitative methods include focus group discussions and in-depth interviews.

It is possible to use both quantitative methods and qualitative methods in a complementary way to investigate the same phenomenon: One might use open-ended, exploratory (qualitative) methods to investigate what issues are most important and to decide what language to use in a structured questionnaire. Alternatively, one might implement a survey and find unusual results that cannot be explained by the survey, but that might be better explained through open-ended focus group discussions or in-depth interviews with a subgroup of survey respondents.

One of the critical steps in designing and conducting an M&E system is selecting the most appropriate indicators. Indicators should always be directly related to your project or program objective, so the process of selecting indicators can be fairly straightforward if the program objectives have been presented clearly and in terms that define the quantity, quality, and timeframe of a particular aspect of the program.

Even with well-defined objectives, however, selecting evaluation indicators requires careful thought of both the theoretical and practical elements. The following questions can be helpful in selecting indicators:

- Have the definitions of the indicators been tested and can objectives be measured accurately (**operational**) and **reliably**?
- Will the indicators measure only what they are supposed to measure (**valid**)?

- Are there areas of overlap in the content of the indicator with that of other indicators; is it **specific**, or is it too general?
- Will the indicators be able to measure changes over time (**sensitivity**)?
- What resources (human and financial) do the indicators require? (**affordable, feasible**)
- Are there alternative measures that should be considered?
- Will multiple indicators be able to help clarify the results of the primary objective?

Sex-disaggregated data

This refers to collecting data and breaking it down separately for women and men

Gender statistics

Statistics that adequately reflect differences and inequalities in the situation of women and men in all areas of life

A gender-sensitive indicator

This is simply an indicator that measures gender-related changes in society over time. By identifying the changes in the status and roles of women and men that we want to achieve and knowing how we will measure these, we can analyse our programme outcomes and see whether we are contributing to gender equality. Using gender-sensitive indicators can also help us to understand how changes in gender relations happen which enables more effective planning and delivery of future work.

These are indicators that will help us everyone understand gender-based health inequities and gender inequality as a social determinant of health. Gender-sensitive indicators are used to measure the current situation of women or men in relation to a specific norm or in comparison with another reference group (for example, the proportion of girls who are accessing family planning compared with boys). They are also used to measure and monitor inequalities in access to health services (for example, the difference in the proportion of women and men with access to antiretroviral therapy) and the success of efforts to reduce gender inequality over time. There are three types of gender-sensitive indicators:

- **Sex-specific indicators** pertain to only women or only men, or subgroups among them.
- **Sex-disaggregated indicators** measure differences between women and men in relation to a particular metric.
- **Gender-inequality indicators** measure gender inequality directly, or are proxies for gender inequality.

Gender based violence indicators

Type of indicator	Proposed indicator based on the study	Justification
Sex-specific SGBV indicators	Proportion of women and young girls who are asked about physical and sexual violence during a visit to a health unit	The documentation of who is experiencing GBV is low and this hampers the development of appropriate strategies to reach survivors
Sex-disaggregated SGBV indicators	Number of men and women, boys and girls provided with postexposure prophylaxis (disaggregated by sex and age) following reported rape	Currently it is the women and girls reporting GBV cases and receiving treatment. This is an inequality
<i>Gender inequality indicators</i>	Proportion of men that report GBV and get treatment from the facilities	Due to gender norms and stereotypes, men are not accessing GBV services despite facing GBV themselves.

Handout 8a: What is gender responsive planning

(adapted from European institute for gender equality)

Planning is a systematic process of identifying priorities, developing strategies and based on this, outlining the necessary actions or interventions to achieve the planned goals and objectives/impacts and outcomes. Good planning is insightful, comprehensive and strategic. It requires correctly defining problems and asking critical questions. It also includes time-bound measurable benchmarks that can be evaluated through well-defined criteria. For planning to be effective and meaningful, it must necessarily factor-in and respond to the differential needs of different sections of the population. Planners across the world have increasingly begun to understand the value of inclusive planning. In this context, there has been a growing recognition that gender is a critical category of analysis and must not be overlooked by planners. Therefore, it is important that planning processes not only identify and address the needs of women, but also draw on their knowledge and recognize how women's contributions have changed and shaped development.

Gender responsive planning as 'an active approach to planning which takes gender as a key variable or criterion and which seeks to incorporate an explicit gender dimension into policy or action'.

Integrating a gender perspective into the planning and design of policies, programmes and projects requires, firstly, the recognition of gender gaps and structural gender inequalities that need to be tackled in a given context and, secondly, the definition of gender-policy objectives and the formulation of appropriate approaches and interventions to achieve them.

Gender responsive planning stems from the recognition that different groups of women and men have different needs, different levels of access and control over resources, and different opportunities and constraints. Gender responsive planning pays particular attention to unequal gender relations and structural inequalities (***So it takes on the transformative approach***). It aims to transform unequal gender relations in different policy areas by responding to the needs of women and men and through a more even distribution of resources, actions, responsibilities and power.

Why is gender planning important?

Introducing a gender perspective into the planning of policies, programmes and projects enables women's and men's needs to be made visible and to be addressed. The inclusion of a gender perspective in the planning process enables policymakers and duty bearers to understand gender inequalities when planning an intervention, thereby avoiding perpetuating them during the implementation of a policy, programme or project, and achieving better results.

Adopting a gender perspective in the planning stage contributes to preventing bottlenecks in the implementation process, or at worst the adoption of measures that — if not considered from a gender perspective — could result in undesired consequences for women or men. ***(Be exploitative/unfair on the gender continuum)***

In addition, adopting a participatory process for gender planning, for example by consulting with different stakeholders, can contribute to increasing the relevance for the people affected by the policy or programme, its transparency and the accountability of those in charge of implementation, and to avoiding conflicts in the implementation phase.

How does gender planning work?

Step 1. Defining the problem

At this step, an issue enters the agenda of decision-makers and the intervention problem is defined. **Through a gender analysis**, the needs, roles, resources, opportunities of women and men and the constraints for public intervention in the respective area are identified.

Step 2. Defining the policy/programme/project

This step includes the framing of the intervention approach, based on previous analysis, and the identification of a set of alternative solutions. The framing of the approach implies deciding what gender-aware approach will be the most suitable for the policy intervention at stake. Adopting a gender-aware approach is different from simply including women as an 'add-on'. This gender approach can be an approach which aims to benefit women and men equally, or a gender-specific approach (taking affirmative action), which takes into account the gender differences that emerged during the problem definition and that target (a particular group of) women or men specifically.

This step also assesses how the proposed solutions will affect women and men by carrying out a gender impact assessment of the various solutions. Finally, gender-specific objectives are identified.

Step 3. Operational design

During this stage a detailed definition of the intervention and its organisational and delivery design is formulated. In this stage, decision-makers identify the outcomes of the intervention, the actions to be taken in order to achieve the outcomes, the partners and their roles and the necessary budget, along with the delivery procedures, timing and organisational structure.

Decision-makers should also identify specific gender indicators to assess the outcomes of the intervention for both women and men, disaggregated by specific target groups and taking account of how gender intersects with age, ethnicity, education, country of birth or (dis)ability, among other factors.

It is also important to address the issue of the representation of women and men. When designing a policy, a programme or a project, specific attention should be paid to ensuring gender balance in the composition of the team, the presence of staff with specific knowledge and experience with gender issues and the provision of gender equality training for staff and partners involved in the intervention.

Delivery procedures have to ensure accessibility to the intervention for both women and men or the target group. In case of access to the intervention through tenders, terms of reference must be written using gender-sensitive language. It must also be used for consultants involved

in assisting the planning, implementation and delivery of the intervention.

A gender evaluation should be planned at this stage to monitor and evaluate the relevance and effectiveness of the intervention from a gender point of view.

Step 4. Defining the budget

In defining the budget at the planning stage, decision-makers have to allocate adequate resources to meet the gender objectives and reach the planned outcomes. Gender budgeting may be used to ensure the adequate reflection of both women's and men's needs in the allocation of resources for the intervention measures.

Ensuring a transformative approach by following a gender participatory approach

The potential of gender responsive planning to challenge gender social roles and the unequal distribution of resources and power will be greater if individuals and groups potentially affected by the respective intervention are involved, and if their participation is taken into account in other stages of the policy cycle, such as monitoring and evaluation.

The adoption of a gender participatory approach to gender planning:

- makes it possible to identify the problems, needs and expectations of the women and men whose lives will be directly affected by the policy;
- allows for a better understanding of how gender relates to the content of policy measures;
- increases participants' empowerment and trust in public institutions;
- assists in preventing and managing risks, unexpected results and conflicts; and
- increases the effectiveness and efficiency of policies through the involvement of affected parties.

In order to ensure a successful gender participatory approach to planning, the following are some of the key elements that should be taken into account:

- ensuring the participation of women especially those who may not be traditionally represented in decision-making structures;
- implementing a time frame that suits all participants, both women and men;
- ensuring the participation of gender experts, especially in decision-making;
- addressing not only women's practical needs, but especially their gender strategic interests;
- making gender responsive planning suitable for the local context;
- avoiding the reproduction of gender-unequal power relations between women and men during the process;
- sharing the results and proposals with the target groups of the plan.

Finally, a gender participatory approach also includes identifying and engaging relevant partners who can bring expertise and knowledge into the planning phase. In this context, women's organisations and other organisations that have expertise in gender-related planning and implementation should be involved in the delivery of the intervention.

What are gender equality indicators?

What are indicators? Indicators are criteria or measures against which changes can be assessed (Imp-Act 2005). They may be pointers, facts, numbers, opinions or perceptions – used to signify changes in specific conditions or progress towards particular objectives (CIDA, 1997).

A 'gender-responsive', 'gender-sensitive', or 'gender' indicator measures changes relating to gender equality over time. Such indicators can be quantitative, based on sex disaggregated statistical data - which can be measured separately for men and women. Literacy is an example. Gender equality indicators can also capture qualitative changes – for example, increases in women's levels of empowerment or in attitudinal changes to gender equality. Measurements of gender equality might address changes in the relations between men and women, the outcomes of a particular policy, programme or activity for women and men, or changes in the status or situation of men and women, such as levels of poverty or participation.

Why look at gender equality and indicators?

What is measured is more likely to be prioritised. Evidence gathered against indicators can also help to make the case that gender equality issues should be taken seriously.

Indicators can be used for advocacy and can support the case for action by highlighting key issues, backed up with statistics and other evidence.

Gender equality indicators improve planning and programming. They can be used to evaluate the outcomes of gender-specific and mainstream interventions and policies and help reveal barriers to achieving success. They can provide vital information for adjusting programmes and activities so that they improve the achievement of gender equality goals and do not create unintended adverse impacts on women or men.

Gender equality indicators can be used to hold institutions accountable for their commitments.

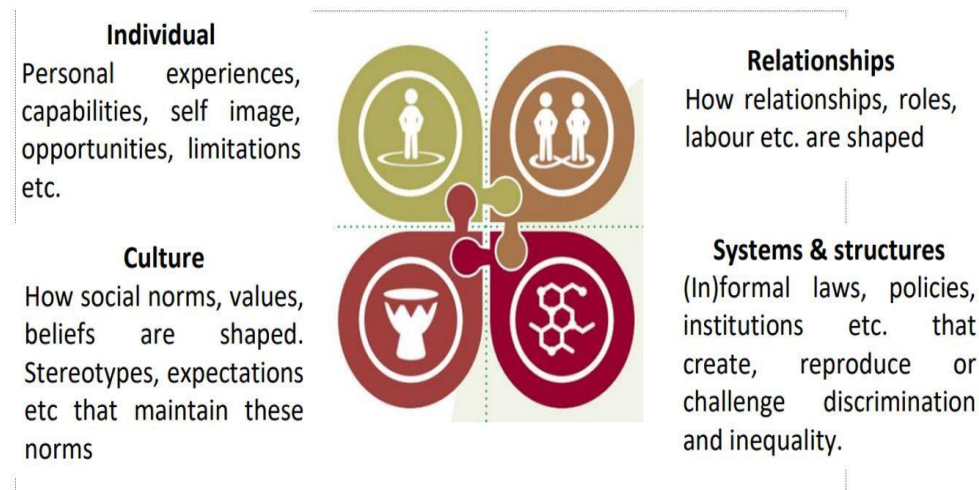
Indicators and data can make visible the gaps between the commitments many governments and other institutions have made and their implementation and impact. One example would be the collection of data on the implementation of the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). Indicators can be used to hold political leaders and implementation agencies accountable for their actions, or lack of action.

Gender equality indicators can help to stimulate change through the data collection processes. For example, discussions in focus groups or in individual interviews can help raise awareness of particular issues. They can stimulate discussion and inspire recognition amongst participants of common experiences related to socially sensitive topics such as gender-based violence.

Deciding what to measure

The choice of what to measure will be different for different actors. Governments might be concerned with monitoring progress for women and men; development agencies might focus on evaluating the impact of their gender equality programmes; while gender equality activists may be measuring gender (in)equality or (in)justice.

Where will you measure the change in the **Quadrant of Change in the Gender Transformative Approach**



Key questions to ask when designing gender equality indicators

Some questions that should be asked in the design and review stages of developing gender equality indicators include:

1. What is the change that is wanted? What would success look like? How will people's gender affect the way they understand and experience these changes?
2. Who should be involved in defining the vision of change, determining the indicators and gathering data?
3. Are there existing national indicators that could be used or adapted?
4. What legal frameworks exist that may enable or inhibit gender equality and women's empowerment? For example, does national law prohibit violence against women or gender-based violence? These frameworks can provide the basis for indicators.
5. Has CEDAW and its Optional Protocol been ratified? If so, this can offer a framework for developing indicators.
6. What information already exists, or is being collected, to assist in tracking changes? What relevant research and reports on the indicator already exist? If there is no data, what does that tell you and where might you look?
7. Does Government have the political will to undertake data collection which is relevant to the gender equality indicators selected? Were they consulted in the formulation of the indicators? Do they have the capacity to collect data?
8. How can small changes be measured? Consider which indicators could capture the often small, nuanced shifts in gender equality that tend to happen over time.
9. How will the data be collected, analysed and disseminated? And how will the results be used for learning and feedback into programming, project design, and policy development?

Checklist 1: Gender mainstreaming in project design

Adapted from: ILO, 2004

This checklist can be used to assess to what extent gender concerns are integrated into the design of project. If most of the answers to the following questions are 'yes', it means the project in its design is responsive to the needs and concerns of people of both sexes. If more than half of the answers are 'no' or 'not sure', more attention is needed to make sure that the project will address the needs and concerns of men and women.

<i>Gender mainstreaming in project design</i>		Yes	No	Not sure
Problem analysis				
1	Is data broken down by sex and have you conducted a gender analysis (developed profiles of women and men especially by types of work, workload, working and employment conditions, job levels and income)?			
2	Do you have basic understanding of the gender roles in the community workplace, area or sector? (What do men and women, boys and girls do? What is the division of labour, who decides on what and how is the income divided?)			
3	Do you have basic understanding of the gender relations in the community, area or sector? For example, the customs, traditions, cultural or religious beliefs that affect the way in which men and women, boys and girls play a role in the family, the workplace and in community life.			
4	Have you identified the practical and strategic needs of male and female beneficiaries? <ul style="list-style-type: none"> • <i>Practical needs</i> refer to needs linked to basic livelihood and survival such as food, water, shelter, income, clothing, and healthcare • <i>Strategic needs</i> refer to needs identified to overcome the subordinate position of women and girls and to promote the equal and meaningful participation of boys, girls, men, and women in their family and community 			
5	Have you identified any existing gender inequalities in the community, area or sector and if and how these inequalities are being addressed by any other programme or policies?			
Strategy development				
6	Have you used the outcome of gender analysis when developing the strategy?			
7	Have you considered to what extent gender-specific baseline data need to be collected?			
8	Have you identified how women and men can equally participate in and benefit from the project?			

Gender mainstreaming in project design

		Yes	No	Not sure
9	Have you given explicit attention to raising awareness about gender equality?			
10	If gender inequalities exist, have you considered whether any gender-specific measures need to be built into the project?			
11	Have you fostered the necessary group and institutional structures that encourage the equal participation of both sexes?			
12	Have you applied a family- and area-specific approach? This means targeting all members in the families covered by the project.			
13	Have you included measures that will address the practical and strategic gender needs of women and men?			
Target groups				
14	Have you clearly specified the key characteristics and differences in the target groups (intended beneficiaries and direct recipients) by sex, age, type of work, income, ethnic origin, and position?			
15	Have you clearly identified how the programme benefits are distributed to the target groups (intended beneficiaries and direct recipients)? If any group has been underrepresented in benefiting from the services in the past, have you identified how the benefits will be made available to them?			
16	Have you provided for strengthening the capacity of the target groups (intended beneficiaries and direct recipients) to promote gender equality and address inequalities?			
Institutional framework				
17	Have you assessed your organisation's capacity to address the needs of men and women and to promote gender equality (by considering your mandate, your major areas of intervention, your structure and sex balance among staff, and staff attitudes and capacity to plan, implement and monitor strategies on gender equality promotion)?			
18	Have you identified and sought cooperation from organisations with expertise on promoting gender equality, should you need assistance in this respect?			
19	Have you made sure both women and men are represented in project advisory or steering committees where they exist?			
Objectives				
20	Are the objectives gender-specific and explicit?			
21	Do the objectives reflect priority concerns of women and men?			
22	Do the immediate objectives or the outputs identify the number of female and male intended beneficiaries?			
23	If the aims of the project include gender-specific action to redress inequalities, have you designed a specific immediate objective (and corresponding indicators) for this purpose?			

Gender mainstreaming in project design

		Yes	No	Not sure
Outputs				
24	Have you specified the percentages of intended beneficiaries that are expected to be male and female?			
25	Have you determined what is needed to develop the institutional capacity towards the promotion of gender equality?			
26	In research: have you made sure that data are disaggregated by sex and that gender relations and inequalities are identified with explicit information about the specific situations, constraints and opportunities of boys and girls, women and men?			
27	In training/education: have you stated how many boys and girls, and women and men will be trained, in what areas and at what levels?			
28	In policy making: have you ensured that the roles of women and men, their needs and participation levels, as well as their specific constraints are explicitly taken into consideration? (If too few women are involved in decision making, design specific positive measures in the project to enhance their participation.)			
Activities				
29	Have you ensured that men and women can participate equally?			
30	Have you identified and used communication channels that will effectively reach girls and women as well as men and boys?			
31	Have you organised the location, physical arrangements, timing and duration of programme activities in such a way that all, including girls and women, and persons with disability can participate?			
32	Have you arranged childcare facilities when necessary?			
33	If girls and women cannot speak freely in mixed groups, have you organized separate events and arranged for women staff to communicate with them. It may also be necessary to have male staff work with men (e.g. boys in prostitution).			
34	Have you seized opportunities to demonstrate that the participation of women alongside men in development is beneficial to everyone?			
Indicators				
35	Do you have baseline data? If you do not, have you included a component to collect this data?			
36	Have you checked if the baseline data and indicators are broken down by sex in order to assess the programme impact on the situation of girls and boys, women and men?			
37	From the indicators given, will you be able to measure and evaluate the nature and extent of the benefits provided to boys and girls, men and women?			

Gender mainstreaming in project design

		Yes	No	Not sure
Planning monitoring and evaluation				
38	Have you ensured the systematic collection of data to measure the impact of the programme on men and women?			
39	Have you analysed and followed up on possible differences in the project's impact on boys, girls, women and men?			
Inputs				
40	Have you created understanding and encourage commitment among all staff and partners that promoting gender equality is everybody's responsibility?			
41	Have you made sure that managers enact their responsibilities by: <ul style="list-style-type: none"> • Providing active leadership in gender equality promotion? • Taking note of early warning signs of gender inequalities? • Ensuring specific gender guidance and expertise is provided as necessary? 			
42	Have you ensured that sufficient human and financial resources are allocated for the gender components of the project?			
43	Have you verified to what extent gender expertise is required in personnel inputs and if so, have you explicitly stated gender expertise in personnel job descriptions?			
44	If girls and women cannot be effectively reached by male staff, have you determined the number of female staff required? (And vice versa for boys and men)			
45	Have you encouraged an equal balance among male and female staff at all levels and provided equal remuneration for men and women for work of equal value?			
46	Have you promoted the use of proper contracts and ensured the observance of fundamental labour standards and maternity protection in personnel, equipment and subcontracting policies and procedures?			

Checklist 2: Gender mainstreaming in research

Adapted from ILO, 2004

This checklist enables you to quickly assess to what extent a research project's terms of reference, design and tools (e.g. the questionnaire) include relevant guidance for carrying out gender analysis. In other words, will the research identify possible differences and relations between men and women, and specify inequalities by age, sex, ethnicity and income? If most of the answers to the following questions are 'yes', it means the research takes into account gender equality concerns in its design and analysis. If more than half of the answers are 'no' or 'not sure', more work is needed to integrate a gender dimension into the research design and analysis.

<i>Gender mainstreaming in research</i>		Yes	No	Not sure
Design of the research terms of reference				
1	Have you included a clear gender dimension in the research background? For example: preliminary data on gender roles, gender relations, and existing inequalities, constraints and opportunities for men and women; data specified by sex. If this information is not available, ensure that the TOR includes collection of such data.			
2	Have you clearly stated the steps for conducting gender analysis in the research? (See <i>Conducting gender analysis in the research</i> section below)			
3	Have you provided gender-responsive guidelines in conducting the research? For example, if girls and women cannot speak freely in mixed groups, arrange for female researchers when carrying out women-only interviews or focus groups. Similarly, arrange for male researchers or interviewers to work with men in certain circumstances such as boys in prostitution.			
Selecting the research team				
4	Have you assessed whether the research team/organisation adequately understandings gender equality issues and has the skills to identify inequalities and opportunities for promoting gender equality in their research?			
5	Does the research team include both women and men? Determine how women and men in the research team will be involved in the research (e.g. as research designers, field researchers, interviewers).			
6	Are gender experts are involved in the research design process? This is essential if serious gender inequalities are known to exist.			
Conducting gender analysis in the research				
7	Have you collected, broken down, analysed and compared quantitative as well as qualitative data by sex and age (along with other key variables such as education, occupation, income, ethnicity)?			

8	Have you been attentive to the prevalent sex segregation in the labour markets? identify the types of work, occupations or sectors in which men and women are typically found.			
9	Have you developed a profile for the women and men covered in the research? Identify their roles and activities.			
10	<i>Analysing decision making:</i> Have you identified to what extent men and women may have different access to and control over available resources and benefits?			
11	Have you identified who uses, controls and makes decisions about: <ul style="list-style-type: none"> • <i>Resources:</i> how to spend time and money, how to use land and work tools, or who goes to school and who works, who goes to meetings? • <i>Benefits:</i> how to share food and earnings, when and how to use savings? 			
12	Have you described any differences found between the roles of men and women in decision making in the family, in the workplace and in the community?			
13	<i>Analysing gender-specific needs, constraints and opportunities:</i> Have you identified the practical needs or needs linked to survival (food, water, shelter, job, healthcare, etc.)?			
14	Have you identified the strategic needs or needs identified to overcome subordinate positions (usually of women and girls) and to promote the equal and meaningful participation of men and women in their workplace, family and community?			
15	Have you identified other factors that influence gender relations in the families and communities, as well as in the larger environment? These include factors, such as the fertility rate and other demographic variables, the poverty rate, economic opportunities and performance, labour supply and demand, migration patterns, climate and other environmental variables, cultural values, and the political situation.			

Checklist 3: Gender mainstreaming in workshops and meetings

Adapted from ILO, 2004

		Yes	No	Not sure
Meeting/workshop preparation				
1	If appropriate, have you identified how you can include the issues of gender equality in the selection of the topics and agenda for the event?			
2	If appropriate, have you consulted equally both the relevant men and women in the design of the meeting/ workshop?			
3	Does the invitation to the training clearly specify the need to ensure that women and men are represented as participants?			
4	Are there consistent mechanisms in place to ensure that women and men participate equally in the meeting/workshop as speakers, chairpersons, decision-makers etc., and are equally consulted during preparations?			
5	Have you invited related participants and partner organisations that are capable of contributing to the achievement of gender equality?			
6	Have you selected a facilitator for your meeting/workshop who is aware of gender concerns and of your efforts to promote gender equality?			
7	If the press are to cover the event, have you routinely informed them of the gender dimensions of your organisation's events?			
8	Does your registration form include a section that will allow for participants to give details on their sex as well as the position within the organisation they are representing?			
9	Have you ensured that the approach and methodology to be engaged will promote the equal participation by both women and men during the event?			
10	If there is inadequate participation by one sex, have you identified strategies to mitigate this?			
After the meeting/workshop				
11	Does the report show how many of the participants were women and how many were men, and what their status was (junior, middle, senior, not known)?			
12	Does the report detail, where appropriate, contributions to the event by gender?			
13	Once available for circulation, have the education, literacy and learning skills of those to receive the report been analysed to ensure it is in a form that will be of use to the recipients?			
14	Is there a mechanism available for receiving feedback on the report from the participants (both women and men)?			

Checklist 4: Gender mainstreaming in training

		Yes	No	Not sure
1	Have the details of those to be trained been assessed? E.g., levels of education reached, preferred language for training.			
2	Does the invitation to the training clearly specify the need to ensure that women and men are represented as participants?			
3	Has the training been organised to run at a time convenient for men and women (e.g. not during field preparation times)			
4	Have the trainers received training on gender mainstreaming before?			
5	Are the trainers aware of the need to ensure gender is mainstreamed in the training being offered?			
6	Has the training content been reviewed to ensure it has mainstreamed gender by e.g., covering an appropriate topic on gender?			
7	Is there a strategy in place to ensure the men and women participate in the sessions by making contributions and freely asking questions?			
8	If training is going to be residential, has the possibility of allowing mothers to attend the training with child minders been looked at?			
9	Have appropriate monitoring mechanisms to measure the impact of training on improved performance been established?			
10	Is there a system in place to collect feedback on the relevance and outcomes of the training?			

Checklist 5: Gender audit of publications

Adapted from Kols, 2007

		Yes	No	Not sure
Overall				
1	Publication meets information needs of female audience members			
2	Publication meets information needs of male audience members			
3	Male and female audience members will react to the publication and interpret its messages in the same way			
Subject matter				
4	Advances gender equity			
5	Does not reinforce gender stereotypes and prejudices			
6	Presents positive female and male role models			
7	Addresses special concerns of men and of women			
8	Does not inappropriately leave out men or women			
Language and writing				
9	Match appropriate reading level for audience members of both sexes			
10	Are gender-neutral			
Programme examples, case studies, and training exercises				
11	Feature men and women in equal numbers and in a range of roles at home and at work reflect the life experiences of both sexes			
12	Portray both women and men as active participants in development			
Illustrations				
13	Do not reinforce gender stereotypes and prejudices			
14	Present positive images of men and women in a range of roles at home and at work			
15	Have captions that explain content and reject gender stereotypes			
Design and layout				
16	Use simple headers to organise the text			
17	Format text to make it easier to read			
18	Use visual cues to point out key information			
19	Balance text with illustrations and white space			
Dissemination				
20	Select communication channels that reach both male and female audience members			
21	Use different communication channels for men and women, if necessary			

Promotion				
22	Promote publications to both male and female audience members			
23	Ensure that both men and women receive copies of print publications			
24	Make sure the training is gender-sensitive, if you plan to include instructional materials			
Monitoring and evaluation				
25	Monitor gender strategies throughout the publication process			
26	Develop indicators to measure the gender outcomes of publications			
27	Look for unintended consequences			
28	Develop and disseminate lessons learned regarding gender issues			

Checklist 6: Conducting community sensitisations

		Yes	No	Not sure
Overall				
1	Have you considered the different needs, priorities, and experiences of women and men in the community. For example, the need to organize separate sensitization sessions for men and women to ensure that both genders are comfortable and can participate freely			
2	Have you engaged a participatory approach to community sensitizations, which involves involving both men and women in the planning and implementation of the sensitization programs. This approach can help to ensure that both men and women have a say in the content and format of sensitization programs, which can increase their participation and engagement.			
Engagement of the leadership				
3	Have you involved women leaders in the community to encourage women’s participation in sensitization programs. Women leaders can help to mobilize other women in the and encourage them to participate in sensitization programs.			
4	Have you involved the traditional leaders, who can also use their influence to ensure women and men, boys and girls attend the sensitisations			
Male engagement				
5	Have you ensured that you have engaged the men in the sensitization programs to encourage their participation and support for women’s participation.			
Selection of mode of sensitisations				
6	Is the mode of delivering the messages (drama, song, talks, language to be used) taken into consideration the literacy levels of the men and women, boys and girls in the community?			
7	Have you used gender-inclusive language in oral and written communication? (Chairman vs. Chairperson)			
8	Have you used images with both men and women, reflecting both men’s and women’s voices in stories, and do not replicate gender stereotypes in visual material			
Accessibility				
9	Are the sensitisations planned to take place at a time convenient for men and women, boys and girls?			
10	Are the sensitization programs set at convenient locations that are accessible to all including men and women, boys and girls with disabilities?			

Checklist 7: Meeting practical needs vs. Strategic needs/interests

Adapted from: Dana Peebles. 2006. OAS Staff Staff Gender Toolkit

When you analyze a policy, program or project, you can determine whether it will be addressing women and men's strategic interests by asking if it will contribute to any of the following:

		Yes	No	Not sure
Overall				
1	Will women and men become agents of their own development? (strategic interest).			
2	Will there be a full consultation with – and involvement of – the women and men to be affected by the program, project or policy? This includes their involvement as managers and planners, in education and training, and their long-term access to resources and decision- making processes (strategic interests).			
3	Is there an explicit strategy to ensure that women and men's strategic interests will be taken into account, including the promotion of good governance policies that are inclusive of both women and men? (e.g. representation of both men and women on committees.)			
4	Are you providing one-time resources to a group of people (practical needs) or will it lead to sustainable and increased economic security, independence, options and opportunities for men and women? (The latter are strategic interests since security and independence are longer term and involve more strategic decisions).			
5	Will it lead to increased shared responsibility for the reproductive work traditionally done by women with men and the state? (Strategic interests & practical needs)			
6	Will it foster the organization of groups to support networking, advocacy and action in the sector concerned? (Strategic interests)			
7	Will it help build linkages and alliances with mainstream advocacy and interest groups? (Strategic interests)			
8	Will it increase representation and access to political power for women and men, particularly at the lower income levels or for groups that are otherwise marginalized? (Strategic interests).			

Checklist 1: Gender responsiveness in project design/planning

Adapted from: ILO, 2004

This checklist can be used to assess to what extent gender concerns are integrated into the design of project. If most of the answers to the following questions are 'yes', it means the project in its design is responsive to the needs and concerns of people of both sexes. If more than half of the answers are 'no' or 'not sure', more attention is needed to make sure that the project will address the needs and concerns of men and women.

		Yes	No	Not sure
Problem analysis				
1	Is data broken down by sex and have you conducted a gender analysis (developed profiles of women and men especially by types of work, workload, working and employment conditions, job levels and income)?			
2	Do you have basic understanding of the gender roles in the community workplace, area or sector? (What do men and women, boys and girls do? What is the division of labour, who decides on what and how is the income divided?)			
3	Do you have basic understanding of the gender relations in the community, area or sector? For example, the customs, traditions, cultural or religious beliefs that affect the way in which men and women, boys and girls play a role in the family, the workplace and in community life.			
4	Have you identified the practical and strategic needs of male and female beneficiaries? <ul style="list-style-type: none"> • <i>Practical needs</i> refer to needs linked to basic livelihood and survival such as food, water, shelter, income, clothing, and healthcare • <i>Strategic needs</i> refer to needs identified to overcome the subordinate position of women and girls and to promote the equal and meaningful participation of boys, girls, men, and women in their family and community 			
5	Have you identified any existing gender inequalities in the community, area or sector and if and how these inequalities are being addressed by any other programme or policies?			
Strategy development				
6	Have you used the outcome of gender analysis when developing the strategy?			
7	Have you considered to what extent gender-specific baseline data need to be collected?			
8	Have you identified how women and men can equally participate in and benefit from the project?			

		Yes	No	Not sure
9	Have you given explicit attention to raising awareness about gender equality?			
10	If gender inequalities exist, have you considered whether any gender-specific measures need to be built into the project?			
11	Have you fostered the necessary group and institutional structures that encourage the equal participation of both sexes?			
12	Have you applied a family- and area-specific approach? This means targeting all members in the families covered by the project.			
13	Have you included measures that will address the practical and strategic gender needs of women and men?			
Target groups				
14	Have you clearly specified the key characteristics and differences in the target groups (intended beneficiaries and direct recipients) by sex, age, type of work, income, ethnic origin, and position?			
15	Have you clearly identified how the programme benefits are distributed to the target groups (intended beneficiaries and direct recipients)? If any group has been underrepresented in benefiting from the services in the past, have you identified how the benefits will be made available to them?			
16	Have you provided for strengthening the capacity of the target groups (intended beneficiaries and direct recipients) to promote gender equality and address inequalities?			
Institutional framework				
17	Have you assessed your organisation's capacity to address the needs of men and women and to promote gender equality (by considering your mandate, your major areas of intervention, your structure and sex balance among staff, and staff attitudes and capacity to plan, implement and monitor strategies on gender equality promotion)?			
18	Have you identified and sought cooperation from organisations with expertise on promoting gender equality, should you need assistance in this respect?			
19	Have you made sure both women and men are represented in project advisory or steering committees where they exist?			
Objectives				
20	Are the objectives gender-specific and explicit?			
21	Do the objectives reflect priority concerns of women and men?			
22	Do the immediate objectives or the outputs identify the number of female and male intended beneficiaries?			
23	If the aims of the project include gender-specific action to redress inequalities, have you designed a specific immediate objective (and corresponding indicators) for this purpose?			

		Yes	No	Not sure
Outputs				
24	Have you specified the percentages of intended beneficiaries that are expected to be male and female?			
25	Have you determined what is needed to develop the institutional capacity towards the promotion of gender equality?			
26	In research: have you made sure that data are disaggregated by sex and that gender relations and inequalities are identified with explicit information about the specific situations, constraints and opportunities of boys and girls, women and men?			
27	In training/education: have you stated how many boys and girls, and women and men will be trained, in what areas and at what levels?			
28	In policy making: have you ensured that the roles of women and men, their needs and participation levels, as well as their specific constraints are explicitly taken into consideration? (If too few women are involved in decision making, design specific positive measures in the project to enhance their participation.)			
Activities				
29	Have you ensured that men and women can participate equally?			
30	Have you identified and used communication channels that will effectively reach girls and women as well as men and boys?			
31	Have you organised the location, physical arrangements, timing and duration of programme activities in such a way that all, including girls and women, and persons with disability can participate?			
32	Have you arranged childcare facilities when necessary?			
33	If girls and women cannot speak freely in mixed groups, have you organized separate events and arranged for women staff to communicate with them. It may also be necessary to have male staff work with men (e.g. boys in prostitution).			
34	Have you seized opportunities to demonstrate that the participation of women alongside men in development is beneficial to everyone?			
Indicators				
35	Do you have baseline data? If you do not, have you included a component to collect this data?			
36	Have you checked if the baseline data and indicators are broken down by sex in order to assess the programme impact on the situation of girls and boys, women and men?			
37	From the indicators given, will you be able to measure and evaluate the nature and extent of the benefits provided to boys and girls, men and women?			

		Yes	No	Not sure
Planning monitoring and evaluation				
38	Have you ensured the systematic collection of data to measure the impact of the programme on men and women?			
39	Have you analysed and followed up on possible differences in the project's impact on boys, girls, women and men?			
Inputs				
40	Have you created understanding and encourage commitment among all staff and partners that promoting gender equality is everybody's responsibility?			
41	Have you made sure that managers enact their responsibilities by: <ul style="list-style-type: none"> • Providing active leadership in gender equality promotion? • Taking note of early warning signs of gender inequalities? • Ensuring specific gender guidance and expertise is provided as necessary? 			
42	Have you ensured that sufficient human and financial resources are allocated for the gender components of the project?			
43	Have you verified to what extent gender expertise is required in personnel inputs and if so, have you explicitly stated gender expertise in personnel job descriptions?			
44	If girls and women cannot be effectively reached by male staff, have you determined the number of female staff required? (And vice versa for boys and men)			
45	Have you encouraged an equal balance among male and female staff at all levels and provided equal remuneration for men and women for work of equal value?			
46	Have you promoted the use of proper contracts and ensured the observance of fundamental labour standards and maternity protection in personnel, equipment and subcontracting policies and procedures?			

Checklist 2: Gender responsive research

Adapted from ILO, 2004

This checklist enables you to quickly assess to what extent a research project's terms of reference, design and tools (e.g. the questionnaire) include relevant guidance for carrying out gender analysis. In other words, will the research identify possible differences and relations between men and women, and specify inequalities by age, sex, ethnicity and income? If most of the answers to the following questions are 'yes', it means the research takes into account gender equality concerns in its design and analysis. If more than half of the answers are 'no' or 'not sure', more work is needed to integrate a gender dimension into the research design and analysis.

		Yes	No	Not sure
Design of the research terms of reference				
1	Have you included a clear gender dimension in the research background? For example: preliminary data on gender roles, gender relations, and existing inequalities, constraints and opportunities for men and women; data specified by sex. If this information is not available, ensure that the TOR includes collection of such data.			
2	Have you clearly stated the steps for conducting gender analysis in the research? (See <i>Conducting gender analysis in the research</i> section below)			
3	Have you provided gender-responsive guidelines in conducting the research? For example, if girls and women cannot speak freely in mixed groups, arrange for female researchers when carrying out women-only interviews or focus groups. Similarly, arrange for male researchers or interviewers to work with men in certain circumstances such as boys in prostitution.			
Selecting the research team				
4	Have you assessed whether the research team/organisation adequately understands gender equality issues and has the skills to identify inequalities and opportunities for promoting gender equality in their research?			
5	Does the research team include both women and men? Determine how women and men in the research team will be involved in the research (e.g. as research designers, field researchers, interviewers).			
6	Are gender experts involved in the research design process? This is essential if serious gender inequalities are known to exist.			
Conducting gender analysis in the research				
7	Have you collected, broken down, analysed and compared quantitative as well as qualitative data by sex and age (along with other key variables such as education, occupation, income, ethnicity)?			

8	Have you been attentive to the prevalent sex segregation in the labour markets? identify the types of work, occupations or sectors in which men and women are typically found.			
9	Have you developed a profile for the women and men covered in the research? Identify their roles and activities.			
10	<i>Analysing decision making:</i> Have you identified to what extent men and women may have different access to and control over available resources and benefits?			
11	Have you identified who uses, controls and makes decisions about: <ul style="list-style-type: none"> • <i>Resources:</i> how to spend time and money, how to use land and work tools, or who goes to school and who works, who goes to meetings? • <i>Benefits:</i> how to share food and earnings, when and how to use savings? 			
12	Have you described any differences found between the roles of men and women in decision making in the family, in the workplace and in the community?			
13	<i>Analysing gender-specific needs, constraints and opportunities:</i> Have you identified the practical needs or needs linked to survival (food, water, shelter, job, healthcare, etc.)?			
14	Have you identified the strategic needs or needs identified to overcome subordinate positions (usually of women and girls) and to promote the equal and meaningful participation of men and women in their workplace, family and community?			
15	Have you identified other factors that influence gender relations in the families and communities, as well as in the larger environment? These include factors, such as the fertility rate and other demographic variables, the poverty rate, economic opportunities and performance, labour supply and demand, migration patterns, climate and other environmental variables, cultural values, and the political situation.			

Checklist 3: Planning gender responsive workshops and meetings

Adapted from ILO, 2004

		Yes	No	Not sure
Meeting/workshop preparation				
1	If appropriate, have you identified how you can include the issues of gender equality in the selection of the topics and agenda for the event?			
2	If appropriate, have you consulted equally both the relevant men and women in the design of the meeting/ workshop?			
3	Does the invitation to the training clearly specify the need to ensure that women and men are represented as participants?			
4	Are there consistent mechanisms in place to ensure that women and men participate equally in the meeting/workshop as speakers, chairpersons, decision-makers etc., and are equally consulted during preparations?			
5	Have you invited related participants and partner organisations that are capable of contributing to the achievement of gender equality?			
6	Have you selected a facilitator for your meeting/workshop who is aware of gender concerns and of your efforts to promote gender equality?			
7	If the press are to cover the event, have you routinely informed them of the gender dimensions of your organisation's events?			
8	Does your registration form include a section that will allow for participants to give details on their sex as well as the position within the organisation they are representing?			
9	Have you ensured that the approach and methodology to be engaged will promote the equal participation by both women and men during the event?			
10	If there is inadequate participation by one sex, have you identified strategies to mitigate this?			
After the meeting/workshop				
11	Does the report show how many of the participants were women and how many were men, and what their status was (junior, middle, senior, not known)?			
12	Does the report detail, where appropriate, contributions to the event by gender?			
13	Once available for circulation, have the education, literacy and learning skills of those to receive the report been analysed to ensure it is in a form that will be of use to the recipients?			
14	Is there a mechanism available for receiving feedback on the report from the participants (both women and men)?			

Checklist 4: Planning gender responsive training

		Yes	No	Not sure
1	Have the details of those to be trained been assessed? E.g., levels of education reached, preferred language for training.			
2	Does the invitation to the training clearly specify the need to ensure that women and men are represented as participants?			
3	Has the training been organised to run at a time convenient for men and women (e.g. not during field preparation times)			
4	Have the trainers received training on gender before?			
5	Are the trainers aware of the need to ensure gender is covered in the training being offered?			
6	Has the training content been reviewed to ensure it has intergrated gender by e.g., covering an appropriate topic on gender?			
7	Is there a strategy in place to ensure the men and women participate in the sessions by making contributions and freely asking questions?			
8	If training is going to be residential, has the possibility of allowing mothers to attend the training with child minders been looked at?			
9	Have appropriate monitoring mechanisms to measure the impact of training on improved performance been established?			
10	Is there a system in place to collect feedback on the relevance and outcomes of the training?			

Checklist 5: Gender audit of publications

Adapted from Kols, 2007

		Yes	No	Not sure
Overall				
1	Publication meets information needs of female audience members			
2	Publication meets information needs of male audience members			
3	Male and female audience members will react to the publication and interpret its messages in the same way			
Subject matter				
4	Advances gender equity			
5	Does not reinforce gender stereotypes and prejudices			
6	Presents positive female and male role models			
7	Addresses special concerns of men and of women			
8	Does not inappropriately leave out men or women			
Language and writing				
9	Match appropriate reading level for audience members of both sexes			
10	Are gender-neutral			
Programme examples, case studies, and training exercises				
11	Feature men and women in equal numbers and in a range of roles at home and at work reflect the life experiences of both sexes			
12	Portray both women and men as active participants in development			
Illustrations				
13	Do not reinforce gender stereotypes and prejudices			
14	Present positive images of men and women in a range of roles at home and at work			
15	Have captions that explain content and reject gender stereotypes			
Design and layout				
16	Use simple headers to organise the text			
17	Format text to make it easier to read			
18	Use visual cues to point out key information			
19	Balance text with illustrations and white space			
Dissemination				
20	Select communication channels that reach both male and female audience members			
21	Use different communication channels for men and women, if necessary			

Promotion				
22	Promote publications to both male and female audience members			
23	Ensure that both men and women receive copies of print publications			
24	Make sure the training is gender-sensitive, if you plan to include instructional materials			
Monitoring and evaluation				
25	Monitor gender strategies throughout the publication process			
26	Develop indicators to measure the gender outcomes of publications			
27	Look for unintended consequences			
28	Develop and disseminate lessons learned regarding gender issues			

Checklist 6: Planning gender responsive community sensitisations

		Yes	No	Not sure
Overall				
1	Have you considered the different needs, priorities, and experiences of women and men in the community. For example, the need to organize separate sensitization sessions for men and women to ensure that both genders are comfortable and can participate freely			
2	Have you engaged a participatory approach to community sensitizations, which involves involving both men and women in the planning and implementation of the sensitization programs. This approach can help to ensure that both men and women have a say in the content and format of sensitization programs, which can increase their participation and engagement.			
Engagement of the leadership				
3	Have you involved women leaders in the community to encourage women’s participation in sensitization programs. Women leaders can help to mobilize other women in the and encourage them to participate in sensitization programs.			
4	Have you involved the traditional leaders, who can also use their influence to ensure women and men, boys and girls attend the sensitisations			
Male engagement				
5	Have you ensured that you have engaged the men in the sensitization programs to encourage their participation and support for women’s participation.			
Selection of mode of sensitisations				
6	Is the mode of delivering the messages (drama, song, talks, language to be used) taken into consideration the literacy levels of the men and women, boys and girls in the community?			
7	Have you used gender-inclusive language in oral and written communication? (Chairman vs. Chairperson)			
8	Have you used images with both men and women, reflecting both men’s and women’s voices in stories, and do not replicate gender stereotypes in visual material			
Accessibility				
9	Are the sensitisations planned to take place at a time convenient for men and women, boys and girls?			
10	Are the sensitization programs set at convenient locations that are accessible to all including men and women, boys and girls with disabilities?			

Checklist 7: Meeting practical needs vs. Strategic needs/interests

Adapted from: Dana Peebles. 2006. OAS Staff Staff Gender Toolkit

When you analyze a policy, program or project, you can determine whether it will be addressing women and men's strategic interests by asking if it will contribute to any of the following:

		Yes	No	Not sure
Overall				
1	Will women and men become agents of their own development? (strategic interest).			
2	Will there be a full consultation with – and involvement of – the women and men to be affected by the program, project or policy? This includes their involvement as managers and planners, in education and training, and their long-term access to resources and decision- making processes (strategic interests).			
3	Is there an explicit strategy to ensure that women and men's strategic interests will be taken into account, including the promotion of good governance policies that are inclusive of both women and men? (e.g. representation of both men and women on committees.)			
4	Are you providing one-time resources to a group of people (practical needs) or will it lead to sustainable and increased economic security, independence, options and opportunities for men and women? (The latter are strategic interests since security and independence are longer term and involve more strategic decisions).			
5	Will it lead to increased shared responsibility for the reproductive work traditionally done by women with men and the state? (Strategic interests & practical needs)			
6	Will it foster the organization of groups to support networking, advocacy and action in the sector concerned? (Strategic interests)			
7	Will it help build linkages and alliances with advocacy and interest groups? (Strategic interests)			
8	Will it increase representation and access to political power for women and men, particularly at the lower income levels or for groups that are otherwise marginalized? (Strategic interests).			

Action Plan – Strengthening our gender responsive planning as a DNCC

Kindly identify what activities you will want to undertake as a DNCC to kick start the gender mainstreaming process

	Action to be undertaken	Start date	End date	Who will be responsible	Are resources required? What form?

Action Plan - Revisiting our gender mainstreaming in programmes and projects

Kindly identify what activities you will want to undertake as a DNCC to kick start the gender mainstreaming process

	Action to be undertaken	Start date	End date	Who will be responsible	Are resources required? What form?

Exercise 1: Quiz - Gender Concepts

(Instructions: Match each concept in the right column with their definition on the left column by drawing a line linking each concept with its own definition)

1	Data broken down by sex, age or other variables to reflect the different needs, priorities and interests of women and men, and their access to and control over resources, services and activities.	A	Gender Roles
2	Having the same (or a sufficient) number of women and men at all levels within the organization to ensure equal representation and participation in all areas of activity and interest.	B	Gender Stereotypes
3	The study of differences in the conditions, needs, participation rates, access to resources and development, control of assets, decision making powers, etc., between women and men in their assigned gender roles.	C	Feminism
4	The recognition of the fact that life experience, expectations, and needs of women and men are different, that they often involve inequality and are subject to change.	D	Gender Awareness
5	The difference in any area between women and men in terms of their levels of participation, access to resources, rights, power and influence, remuneration and benefits	E	Gender Mainstreaming
6	The sets of behaviour, roles and responsibilities attributed to women and men respectively by society which are reinforced at the various levels of the society through its political and educational institutions and systems, employment patterns, norms and values, and through the family	F	Gender Balance
7	Ignoring or failing to address the gender dimension.	G	Disaggregated Data
8	The inclusion of the respective needs, interests and priorities of men and women in all policies and activities. This rejects the idea that gender is a separate issue and something to be tackled on its own.	H	Gender Gap
9	A collection of movements and ideologies that share a common goal: to define, establish, and achieve equal political, economic, cultural, personal, and social rights for women.	I	Gender Blind
10	Socially constructed beliefs about men and women. These are constructed through sayings, songs, proverbs, the media, religion, custom, culture, education, drama etc.	J	Gender Analysis

Exercise 2: Gender biases – Dealing with stereotypes

Work individually and assess the statements in the table below. Decide which statements are always true, which are always false, and which may be both true and false, depending on certain conditions/circumstances:

	Statements	True why?	False why	Both true and false depending on...
1	Men cannot take care of babies			
2	Women cannot make fair judgments because they are emotional.			
3	Men are better leaders than women.			
4	Girls enter puberty sooner than boys.			
5	Women are bad drivers.			
6	Best teachers are women.			
7	Women are not skilled for technical professions, such as engineering.			
8	Women like gossiping.			
9	Girls are better in literature and arts, while boys are better in mathematics and sciences			
10	Girls are more hardworking than boys.			
11	Men have a better sense of direction. E.g. when driving a car and trying to find a location for the first time.			
12	Men are not good cooks.			
13	The best doctors are men.			
14	Girls are clean and orderly			
15	All girls like dolls.			
16	Boys are smarter than girls.			

Exercise 3: Case Study 1: Condom Social Marketing in Bolivia

How would you categorize the following case study according to the Gender Continuum? *Focus on classifying the project's intended objective and design.*

The goal of a social marketing campaign in Bolivia was to increase condom sales. The campaign television spot featured a young man who said very proudly that he used a different color condom with each of his several girlfriends. The intended message was that he used condoms whenever he had sex, a "safe sex" message.

Questions for Consideration

- How will this intervention influence men's and women's behaviors?
- Ultimately and in the long-run, is this intervention advancing gender equality?

Case Study 2 - Delaying Child Marriage Among Girls in Petauke

How would you categorize the following case study according to the Gender Continuum? *Focus on classifying the project's intended objective and design.*

Poverty and violence against women and girls may lead parents to marry their daughters off when they are young. Parents often think it is in their daughter's best interest to ensure her safety, and in communities in where a "bride price" is given, families may be motivated by the extra income. In most cases, young brides are often physically and emotionally not ready to become wives or get pregnant yet adhere to the societal and cultural norms that they soon become pregnant after marrying. The objective of a program in Zambia was to delay child marriage among girls. In order to do so, the program sought to improve the social status of girls by providing life skills training related to gender equality, legal literacy, and team building. The program also involved parents and especially mothers in designing and providing feedback on the intervention and curriculum.

Questions for Consideration

- How will this intervention influence young girls' and their parents' behaviors?
- Ultimately and in the long-run, is this case study looking to promote gender equality?

Case Study 3 - HIV/AIDS Prevention in Livingstone

How would you characterize the following case study according to the Gender Continuum? *Focus on classifying the project's intended objective and design.*

This project provided education, negotiation skills, and free condoms to female commercial sex workers (SW) in Livingstone. Although knowledge and skills among SWs increased, actual condom use remained low. After further discussions with the SWs, project managers realized that SWs weren't successful in using condoms because they did not have the power to insist on condom use with their clients. The project then shifted its approach and enlisted brothel owners, who had the power and authority to insist on condom use, as proponents of a "100% condom-use policy." Since the vast majority of brothels in the project region participated in the project, the project resulted in a significant increase in safe sex practices.

Questions for Consideration

- How will this intervention influence female commercial sex workers', their clients', and brothel owners' behaviors?
- Ultimately and in the long-run, is this case study looking to empower female commercial sex workers?

Exercise 4a: Control of resources

Indicate in the columns below who has control, who benefits, who has access and who uses: Is it the Female child, Male child, Female adult – mother or the Male adult - father

Resources	Control	Benefits	Access	User
Land				
Equipment (ploughs)				
Equipment (tractor)				
Livestock – goats cattle				
Livestock – chickens, ducks				
Money from the sale of vegetables grown by the woman				
Money from the salary of the man				
Information on nutrition				
Credit				
Farm inputs				
Labour				

Exercise 4b: Activity Profile for _____

Time	Father (Aged 45)	Mother (Aged 30)	Teen son (Aged 17)	Teen daughter (Aged 13)
04:00 am				
04:30 am				
05:00 am				
05:30 am				
06:00 am				
06:30 am				
07:00 am				
07:30 am				
08:00 am				
08:30 am				
09:00 am				
09:30 am				
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10:30 am				
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22:30 pm				
23:00 pm				
23:30 pm				
24:00 pm				
00:30 am				
01:00 am				
01:30 am				
02:00 am				
02:30 am				
03:00 am				
03:30 am				

1. Who does the most hours of work?
2. Who does the productive, reproductive and community service roles?
3. Who gets up earliest and goes to bed latest?
4. What is the difference between the work/recreation/school attendance of the boys and girls in the family?
5. How does age and position in family affect the roles of family members?
6. **What is your analysis of this in relation to one GPs(group member's) Project?**