



**GENDER PAYS OFF!**

# Gender-Responsive Project Management

## A practical Guide

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As a federally owned enterprise, GIZ supports the German Government in achieving its objectives in the field of international cooperation for sustainable development.

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## Abbreviations and acronyms

AAA .....	Accra Agenda for Action
AAAA .....	Addis Ababa Action Agenda
AIDS .....	Acquired Immune Deficiency Syndrome
BMZ .....	German Federal Ministry for Economic Cooperation and Development
CEDAW .....	UN Convention on the Elimination of All Forms of Discrimination Against Women
CSO .....	Civil Society Organisations
CSW .....	Commercial Sex Workers
DFID .....	UK Department for International Development
EO .....	Equal Opportunity
EU .....	European Union
FGM .....	Female Genital Mutilation
GAP .....	Gender Action Plan
GIA .....	Gender Impact Analysis
GIZ .....	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
GOPP .....	Gender-Oriented Project Planning
HIV/AIDS.....	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
LGBTI .....	Lesbian, Gay, Bisexual, Transgender and Intersex
MDGs .....	Millennium Development Goals
NGOs .....	Non-governmental Organisations
NORAD .....	Norwegian Agency for Development Cooperation
OECD/DAC.....	Organisation for Economic Co-operation and Development/ Development Assistance Committee
PLWHA .....	Persons Living with HIV/AIDS
RBM .....	Results-based Management
SDC .....	Swiss Agency for Development and Cooperation
SDGs .....	Sustainable Development Goals
STIs .....	Sexual Transmitted Diseases
ToR .....	Terms of Reference
UN .....	United Nations
UNDP .....	United Nations Development Programme
WHO .....	World Health Organisation

## Introduction

„Countries with more gender equality have better economic growth. Companies with more women leaders perform better. Peace agreements that include women are more durable. Parliaments with more women enact more legislation on key social issues such as health, education, anti-discrimination and child support. The evidence is clear: equality for women means progress for all.’<sup>1</sup>

### Why should we care about gender-responsive project management?

Gender equality and women’s rights are enshrined in most constitutions worldwide as well as in numerous international and regional declarations and agreements, such as the UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1979), the Beijing Platform for Action (1995), the Addis Ababa Action Agenda (2015) and the 2030 Agenda for Sustainable Development.

The *2030 Agenda for Sustainable Development* leaves no doubt that gender equality is not only a goal in itself but central to sustainable development. In its preamble, it says: ‘The 17 Sustainable Development Goals and 169 targets which we are announcing today demonstrate the scale and ambition of this new universal Agenda. They seek to build on the Millennium Development Goals and complete what they did not achieve. They seek to realize the human rights of all and to achieve gender equality and the empowerment of all women and girls. They are integrated and indivisible and balance the three dimensions of sustainable development: the economic, social and environmental.’

With the new *European Consensus on Development endorsed* by the Council of the European Union on May 19th, 2017 the EU and its member states made it clear that ‘Gender equality is at the core of the EU values and is enshrined in its legal and political framework. It is vital for achieving the SDGs and cuts across the whole 2030 Agenda. The EU and its Member States will promote women’s and girls’ rights, gender equality and the empowerment of women and girls and their protection as a priority across all areas of action.’

### What is gender-responsive project management?

Gender-responsive project management applies a gender perspective to the analysis, design, methodological approach, the targets, objectives and activities and to the monitoring and reporting of a project or programme as well as the budget and the human resource policy.

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<sup>1</sup> <http://www.un.org/en/events/womensday/2014>

## Why and how is gender-responsive project management embedded in German development cooperation?

Gender-responsive project management is a prerequisite for ensuring that a project addresses the **specific needs and interests of women and men and does not perpetuate discrimination**. It helps interventions to reach a more inclusive target group, to adapt to local contexts and obtain sustainable results. It therefore yields great benefits for projects and programmes and contributes to the development of democratic societies based on human rights, social justice and sustainability. Finally yet importantly, **promoting gender equality** is a goal in itself enshrined in the Basic Law of the Federal Republic of Germany (Article 3) and a **binding principle and value guiding European and German development action**. Thus applying a gender-lens to the entire project cycle is not only mandatory but also the right thing to do.

As laid down in the *Cross-sectoral strategy on Gender Equality in German Development Cooperation* (2014), the German Federal Ministry for Economic Cooperation and Development (BMZ) follows a three-pronged approach to achieve gender equality, to overcome multiple discriminations and promote women's rights, equal opportunities, equal responsibilities and equal say for women and men.

1. Gender mainstreaming as a cross-cutting task in all areas of German development cooperation,
2. Specific measures and projects targeting women's rights and gender equality and
3. Systematic integration of women's rights and gender equality in high-level bilateral and multilateral development policy dialogue and policy advice. The strategy is implemented through the *BMZ Development Policy Action Plan on Gender Equality 2016-2020<sup>2</sup>* and its yearly *Road Maps* with specific measures, activities and targeted impacts.

## How does this publication add to gender-responsive project management?

This practical guide aims at providing guidance to all staff in German development cooperation on how to apply gender-responsive project management. Following the steps in the project cycle as well as the management responsibilities in project management, the guide provides specific advice, tools and ideas for action for sustainable ways to integrate a gender perspective into projects and programs. All tools used in this publication are based on and

<sup>2</sup> [http://www.bmz.de/en/publications/type\\_of\\_publication/strategies/Strategiepapier363a\\_03\\_2016.pdf](http://www.bmz.de/en/publications/type_of_publication/strategies/Strategiepapier363a_03_2016.pdf)



originate from *Capacity WORKS*, GIZ's Management Model for Sustainable Development. Users are invited to customise approaches and instruments to suit the respective context in which they are being applied. Additionally, you will find references to the requirements of GIZ's *Safeguards+Gender Management System*<sup>3</sup>, which is mandatory for all GIZ business areas and commissioning parties since December 2016. The publication is accompanied by the GIZ/AIZ training course on *Gender Mainstreaming in German Development Cooperation - Levers for the sustainable integration of gender equality in the project management cycle*.<sup>4</sup> This training course offers opportunities to further enhance and deepen knowledge on gender mainstreaming in project management, discuss challenges and potentials and share experiences with colleagues.

**Chapter 1** provides a general overview on gender equality and demonstrates its central role within national and international development cooperation.

**Chapter 2** focuses on the different steps of the project cycle and presents strategic levers for the integration of gender equality into project planning and management and how to integrate gender equality into the management tools of *Capacity WORKS* in order to fulfil the requirements of GIZ Quality *Assurance and Safeguards+Gender Management System*. The first section describes what is needed to create a sound basis for integrating gender equality during the preparation and planning phase, explaining instruments such as the gender analysis. The second section tackles principles and practical steps for the integration of the gender approach during the implementation process, including gender-responsive results-based monitoring and knowledge management. The third section examines the completion of a measure and describes essential elements for gender-responsive reporting and evaluation.

**Chapter 3** focuses on gender mainstreaming within programmes and projects. It includes different activities to improve equality between women and men and to reduce discrimination and disadvantages within a team and among colleagues. The processes looked at range from personnel recruitment processes to knowledge management.

The **annex** includes a glossary providing definitions and further information on key concepts as well as recommendations for further (background) information.

**Notice:** This guide mainly refers to the commission management practices with BMZ. While the general aspects of the project cycle and the mainstreaming practices apply to all projects, other commissioning parties (AA, EU etc.) might have different organisational procedures. For further information: *O+R Commission Management*<sup>5</sup>.

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<sup>3</sup> Safeguards+Gender Management System ([intranet.giz.de/cps/rde/xchg/giz\\_intranet/XSL/hs.xsl/-/HTML/16747.htm](https://intranet.giz.de/cps/rde/xchg/giz_intranet/XSL/hs.xsl/-/HTML/16747.htm))

<sup>4</sup> You can enrol for the training here: <https://aiz-programm.giz.de/index.php?id=111>

<sup>5</sup> O+R Commission Management ([intranet.giz.de/cps/rde/xchg/giz\\_intranet\\_en/XSL/hs.xsl/-/HTML/6103.htm](https://intranet.giz.de/cps/rde/xchg/giz_intranet_en/XSL/hs.xsl/-/HTML/6103.htm))



## Why are we still talking about Gender?

### Why gender equality is still an issue!

Gender equality is still far from becoming a reality. Some improvements have been achieved since the United Nations adopted the *Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1979)*. Numerous states, as well as communities of states like the European Union and the African Union, have passed laws and adopted action plans to promote gender equality and empower women. However, domestic legislations of more than 150 nations still contain provisions that restrict and hinder women's economic participation and development<sup>6</sup>. Moreover, in many countries we still find the persistence of social norms, structures, institutions and custom-based power relationships that prevent girls and women from participating on equal terms in public, economic, social and political life. This includes education, formal participation in the labour market, entrepreneurship, access to credit, inheritance and property rights and land ownership. For example, 2/3 of all illiterate adults are women. The average percentage of women in parliaments globally is only 20%. Un-paid reproductive and care work is done to 80% by women. Globally, only between 10 – 20% of land-owning persons are women.<sup>7</sup>

It is against this background that heads of states and governments have adopted the *2030 Agenda for Sustainable Development* in 2015 with Gender Equality being one of 17 Sustainable Development Goals (SDGs) and featuring prominently in 11 of the other SDGs.

Gender equality and non-discrimination are human rights and as such objectives of the rights-based approach of German development cooperation. However, gender equality is not only a goal in itself, but an essential precondition both for the well-being of people and societies and for a development that is economically, socially and ecologically sustainable – for local communities and countries alike. Gender-responsive projects can contribute to achieve lasting change, for example:

- When more women hold elected offices, political decisions will take greater account of the interests and needs of women and families. In Rwanda and South Africa, for example, an increase in the number of female members of parliament has led to more progressive legislation in the areas of land ownership, inheritance and reproductive rights.<sup>8</sup>

<sup>6</sup> The World Bank Group (2015): Women, Business and the Law (<http://wbl.worldbank.org>).

<sup>7</sup> For more information: <http://www.gender-in-german-development.net>

<sup>8</sup> The World Bank Group (2014): Voice and Agency: Empowering women and girls for shared prosperity, p.152 ([http://www.worldbank.org/content/dam/Worldbank/document/Gender/Voice\\_and\\_agency\\_LOWRES.pdf](http://www.worldbank.org/content/dam/Worldbank/document/Gender/Voice_and_agency_LOWRES.pdf)).

- If farming women worldwide had the same access to productive resources as men, they would be able to raise yields by 20–30 per cent, enabling total agricultural production to grow by 2.5 to 4.0 per cent and reducing the number of people suffering from hunger in the world by 12–17 per cent.<sup>9</sup>
- If all women had access to the supplies, goods and services recommended by the World Health Organisation (WHO), the number of maternal mortality during pregnancy and birth would decrease by 67 per cent and new-born deaths would decrease by 77 per cent<sup>10</sup>.
- Each additional year that a girl spends at school can raise her income as an adult by 10–20 per cent<sup>11</sup>.
- If women had an equal voice in the design and roll-out of policy-making processes, their knowledge, their expertise and their role in households and local communities would offer valuable contributions to gender-responsive climate, environmental and sustainable development policies<sup>12</sup>.

Considering **gender equality on the project level pays off**, too.<sup>13</sup> Diverse project teams tend to be more innovative and creative in finding solutions, as women and men might look at problems from different angles. In many countries, for example, only female staff can effectively reach women in the target communities. Furthermore, competence in **promoting gender equality and women's rights** and using methods for their implementation are also relevant for potential co-financing partners and clients, as for example DFID and DFAT. Naoko Ishii, GEF CEO and Chairperson CEO of the Global Environmental Facility states clearly: 'Only by engaging partners, both women and men, can we reverse the negative trends threatening our ecosystems and save them for our future generation.'<sup>14</sup> Others such as the *Green Climate Fund (GCF)* went a step further by making GCFs' management and staff accountable for gender-responsive results and accredited implementing entities such as GIZ and KfW for delivering on projects' and programs' gender objectives, results and outcomes in line with the GCF gender policy.<sup>15</sup>

<sup>9</sup> FAO (2010–2011): The State of Food and Agriculture. Women in 13 UNICEF (2014), Ending Child Marriage: Progress and Agriculture: Closing the Gender Gap for Development, p. 6 ([http://www.unicef.org/media/files/Child\\_www.fao.org/docrep/013/i2050e/i2050e.pdf](http://www.unicef.org/media/files/Child_www.fao.org/docrep/013/i2050e/i2050e.pdf)) Marriage\_Report\_7\_17\_LR.pdf).

<sup>10</sup> Guttmacher Institute (2014): Adding it up (<https://www.guttmacher.org/pubs/AddingItUp2014.pdf>).

<sup>11</sup> UNESCO (2014): The Education for All Global Monitoring Report Global Monitoring Report 2013/14 (<http://unesdoc.unesco.org/images/0022/002266/226662e.pdf>).

<sup>12</sup> UN WomenWatch (2009): 'Women, Gender Equality and Climate Change' ([http://www.un.org/womenwatch/feature/climate\\_change/downloads/Women\\_and\\_Climate\\_Change\\_Factsheet.pdf](http://www.un.org/womenwatch/feature/climate_change/downloads/Women_and_Climate_Change_Factsheet.pdf))

<sup>13</sup> GIZ (2016): Gender Competition 2016 (<https://gc21.giz.de/ibt/var/app/wp385P/2371/index.php/competition>), World Bank (2011): World Development Report 2012 – Gender Equality and Development, (<https://siteresources.worldbank.org/INTWDR2012/Resources/7778105-1299699968583/7786210-1315936222006/Complete-Report.pdf>).

<sup>14</sup> Global Environment Facility (2015): Gender Equality Action Plan 2015 – 2018 ([https://www.thegef.org/sites/default/files/publications/GEF\\_GenderEquality\\_CRA\\_lo-res\\_0.pdf](https://www.thegef.org/sites/default/files/publications/GEF_GenderEquality_CRA_lo-res_0.pdf))

<sup>15</sup> Green Climate Fund (2016): Gender Policy and Action Plan: [https://www.greenclimate.fund/documents/20182/24946/GCF\\_B.08\\_19\\_-\\_Gender\\_Policy\\_and\\_Action\\_Plan.pdf/afd29fd9-3efa-41c3-8318-7d86587c7701](https://www.greenclimate.fund/documents/20182/24946/GCF_B.08_19_-_Gender_Policy_and_Action_Plan.pdf/afd29fd9-3efa-41c3-8318-7d86587c7701)

## 1.1 Clarifying gender-relevant terms

### Understanding gender mainstreaming

Many times, **gender equality** is being ill-perceived as a solely feminist approach that is to empower women at all costs while ignoring existing power relations, social patterns, traditions and practices. A **gender approach** recognises the different needs of men and women, existing patterns and causes of their level of participation and representation and seeks to work towards equality, minimizing existing inequalities while **seeking benefits for both men and women** in the process.

A misapprehended gender approach often follows a narrow understanding of the complexity of gender relations or is a result of the following misunderstandings<sup>16</sup>:

**Women's participation is not equal to gender:** To 'include' women in an intervention is not enough to claim that an intervention is gender-aware or even gender responsive or transformative. A women-only intervention is gender-blind if it keeps women in traditional areas and does not offer scope for change towards gender equality. An intervention targeted at both women and men is also gender-blind if it does not offer equal opportunities to women and men to participate and benefit according to their needs and thus overcome gender specific disadvantages. A men-only activity (e.g. educating men on family planning) can be gender-transformative if it aims to change gender stereotypes, which disadvantage or discriminate one sex over the other. Affirmative action and strategies promoting equal numbers of women and men, including quotas, can really boost women's participation and gender equality. But in order to be effective, all these interventions and strategies need to be supported with capacity building and empowerment measures.

**Women's organisations are not the only partners:** Women's organisations, governmental institutions or civil society, are key partners for gender. However, they are not the only ones. They are not necessarily gender-competent, they may lack the capacity, or the will, to work with men and they may resist addressing strategic gender needs, which are too challenging politically or culturally. The **private sector** can be a strategic partner, especially companies which have aligned themselves to, for example, the Agenda 2030, the UN Global Compact<sup>17</sup> and the Women's' Empowerment Principles<sup>18</sup>. Alliances must be created broadly across sectors and interests to generate new synergies and bring new competences to the gender debate.

**Women are not the only actors:** So far, women have been the main actors working on gender equality (as trainers, activists, planners etc.). However, working only with professional women can marginalize gender equality as a 'women's issue'. It is essential to develop men's skills too in this area to bring men's point of view into the gender debates and effectively address

<sup>16</sup> Adapted from: SDC (2003): Gender in Programmes/Projects. Zürich.

<sup>17</sup> <https://www.unglobalcompact.org>

<sup>18</sup> <http://weprinciples.org>

gender roles, stereotypes, power relations and the benefits of gender equality and diversity. Against this background, the UN has launched the *HeForShe* campaign<sup>19</sup> and the cooperation with female and male stakeholders features prominently in the BMZ Gender Action Plan 2016–2020<sup>20</sup>.

## Stages of gender equality in development interventions

**Gender relations** are reflected very differently in development interventions. Some projects and programmes exploit gender inequalities, others accommodate gender differences, and some actually transform gender relations. The latter is **the objective of gender mainstreaming** as defined by BMZ. However, not all interventions are able to transform gender relations, although, from a gender perspective, that would be the preferred outcome. Implementing organisations and staff might not always **be aware of their intervention's impact on gender relations**, and whether this impact is desirable. Interventions may exploit gender inequalities unintentionally, e.g. in the pursuit of reproductive health and demographic goals. The situation of women may worsen, for example, when the use of male opinion leaders or aggressive imagery in marketing slogans aimed at men reinforces male dominance of decision-making authority and resources. **Other interventions accommodate gender differences** without challenging the underlying stereotypes. Such interventions make it easier for women to fulfil the duties ascribed to them by their gender roles, without attempting to reduce gender inequality. Interventions that seek to **transform gender relations** may take more time to bring about results, but such changes are more likely to bring long-term and sustainable benefits. Programmes and policies may transform gender relations through:

- **Encouraging critical awareness** of gender roles and norms.
- Promoting the position of the disadvantaged gender.
- **Challenging the imbalance** of power, distribution of resources, and allocation of duties between and among women and men.<sup>21</sup>

### Interventions can be classified in the following categories:

**Gender-negative:** The impact of gender relations on development and of development on gender relations is negated. Corresponding approaches reinforce gender-discrimination and can have disempowering effects, especially for women. This is an unacceptable stage for any programme; however, it is the starting point on a continuum and therefore needs to be cited as a reference.

<sup>19</sup> <http://www.heforshe.org/en>

<sup>20</sup> [http://www.bmz.de/en/publications/type\\_of\\_publication/strategies/Strategiepapier363a\\_03\\_2016.pdf](http://www.bmz.de/en/publications/type_of_publication/strategies/Strategiepapier363a_03_2016.pdf)

<sup>21</sup> Adapted and amended from: IGWG (Inter-Agency Gender Working Group)/WHO (2005): So What Report. A Look at Whether Integrating a Gender Focus Into Programmes Makes a Difference to Outcomes. Geneva.

**Gender-blind:** There is a lack of recognition that gender is an essential determinant of life choices. There is no recognition that development can have different effects on women and on men. Such an approach can also reinforce gender-discrimination.

**Gender-aware:** There is recognition of gender inequity and differences between women and men in terms of access to and control over resources, including opportunities for development and that women and men have different perspectives and interests. However, this awareness is not necessarily translated into practice.

**Gender-sensitive:** There is recognition of underlying and hidden causes of inequalities between women and men. Differences are felt as undesirable and unjustifiable and there is an understanding of problems resulting from inequity and discrimination, but no systematic action is undergone to change them.

**Gender-responsive:** There is recognition of underlying and hidden causes of inequalities between women and men. At this stage, development interventions systematically incorporate or address specific gender needs of men and women.

**Gender-transformative:** The transformation of unequal gender relations is perceived as central to positive development outcomes. It aims to move beyond individual self-improvement among women and men towards transforming harmful gender roles, norms and relations that serve to reinforce gendered inequalities.



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<sup>22</sup> Moser, Caroline (1993): Gender Planning and Development, London.

**Box 1 Practical needs and strategic interests**

The distinction between **practical needs and strategic needs or interests** is useful to identify effective short- and long-term measures to enhance gender equality.

**Practical needs** are related to the concrete living conditions of women and men and their present workloads and refer to the immediate needs, e.g. the need for clean water supply, credit schemes or fuel for cooking. These are usually addressed through short-term development interventions. They are in themselves unlikely to challenge the underlying reasons for unequal aspects of gender relations.

**Strategic needs or interests** originate in structural inequalities and social disparities. Strategic interests include equal access to decision making power, land ownership, shared responsibility between men and women for child care, ending abusive cultural practices such as female genital mutilation (FGM) or combating violence against women.

While these two analytical categories of needs are useful, in practice they are **often intertwined**. For instance, solving practical problems such as increasing women's income can at the same time strengthen their self-confidence, give them greater independence and thus contribute to a change in relations between women and men. The practical need to enhance women's basic numeracy and literacy skills in order to operate in the local market, may bring the longer-term strategic advantage of enabling them to participate more effectively in community organisations. On the other hand, there are dangers in supporting projects that address practical needs in ways, which do not consider strategic needs. These projects or programmes can reinforce disparities. For instance, interventions that support income-generating activities for women without improving accounting or management skills as well as bargaining power and control over resources might ultimately increase women's workload, drive them into debt, or increase only their husbands' income.<sup>20</sup>

## Framework for German development cooperation

Equal rights, equal duties, equal opportunities and equal power for women and men, boys and girls are basic principles of German development policy. This means:

- **Women's rights are human rights.** They are universal, inalienable and indivisible. This is a basic principle and value that guides European and German development policy and external action and critically shapes the objectives, programmes and approaches in cooperation with partners and at international level.
- The BMZ advocates a **human rights-based approach**. Women and men are rights holders. The BMZ supports women to be able to claim their rights effectively. For the same reason, the BMZ works with and promotes governmental partners, as bearers of obligations, to respect, protect and guarantee the rights of their citizens regardless of the sex, sexual orientation and identity.
- **Non-discrimination** is a key human rights principle. It is enshrined in all human rights conventions and reaffirmed in the UN Convention on the Elimination of all Forms of Discrimination against Women (CEDAW). The BMZ and its partners therefore have an obligation to focus efforts on reducing gender-based discrimination in its various forms and to actively promote women's rights.

- BMZ pursues a **transformative gender approach**, which means to actively question and critically analyse established norms and gender stereotypes and focus on dismantling existing structural inequalities.

## BMZ policies

### Cross-sectoral strategy on Gender Equality in German Development Policy (2014)

In its cross-sectoral strategy, BMZ affirms the promotion of gender equality as a cross-cutting issue across all sectors of German development cooperation. Women's rights and gender equality are an integral part of the human rights-based approach, and vital for poverty reduction, good governance and sustainable development.

German development policy promotes gender equality and women's rights through a **three-pronged approach**, consisting of:

**Gender Mainstreaming:** Incorporating a gender perspective in all development policy strategies, programmes and projects.

- Gender mainstreaming is the process of assessing and considering the concerns and implications for women and men as an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres. The goal is that women and men, boys and girls, benefit equally and inequality is not perpetuated.

**Empowerment:** Promoting specific measures targeted at strengthening women's rights and removing gender-based discriminations and disadvantages.

- In order to eliminate gender-based discrimination of women, targeted measures to strengthen women's rights are undertaken.

**Policy dialogue:** Systematically making women's rights and gender equality an integral part of high-level bilateral, multilateral and joint-donor dialogue on development policy, sector policy dialogue and policy advice.

- To increase political will and achieve aid effectiveness, legitimacy and accountability, gender equality and women's rights need to be discussed at the highest level. German development policy therefore places a stronger emphasis on raising issues regarding gender equality and women's rights in government negotiations and consultations as well as in sector policy dialogue.

## BMZ Development Policy Action Plan on Gender Equality 2016-2020 (BMZ GAP II)

The GAP II implements the cross-sectoral strategy on Gender Equality (2014). It is binding for all employees of the BMZ and implementing organizations in German development cooperation. The GAP II sets out the priorities and concrete measures through which the three-pronged approach of gender mainstreaming, empowerment and policy dialogue is being implemented in German development cooperation.

### Box 2 GAP II – Sectoral and Cross-sectoral priorities

The nine sectoral and seven cross-sectoral priority issues are guided by the international commitments stipulated in the 2030 Agenda for Sustainable Development. They depict challenges and potential and lay out the strategic objectives of German development cooperation.

The nine priority sector specific issues are:

1. Access to law and jurisdiction for women and girls, political participation, co-determination and representation
2. Rural development, agriculture and food security
3. Violence against women and girls
4. Armed conflict, peacekeeping and flight
5. Education
6. Gainful employment and economic empowerment
7. Health, including sexual and reproductive health and rights
8. Water supply and sanitation
9. Climate change, disaster risk management, sustainable development, city and municipal development.

The seven cross-sectoral activities are:

1. Cooperation with male and female stakeholders
2. Fighting multiple discrimination
3. Gender equality in development financing
4. Empowerment of women and girls through sport
5. Gender competence and knowledge management
6. Measures to implement the gender approach
7. Strengthening women's organisations



### BMZ Road Map

Annually successive Road Maps serve as a supportive tool for the implementation of the GAP II. Taking GAP II as a basis, thematic areas and strategic goals are selected each year and measures for implementation formulated. These set out the German development cooperation's activities for the period of the road map. This way, it is possible to respond to current gender-specific challenges, disparities and potentials.

The GAP II will be implemented by different departments of the BMZ as well as implementing organizations and the civil society within the framework of a multi-stakeholder-partnership.

### Gender Policy Marker

The DAC gender equality policy marker<sup>23</sup> (GG-marker) provides information on the degree to which a project pursues the aim of promoting gender equality and eliminating disparities between women and men. The GG-marker was introduced in 1997 by the OECD/DAC and adjusted in 2016. All DAC members are required to indicate for each project/programme whether it targets gender equality as a policy objective according to a three-point scoring system. Whenever a measure targets gender equality as a principal or significant objective, this must be reflected explicitly in the project design through specific activities. Since the year 2000, the use of the gender policy marker has been obligatory within German development cooperation.

**Table 1 The DAC gender equality policy marker system<sup>24</sup>**

<b>NOT TARGETED (SCORE 0):</b>	The project/programme has been screened against the marker but has not been found to target gender equality.
<b>SIGNIFICANT (SCORE 1):</b>	Gender equality is an important and deliberate objective, but not the principal reason for undertaking the project/ programme.
<b>PRINCIPAL (SCORE 2):</b>	Gender equality is the main objective of the project/programme and is fundamental in its design and expected results. The project/programme would not have been undertaken without this gender equality objective.

The gender marker is based on **donor intentions at the design stage**. Projects/programmes marked as significant and principal (score 1 and 2) are counted as gender equality focused aid by the DAC.

In order to ensure the **comparability of the data** reported by DAC members, projects have to meet a set of minimum criteria that are common to all DAC donors. A **gender analysis and a 'do no harm' approach** for all aid activities ensures at minimum that the project/programme does not perpetuate or exacerbate gender inequalities. DAC members are encouraged to monitor and report on the **gender equality results** achieved by projects/programmes marked significant and principal (score 1 and 2) in the evaluation phase. Reporting on gender equality results is essential to measure and improve performance.

The Gender Equality Policy Marker is the only common tool available to DAC members to track bilateral aid in support of the implementation of the Sustainable Development Goals (SDGs) commitments on gender equality and as such, a key monitoring and accountability tool in the context of 2030 Agenda.

<sup>23</sup> <http://www.oecd.org/dac/gender-development/Minimum-recommended-criteria-for-DAC-gender-marker.pdf>

<sup>24</sup> <http://www.oecd.org/dac/gender-development/dac-gender-equality-marker.htm>

## 1.1.2. GIZ policies

### GIZ Gender Strategy

GIZ's Gender Strategy<sup>25</sup> governs the implementation and achievement of the **gender equality objectives** within the company. This strategy lays out a framework and sets the goal of promoting gender equality across the board – throughout the company, within the scope of GIZ's commissions and with the support of every staff member inside and outside Germany. The Gender Strategy provides a binding framework, which draws its strength from five strategic elements:

1. **Political will and accountability:** the way in which managers show their support for the issue of gender equality and follow up its implementation
2. **Corporate culture:** patterns of behaviour and codes of conduct within the company that help ensure gender equality
3. **Gender equality within the company (equal opportunities):** synonym for men and women working together on equal terms and a balanced gender ratio across all hierarchical levels and fields of responsibility within the company
4. **Gender competence:** staff members have the knowledge and information they need to allow them to work in a gender-responsive manner.
5. **Process adjustment:** gender-responsive design of all processes and instruments within Germany and in the field structure, especially in relation to commission management and quality management

In support of the Gender Strategy and its implementation in commission management GIZ's Management Board has introduced a **Safeguards+Gender Management System** that came into effect as the mandatory company-wide minimum standard for all commissioning parties and clients and all business sectors as of 1 September 2016. It provides for a two-stage appraisal procedure for projects with respect to environment and climate, human rights, and conflict and context sensitivity, to enable the early identification of unintended negative impacts and risks, and to provide for appropriate steps to be taken to respond to these. With respect to gender, it is standard practice to identify potentials for actively promoting gender equality and empowering women, going beyond the 'do no harm' principle in risk assessment. The Safeguards+Gender Management System thus assesses both risks to and potentials for gender equality.

### GIZ Company Agreement on Gender Equality

Gender equality is not an end in itself but rather a necessary condition to realize the **companies' full performance and innovation potential**. For the **internal mainstreaming**, the **Gender Equality Plan of GIZ 2015 – 2018**<sup>26</sup> aims to achieve equality between men and women within GIZ and

<sup>25</sup> In 2015/16, the GIZ Gender Strategy was evaluated. At the moment, a new strategy is being developed.

<sup>26</sup> GIZ Equality Plan (2015): <https://dms.giz.de/dms/livelink.exe?func=ll&objaction=overview&objid=92477288> (German only).

to facilitate the reconciliation of work and family life for women and men. GIZ's signature to the **Women's Empowerment Principles** in 2015 further backs this commitment.

## 1.2 International Framework

The framework for gender equality in German development cooperation is embedded in several international agreements and conventions. The most important are:

- The **Convention on the Elimination of All Forms of Discrimination Against Women** (CEDAW, 1979), committing all signatory states to the principle of non-discrimination.
- The **Convention on the Rights of the Child** (1989), emphasizing the human rights of children and the need for protection against abuse and exploitation.
- The **Beijing Platform for Action** (1995), advancing women's rights, freedoms and opportunities.
- The **OECD/DAC Guidelines for Gender Equality and Women's Empowerment in Development Cooperation**, seeking to support implementation of gender equality commitments with common approaches, strategies and partnerships.
- **UN-Resolution 1325** (2000), reaffirms the important role of women in the prevention and resolution of conflicts, peace negotiations, peace-building, peacekeeping, humanitarian response and in post-conflict reconstruction.
- The **Addis Ababa Action Agenda** (AAAA), of the Third International Conference on Financing for Development seeking to enhance women's economic participation and highlighting the positive economic effects of gender equality.
- The **2030 Agenda for Sustainable Development** (2015), focusing on gender equality and women's empowerment as central to poverty reduction and sustainable development.

### Box 3 Gender Equality and the Sustainable Development Goals (SDGs)

On 25 September 2015, the 2030 Agenda for Sustainable Development was adopted at the UN summit in New York. The SDGs comprise 17 goals and address issues of economic, ecological and social development. The Agenda 2030 addresses not only the developing world but also all countries in the international community.



Source: United Nations Communications Material, [http://i2.wp.com/www.un.org/sustainabledevelopment/wp-content/uploads/2015/01/SDGs\\_poster\\_new1.png](http://i2.wp.com/www.un.org/sustainabledevelopment/wp-content/uploads/2015/01/SDGs_poster_new1.png)

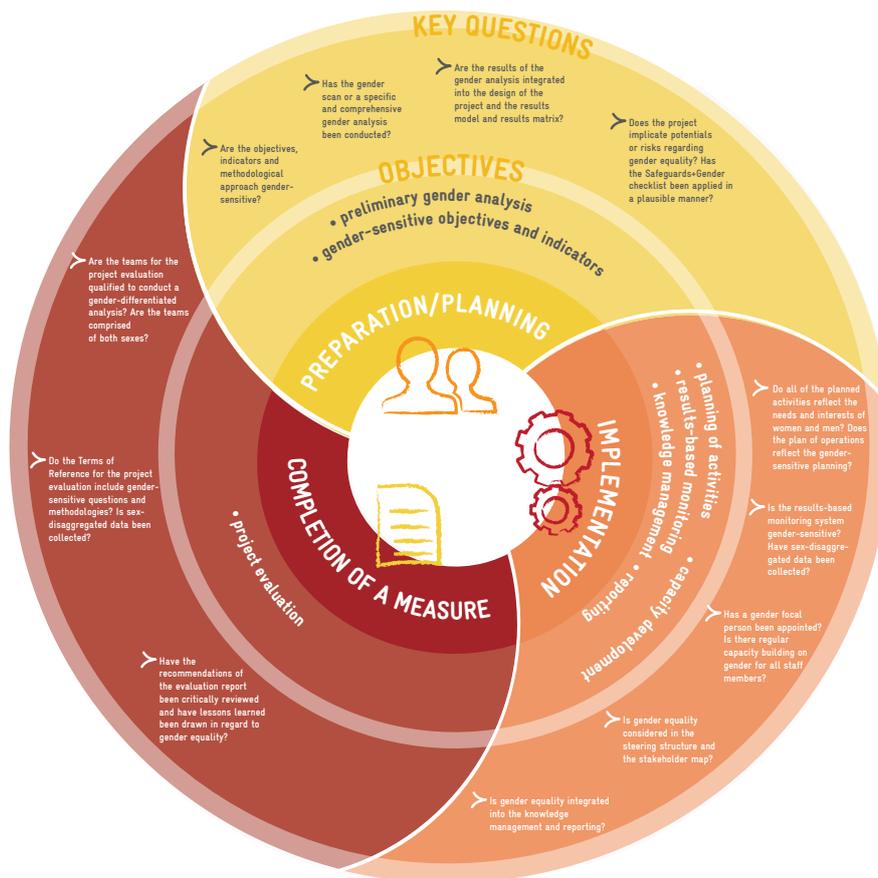
**Gender equality** is recognized as a pre-condition for ending poverty, solving violent conflict and achieving sustainable development and has therefore been taken into account both as a **stand-alone development goal** (Goal 5), and as a **guiding principle**. It is also part of 11 other SDGs, with targets specifically recognizing women's equality and empowerment as both the objective, and as part of the solution.

## 2 Gender Mainstreaming in the Project Cycle

*'It is said that if you do not know where you are going, any road will take you there. This lack of direction is what results-based management (RBM) is supposed to avoid. It is about choosing a direction and destination first, deciding on the route and intermediary stops required to get there, checking progress against a map and making course adjustments as required in order to realize the desired objectives.'*<sup>27</sup>

In order to achieve gender equality objectives and to find out 'what works' to improve gender relations, gender has to be mainstreamed systematically throughout all steps of the project cycle, and gender-relevant results have to be defined and measured.

Figure 1 Gender Mainstreaming in the Project Cycle



Graphic source: GIZ (2015): Gender Mainstreaming in German Development Cooperation. Levers for the sustainable integration of gender equality in the project management cycle. Governance and Human Rights Division, Program Promoting Gender Equality and Women's rights. Bonn/Eschborn.

<sup>27</sup> UNESCO (2008): Results-Based Programming, Management and Monitoring (RBM) approach as applied at UNESCO. Paris.

The Safeguards+Gender Management System<sup>28</sup> defines specific processes and minimum standards for the inclusion of gender equality at all stages of commission management at GIZ and therefore supports gender mainstreaming in the preparation and planning, implementation, monitoring, reporting and evaluation of a project.

## 2.1 Preparation and Planning - Creating a sound basis

In the planning phase, gender-responsive or gender-specific objectives and expected results as well as indicators should be determined. Equally, concrete gender-responsive activities need to be planned, for which a budget should be allocated and responsibilities should be defined. The integration of the gender approach should start at the earliest stage possible, in order to create a sound basis for gender mainstreaming throughout the project cycle. The planning process also should take gender-relevant conditions at the international, national, institutional and sector-specific level into account. The findings of a gender analysis provide a sound basis for the steps related to the planning stage, by generating the necessary information.

### 2.1.1 Gender analysis

#### Purpose and benefits of gender analyses

'Gender analyses serve to record the current status of gender relations and identify causal links between results, against the backdrop of a clearly defined situation in a country/region and sector (core problem). It helps to identify the specific problems, objectives and potentials of women and men. A gender analysis shall be used to provide recommendations for incorporating gender into the methodological approach and integrating it into the objectives system. Right from the planning stage, it enables well-founded conclusions to be drawn as to how a measure can contribute to promoting gender equality.'<sup>29</sup>

A gender analysis is **mandatory** for every project within German development cooperation.

#### Contents of gender analyses

A gender analysis is a systematic examination of the particular situation and roles of women and men within their economic, legal, political, social and cultural context. It highlights the **status of gender relations** and determines **gender-related risks, results and impacts** at different levels: (i) sectoral, (ii) country-based/regional, (iii) organisational, respectively programme specific (partner, stakeholder, and team), (iv) target group.

<sup>28</sup> GIZ Safeguards+Gender (2016): [https://intranet.giz.de/cps/rde/xchg/giz\\_intranet\\_en/XSL/hs.xsl/-/HTML/16747.htm](https://intranet.giz.de/cps/rde/xchg/giz_intranet_en/XSL/hs.xsl/-/HTML/16747.htm)

<sup>29</sup> GIZ (2013): Gender Analysis – Frequently Asked Questions. Eschborn.

A good gender analysis enables the consideration of gender equality at all stages of the project cycle. Gender analyses should:

- analyse gender relations and the situation of men and women, boys and girls in the context of the project or programme;
- provide **baseline-data** and inform the formulation of gender-responsive objectives and results systems and the methodological approach to achieve those objectives. The gender analysis is therefore the **basis for the award of the GG-marker (see below) and the gender-responsive design of a project**;
- provide sufficient information to **fully integrate gender aspects into the objectives and indicators of the proposal**, in accordance with its respective GG-marker, as well as the methodological approach of a project;
- recommend gender-specific priorities and identify restraining and driving forces for the realisation of gender equality;
- develop specific recommendations and identify how practical gender needs and/or strategic gender interests should be addressed, how opportunities for promoting gender equality could be leveraged and how possible unintended, negative impacts can be avoided or at least mitigated. The analysis should point out the gender relevance of the project objectives or recommend specific gender equality objectives, together with concrete indicators, measures for the methodological approach and feasible activities. The recommendations shall encompass methodological measures and activities for addressing gender needs and interests, for promoting opportunities as well as for avoiding or at least mitigating negative impacts. The more accurate and project relevant the recommendations, the more likely it is that they will be implemented;
- raise gender awareness by increasing the understanding of gender relations and their implications for the respective sector/approach/project and by pointing out the benefits of taking gender equality into account, for example for the target group, sustainability, effectiveness etc.

### The DAC- marker on gender equality (GG)<sup>30, 31</sup>

The OECD developed a number of markers according to the development cooperation objectives in order to indicate to which extent a measure implements the specific objective. In addition, for the German development cooperation the BMZ established additional national markers.

The OECD DAC recommends the following minimum requirements for aid activities to qualify for a GG 0, GG 1 or GG 2 score.

<sup>30</sup> <http://www.oecd.org/dac/gender-development/Minimum-recommended-criteria-for-DAC-gender-marker.pdf>

<sup>31</sup> The BMZ is in the process of drafting a guideline regarding the OECD DAC gender equality marker for German development cooperation. The finished guideline will be available at <https://www.genderingermandevelopment.net>.

Table 2 Minimum Requirements GG Marker

<b>NOT TARGETED (SCORE 0):</b>	<p><b>The project/programme has been screened against the marker but has not been found to target gender equality.</b></p> <p>This score cannot be used as a default value. Projects/programmes that have not been screened should be left unmarked – i.e. the field should be left empty.<sup>4</sup> This ensures that there is no confusion between activities that do not target gender equality (score 0) and activities for which the answer is not known (empty field).</p> <p>It is mandatory that a gender analysis is conducted for all projects/programmes. Findings from this gender analysis should be used to ensure at minimum that the project/programme does no harm and does not reinforce gender inequalities.</p>														
<b>SIGNIFICANT (SCORE 1):</b>	<p><b>Gender equality is an important and deliberate objective, but not the principal reason for undertaking the project/programme.</b></p> <p>The gender equality objective must be explicit in the project/programme documentation and cannot be implicit or assumed. The project/programme, in addition to other objectives, is designed to have a positive impact on advancing gender equality and/or the empowerment of women and girls, reducing gender discrimination or inequalities, or meeting gender-specific needs.</p> <table border="1" data-bbox="360 712 1216 994"> <thead> <tr> <th>Minimum criteria (should be met in full)</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>A gender analysis of the project/programme has been conducted.</td> <td>✓</td> </tr> <tr> <td>Findings from this gender analysis have informed the design of the project/programme and the intervention adopts a 'do no harm' approach.</td> <td>✓</td> </tr> <tr> <td>Presence of at least one explicit gender equality objective backed by at least one gender-specific indicator<sup>5</sup> (or a firm commitment to do this if the results framework has not been elaborated at the time of marking the project).</td> <td>✓</td> </tr> <tr> <td>Data and indicators are disaggregated by sex where applicable.</td> <td>✓</td> </tr> <tr> <td>Commitment to monitor and report on the gender equality results achieved by the project in the evaluation phase.</td> <td>✓</td> </tr> </tbody> </table>	Minimum criteria (should be met in full)	Yes	A gender analysis of the project/programme has been conducted.	✓	Findings from this gender analysis have informed the design of the project/programme and the intervention adopts a 'do no harm' approach.	✓	Presence of at least one explicit gender equality objective backed by at least one gender-specific indicator <sup>5</sup> (or a firm commitment to do this if the results framework has not been elaborated at the time of marking the project).	✓	Data and indicators are disaggregated by sex where applicable.	✓	Commitment to monitor and report on the gender equality results achieved by the project in the evaluation phase.	✓		
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Commitment to monitor and report on the gender equality results achieved by the project in the evaluation phase.	✓														
<b>PRINCIPAL (SCORE 2):</b>	<p><b>Gender equality is the main objective of the project/programme and is fundamental in its design and expected results. The project/programme would not have been undertaken without this gender equality objective.</b></p> <p>The project/programme is designed with the principal intention of advancing gender equality and/or the empowerment of women and girls, reducing gender discrimination or inequalities, or meeting gender-specific needs.</p> <table border="1" data-bbox="360 1160 1216 1442"> <thead> <tr> <th>Minimum criteria (should be met in full)</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>A gender analysis of the project/programme has been conducted.</td> <td>✓</td> </tr> <tr> <td>Findings from this gender analysis have informed the design of the project/programme and the intervention adopts a 'do no harm' approach.</td> <td>✓</td> </tr> <tr> <td>The top-level ambition of the project/programme is to advance gender equality and/or women's empowerment.</td> <td>✓</td> </tr> <tr> <td>The results framework measures progress towards the project/programme's gender equality objectives through gender-specific indicators to track outcomes/impact.</td> <td>✓</td> </tr> <tr> <td>Data and indicators are disaggregated by sex where applicable.</td> <td>✓</td> </tr> <tr> <td>Commitment to monitor and report on the gender equality results achieved by the project in the evaluation phase.</td> <td>✓</td> </tr> </tbody> </table>	Minimum criteria (should be met in full)	Yes	A gender analysis of the project/programme has been conducted.	✓	Findings from this gender analysis have informed the design of the project/programme and the intervention adopts a 'do no harm' approach.	✓	The top-level ambition of the project/programme is to advance gender equality and/or women's empowerment.	✓	The results framework measures progress towards the project/programme's gender equality objectives through gender-specific indicators to track outcomes/impact.	✓	Data and indicators are disaggregated by sex where applicable.	✓	Commitment to monitor and report on the gender equality results achieved by the project in the evaluation phase.	✓
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Graphic Source:

<http://www.oecd.org/dac/gender-development/Minimum-recommended-criteria-for-DAC-gender-marker.pdf>



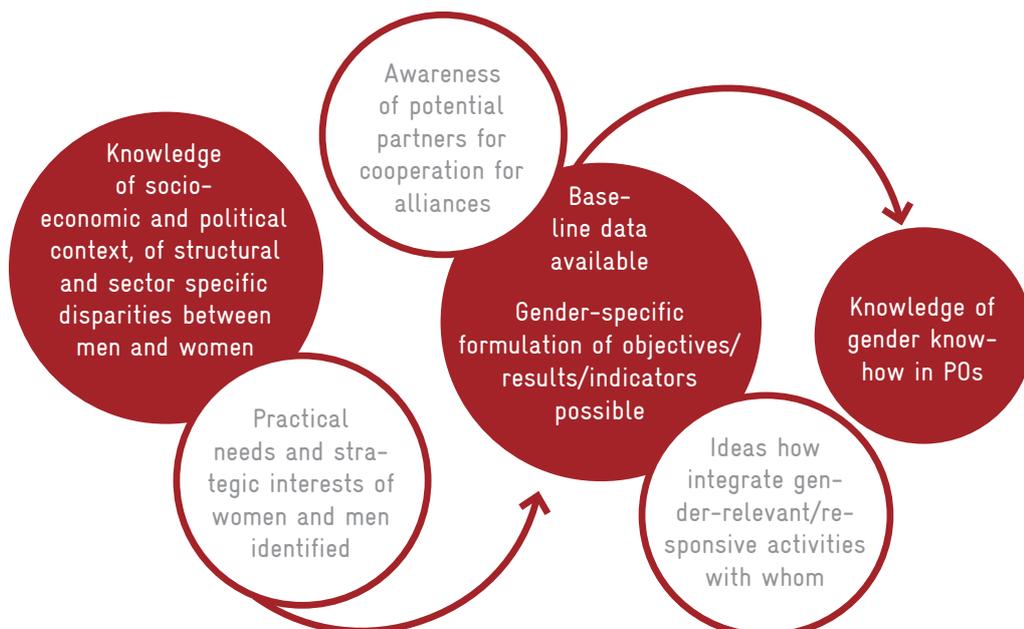
## Conducting a gender analysis

Conducting a gender analysis can be a daunting task. Several points should be taken into consideration:

1. The (future) project or programme manager should be involved, as should be the gender focal person(s). National staff should validate the analysis' results, if possible.
2. The analysis should include both a desk study (on past gender mainstreaming activities, the institutional framework, country-specific literature etc.) and an empirical part that can be used as baseline.
3. Existing data and analyses (e.g. of the country, other donors or international organisations) should be referred to, whenever these are available.
4. The focus and tools of the gender analysis should be clearly defined together with partners and staff and detailed in the Terms of Reference (ToRs).
5. Gender competence (internal and/or external) of the analysts is important and should be made a requirement in the ToR or ensured with capacity building by gender experts in the research team before/during the analysis.
6. If consultants are contracted, a mixed team with national and international expertise, possibly with male and female members, is preferable.
7. If the gender analysis is part of a larger baseline study, the need for sex-disaggregated information (qualitative and quantitative) should be pointed out in the ToR as well as other specific gendered information needed.

## Elements of Gender Analysis

Figure 2 Elements of a Gender Analysis



Graphic source: GIZ (2015): *Gender Mainstreaming in German Development Cooperation. Levers for the sustainable integration of gender equality in the project management cycle.* Governance and Human Rights Division, Program Promoting Gender Equality and Women's rights. Bonn/Eschborn

**Box 4 Key questions for a gender analysis**

To ensure the relevance of the information and to give the gender analysis a realistic scope, the **key question** to consider is 'What do we need to know to ensure that policies and development interventions address the existing needs of women and men and benefit both women and men?' Subsequently, the following **sub-questions** are relevant in order to answer the key question:

- How does the legal, institutional, political and economic framework influence the development intervention?
- How are gender equality issues reflected in the relevant policies, national plans, sector programmes and implementation programmes?
- Who benefits from the development intervention? This question needs to be answered for the (direct and indirect) target group, intermediaries and (implementing) partners.
- What specific measures (e.g. in the methodological approach, project-related recruitment) can ensure equal participation of and benefits for women and men?
- What gender-related risks and unintended effects could the intervention have? Who are possible change agents or spoilers?<sup>30</sup>
- Who could be gender-responsive intermediaries and implementation partners?

*To learn more, see GIZ (2013): Gender Analysis – Frequently Asked Questions, Eschborn and AIZ e-learning module on Gender Analysis, <https://enroll.aiz-programm.giz.de/Fachkompetenzen-oxid-108/Governance-und-Fragilitaet/Gender-Analysis.html>.*

When should a gender analysis be carried out?

In line with the Safeguards+Gender Management System a gender analysis shall be undertaken **before the start of the project** so that the findings can inform and be reflected in the planning and design process and the further conceptualisation and implementation of interventions as well as in the monitoring system. At the planning stage for example, the findings serve as appraisal reports for new programs and the definition of a gender baseline or status quo. The Safeguards+Gender Management System<sup>32</sup> determines at what stages of the preparatory process a gender analysis has to be conducted. In some cases, it will be necessary to conduct the gender analysis in two phases:

1. a **provisional** gender analysis is drafted before the appraisal mission. The provisional analysis assesses available secondary data sources, existing gender analyses and any primary data available at this stage. At this stage, the recommendations might not comprise concrete recommendations for the objective, indicator and activities of the planned project or programme, but questions for further investigations during the appraisal mission and preparation of the project proposal.

<sup>32</sup> GIZ Safeguards+Gender (2016): [https://intranet.giz.de/cps/rde/xchg/giz\\_intranet\\_en/XSL/hs.xsl/-/HTML/10239.htm#tab-10308](https://intranet.giz.de/cps/rde/xchg/giz_intranet_en/XSL/hs.xsl/-/HTML/10239.htm#tab-10308)

2. A **finalized** gender analysis is elaborated within the framework of the appraisal and the preparation of the project proposal. This gender analysis has to issue concrete recommendations for objectives and indicators of the proposal, in accordance with its respective GG-marker, as well as the methodological approach and feasible activities.

In case where the programme was commissioned before the introduction of the Safe-guards+Gender Management System and no gender analysis has been conducted, it should be undertaken as early as possible **during the implementation** in order to avoid possible negative impacts on gender relations. At this stage, the findings should be used to determine a gender-responsive baseline or status quo for defining points of intervention to include gender equality aspects into existing activities, project steering, monitoring and evaluation.

### Using the findings of the gender analysis

Based on the findings of the gender analysis, gender-specific cause-effect relationships (results hypotheses) can be formulated. These hypotheses shall be reflected in the results model and results matrix. Three basic questions need to be considered when preparing the results model and results matrix:

1. How will gender relations affect the achievement of results?
2. How will results affect gender relations?
3. What gender-differentiated results can be expected (How will results affect men and women, boys and girls, differently?)

The findings of the gender analysis thus inform offer design as well as results model/matrix and form the basis for the plan of operation and the monitoring system (see also Chapters 2.2.1 and 2.2.5).

## 2.1.2 The results model

The **results** that a project intends to achieve concerning gender equality are **identified during the project appraisal** and then depicted in the results model. Major gender-specific results are identified, linked with indicators and transferred to the results matrix. The information provided by the gender analysis **on gender-specific potentials, challenges and risks** and on the specific contributions towards promoting gender equality have to be reflected in the design and the results model of the planned project. The corresponding GG marker and CRS purpose code are also assigned. Subsequently, the offer design is then agreed upon with the commissioning party.

It is important to bear in mind that **the results matrix** only contains core results that have been agreed upon with the commissioning party, not all of the relevant causal links between

results, which are depicted in the **results model**. The **more clearly** the gender responsive or specific results and corresponding hypotheses of the planned activities and measures are formulated, the easier it becomes to **identify indicators** for the objective level and the level of other results depicted in the results model. Without a defined and agreed upon results model, the development of a **realistic plan of operations** will not be possible. For **projects with a GG1 marker**, the project (module) objective must clearly relate to gender issues, and a gender-responsive indicator must be formulated **to measure the project objective**. Both the results model and the results matrix must clearly show how the activities and their expected results lead to the 'gender indicator' in the objectives system (i.e. the results hypotheses must be clear).<sup>33</sup>

#### Box 5 We were gender-blind during analysis and planning, what do we do now?

- If possible, try to collect the relevant data (e.g. through international organisations, other donors, counterparts, women's organisations) for the point in time, when the intervention started. If this is not feasible, conduct a gender analysis as a baseline for the future impact you might have on gender equality.
- For objectives and indicators that are not specifically engendered, ask yourself key questions on the possible positive and negative impact for women and men. If feasible, develop additional (internal) indicators.
- Name a gender focal person within your staff, define the role and responsibilities, and ensure gender capacities among all staff members.
- Discuss with counterparts how a gender perspective can be incorporated better.
- Participate in existing gender working groups or start new ones.
- Analyse your co-operations, if necessary, start new co-operations to incorporate gender-competent actors.
- Analyse your activities and ensure their gender sensitivity.
- Integrate a gender perspective in the terms of reference for future missions and tasks.
- Integrate gender in reporting and the development of lessons learned and success stories.

### Summary preparation and planning– or what to keep in mind!

Necessary steps of gender-responsive project planning, preparation and design:

- When planning a project, a **gender analysis** must be conducted. This is **mandatory** in German development cooperation. A profound gender analysis is the **fundament** for the formulation of gender-responsive/relevant indicators and the award of the GG-marker!
- **Data disaggregated by sex**, socioeconomic status and age should be collected in the gender analysis/baseline study.

<sup>33</sup> GIZ Guidelines on designing a gender-sensitive results based monitoringsystem, 2014, Eschborn.

- The project's potential **gender equality impacts, risks and opportunities** as well as the project's contribution to promoting gender equality must be identified. Those should be integrated both in the offer design and in the results model of the planned measure. For this, a **gender-responsive methodology** with clear gender objectives, indicators and the activities to achieve them must be established.
- Gender results must be included in the **results model** and, following, the **results matrix**. Wherever possible, indicators should be formulated in a gender-responsive manner; furthermore specific gender indicators should be included. The **gender marker** will be assigned to the project.
- Examining the **international and national institutional and legal framework** regarding gender equality is important as well as taking partner policies and commitments on gender equality into consideration (e.g. in regional agreements such as the Maputo Protocol) and **identifying local gender equality issues**.
- The project should be **consistent with donor and partner policies and strategies** on gender equality and other gender-relevant stakeholders' advice. It should be taken into account that the most pressing challenges regarding gender equality might not always concern men or women as a whole, but certain groups of women or men (e.g. homosexual men or poor rural women).
- A consultation with different stakeholders (e.g. government institutions responsible for gender equality, gender focal points of envisaged partner institutions, women's organisations) and beneficiaries (representing different population groups according to factors such as gender, age, ethnicity, socio-economic status, religion) can help to **create ownership and mutual accountability**.
- **Obstacles** that may hinder the participation of men and women should be identified and addressed. Furthermore, **potential negative impacts** the intervention might have on gender relations and strategies to deal with those must be developed.
- In the planning stage, gender equality aspects should be **included in coordination, management and financing arrangements** by introducing equal opportunity policies, gender-balanced human and financial resource management, and gender-responsive budgeting. First responsibilities and expectations concerning gender aspects should be spelled out, which can be detailed at a later stage.

## 2.2 Implementation - Levers for integrating gender into the capacity works elements

Figure 3 Levers for gender-responsive project implementation



*Graphic source: GLZ (2015): Gender Mainstreaming in German Development Cooperation. Levers for the sustainable integration of gender equality in the project management cycle. Governance and Human Rights Division, Program Promoting Gender Equality and Women's rights. Bonn/Eschborn*

If the gender perspective has been incorporated during the analytical and planning phase, the basis for mainstreaming gender **throughout the implementation** of a development intervention is already created. However, there remain challenges. **Gender-responsive implementation** includes the realization of activities, capacity development, monitoring, reporting and knowledge management. **Gender equality and the principle of non-discrimination** have to be incorporated and monitored throughout all activities. During implementation, it is important to keep the own project structure in mind - (see chapter 3 on internal mainstreaming). Conscious and continuous efforts have to be undertaken **to ensure women's and men's equal chance for participating in and benefiting from the intervention**. Corresponding strategies have to be developed: results have to be monitored, resources allocated, staff sensitized and gender equality promoted by management to ensure a successful gender-responsive implementation.

During the implementation, attention should be paid to the following aspects:

- The participation of women and men and their respective access to decision-making and benefits should not be taken for granted, but conscious efforts have to be undertaken to ensure their equal chance for participation. Corresponding strategies have to be developed. It is essential to ensure that development interventions keep a conscious eye on the impact they have on gender relations.

- Do the activities relate to the gender-responsive objectives? Do planned activities involve men and women? Are any additional activities needed to ensure that a gender perspective is explicitly integrated (e.g. gender training, additional research, etc.)?
- Do stereotypes or structural barriers prevent full participation of women or men? How can we address them?
- Who will implement the planned intervention? Do the partners have tools and methodologies for gender-sensitive or gender-transformative implementation? Will both women and men (professionals and target groups) participate in implementation?
- A constant dialogue is needed to allow women and men to reflect on their respective priorities for change (self-awareness/consciousness-raising process). This should be a transparent process and can be done through public meetings, separate focus group discussions, interviews and other participatory methods.
- Annual planning requires a quick review of the main socio-economic, political and environmental changes as well as policies and strategies and their immediate effects on women and men in the corresponding area of work. Annual planning must take stock of new gender related issues and demands that may have emerged.
- Monitoring and budget reviews should include a gender lens. During the planning process, staff members should assume the role of lobbyists for disadvantaged groups by ensuring that the latter have the opportunity to influence the design of the intervention and that their interests are taken into account.

To fulfil GIZ's **quality assurance commitments**, it is **mandatory** for managers to establish a stakeholder map and a plan of operations in cooperation with partners within the first six months of the project inception. Within one year after the start of the project, the management must submit the steering structure and a capacity development strategy. **Gender can easily be integrated** into the four capacity works elements (see Figure 4).



Figure 4 Incorporating gender equality in the quality assurance elements



Graphic source: GIZ (2015): Gender Mainstreaming in German Development Cooperation. Levers for the sustainable integration of gender equality in the project management cycle. Governance and Human Rights Division, Program Promoting Gender Equality and Women's rights. Bonn/Eschborn.

## 2.2.1 Stakeholder map

The **purpose of a stakeholder analysis** is to identify the people, groups, actors or organizations that may influence or be affected by the realization of a project, and understand the relationships between them. The analysis is conducted during the planning stage or no later than in the first six months (consistent with the 'quality assurance regulation'), using the Capacity WORKS tool 'stakeholder map'. GIZ commissions in the public-benefit sector contain **complex projects and programmes** in which several partners agree on the objectives and results that

are to be achieved together. It is essential for stakeholders to gain an overview of the governmental, civil-society and private sector actors, of their roles and interests, and of how they interact in the societal field of action.<sup>34</sup> It is fundamental that enough time is budgeted to explore **stakeholder views, values and perspectives** so that a clear understanding of the human and institutional landscape can be established.

The **stakeholder assessment** is also an appropriate time to explore how gender equality aspects will factor in the implementation of the project. If the **stakeholder analysis is gender-responsive**, it identifies the stakeholders' views and interests regarding gender equality and possibly identifies further stakeholders such as gender equality advocates or women's, men's or youth organisations at the same time.

**Table 3 Incorporating gender equality aspects in the stakeholder map.**

Key questions	Approach	Benefits
Are the target groups sufficiently represented by the participating stakeholders?	a. Implementation of separate workshops for different social groups (ethnic or religious groups, women and men, governmental and non-governmental institutions, ...) b. Comparison and discussion of group results c. Compilation of stakeholder map and discussion with stakeholders and other participants	1. Less powerful stakeholders (such as women's organisations) have been identified and were included in planning process 2. Rights and needs of target groups are considered, i.e. integration of gender equality objectives 3. Conflict potential between stakeholders has been assessed and will be considered in project design 4. Participation of target groups is sustainable 5. Visualisation of stakeholder relations form the basis for monitoring systems
To what extent do stakeholders consider factors such as gender, age, ethnicity/religion, or socio-economic status?		
Which capacity building measures do different stakeholders require in order to effectively integrate gender aspects?		

*Source: GIZ (2015): Gender Mainstreaming in German Development Cooperation. Levers for the sustainable integration of gender equality in the project management cycle. Governance and Human Rights Division, Program Promoting Gender Equality and Women's rights. Bonn/Eschborn.*

Once the project has developed a stakeholder map there will be sufficient knowledge about the **gender expertise of the project partners**. The identified project partners can thus be easily approached and included in, for example, gender-relevant events or consultations. Projects can also **benefit from gender expertise and knowledge** within the cooperation partners' system and use good practices already established or monitoring data.

<sup>34</sup> GIZ: Explanatory notes on the diagram 'Binding minimum standards for material and technical quality assurance when implementing public-benefit sector commissions', 2016, Eschborn.

## 2.2.2. Plan of operations

The **plan of operations** has to be developed in cooperation with the project partners by the end of the first six months of a new programme or project. It has to be based on the **gender-responsive result model/results matrix** and must contain gender-responsive objectives, indicators and results. **Adequate resources** in terms of funds and personnel have to be allocated to mainstream gender (gender responsive budgeting). (See also chapter 2.1 on preparation and planning and chapter 2.5 on gender-responsive results-based monitoring).

In effect, preparation of a **gender-responsive plan of operations** involves project planners, stakeholders, and beneficiaries in analysing gender relations and addressing related questions at each level of the framework. This analysis takes place not only once during the project start-up, but also throughout the course of monitoring and evaluation, keeping in mind that the **operational plan is both adjustable and applicable to long-term project management**.

**Table 4** Questions for engendering the results module/matrix.

	Description	Indicators	Verification	Assumptions/Risks
Development Objective/ Indirect Result	Does the measure contribute to gender equality		Analysis of disaggregated data	
Direct Results and Outcomes	Do objectives and results take gender into account	How is achievement of the objectives measured?	Analysis of disaggregated data/information	External factors that may jeopardise the objective?
Products and Outputs	Do outputs promote the participation of women and men; do they reduce gender-specific discrimination?	Do men and women make use of the products and outputs? How can we measure this?	Analysis of disaggregated data; use of gender-sensitive methods?	External factors that may jeopardise the objective? Which kind of external support is needed?
Activities	Are there special activities for women, girls, boys or men? Do the activities recognise the gendered division of labour?			Which kind of external support is needed to ensure the sustainable participation of women and men?

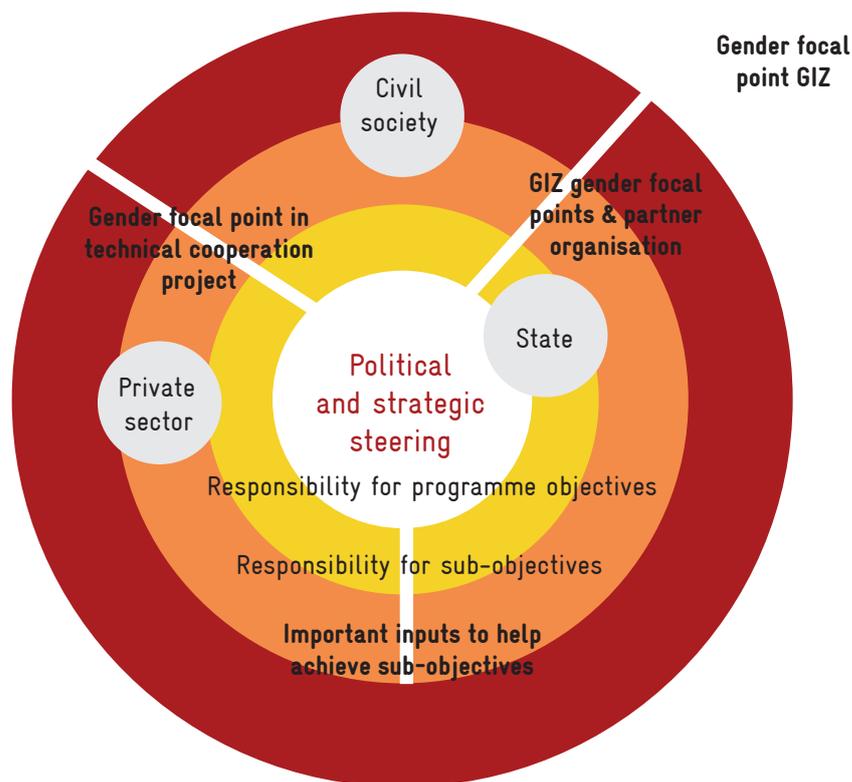
*Graphic source: GIZ (2015): Gender Mainstreaming in German Development Cooperation. Levers for the sustainable integration of gender equality in the project management cycle. Governance and Human Rights Division, Program Promoting Gender Equality and Women's rights. Bonn/Eschborn.*

### 2.2.3. Steering Structure

In the steering structure, **individual responsibilities and accountability for achieving gender equality** should be pointed out. All staff and management are responsible for gender mainstreaming. However, the inclusion or appointment of a **gender adviser or gender focal point** can be crucial for ensuring gender-responsiveness during project implementation. Their tasks should be clearly **defined together with the project or programme manager**, and all team members should be briefed about them. A clear mandate, relevant competencies and an adequate (time) budget need to be ensured (see also chapter 3 on internal gender mainstreaming). The steering structure should be based **on the results of the stakeholder map**.

Figure 5 Example for a gender-responsive steering structure

#### Project Steering Committee (PSC)



*Graphic source: GIZ (2015): Gender Mainstreaming in German Development Cooperation. Levers for the sustainable integration of gender equality in the project management cycle. Governance and Human Rights Division, Program Promoting Gender Equality and Women's rights. Bonn/Eschborn.*

## 2.2.4 Capacity Development Strategy

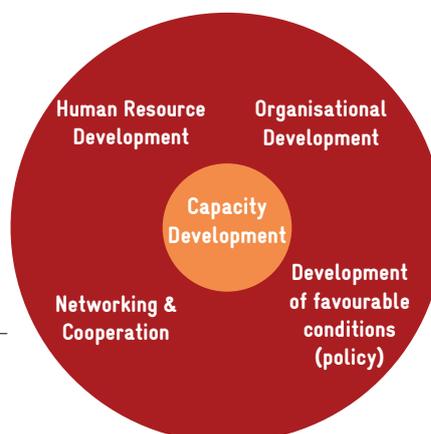
Gender equality objectives can only be achieved if everybody involved in the intervention understands their significance and is able to contribute to their realization. Therefore, **capacity development of project staff and staff of partner organisations on gender equality** is very important. Project staff and staff of partner organisations should therefore be **adequately trained and sensitized** in the implementation of activities and measures to promote gender equality. It **strengthens methodological and analytical capacities** to integrate gender. Capacity development activities should not be isolated events but rather **part of a systematic approach of gender mainstreaming**.

The **capacity development strategy** should be developed together with the project partners in the first year of implementation, using the results model and the stakeholder map.<sup>35</sup>

**Figure 6 Four elements of Capacity Building**

The four elements of Capacity development are (source: capacity works, page 58f.):

1. Development of the capacities, skills and knowledge of all staff members
2. Development of the partner organisations.
3. Building and strengthening of co-operations between organisations (see stakeholder map 2.2.1).
4. Development of favourable judicial, socio-economic conditions.



*Graphic source: GIZ (2015): Gender Mainstreaming in German Development Cooperation. Levers for the sustainable integration of gender equality in the project management cycle. Governance and Human Rights Division, Program Promoting Gender Equality and Women's rights. Bonn/Eschborn.*

Capacity Development can be achieved through **awareness raising, sensitisation and training**. For the implementation, internal training, gender coaching, external know-how and exchange with partner organisations can be used.

### Awareness raising and sensitisation

**Increased awareness** of government counterparts, project/programme management and staff as well as beneficiaries on gender differences and their practical implications **can significantly improve** development interventions and their transformative potential on gender equality. Hence, sensitisation and awareness raising on the relevance of **adopting a gender approach** is important. Gender awareness refers to the perception and realisation of ways in which women

<sup>35</sup> GIZ: Explanatory notes on the diagram 'Binding minimum standards for material and technical quality assurance when implementing public-benefit sector commissions', 2016, Eschborn.

and men participate in the development process, how they are affected by it and what can be done to ensure that they benefit equally from it.

Several **strategies** can be applied **for awareness-raising and sensitisation**. They form part of **the capacity development approach** chosen within the intervention. Project staff and implementing organisations need to be trained on how to address gender differences during implementation of projects and programmes. Gender awareness should take the **local culture** into account. **Regional and even country-specific strategies** must therefore be developed for gender sensitisation and awareness raising.

### Gender trainings

**Gender trainings**<sup>36</sup> aim at developing awareness and capacities on gender issues, to bring about **individual or organisational change** for gender equality and to reduce the gender-bias, which informs the actions of individuals and institutions. Gender trainings enhance the participants' **methodological and analytical capacities** to integrate a gender perspective into their work systematically.

The training contents should **always be relevant for the practical work** within the scope of the project or programme. Gender trainings commonly involve:

- Raising participants' awareness of the different roles and responsibilities of women and men in any particular context;
- Looking at ways development interventions affect, and are affected by gender relations;
- Equipping participants with relevant knowledge and skills to understand gender relations and inequalities in the context of their work and to plan and implement policies and interventions in a way that promotes gender equality.

### Further possibilities for capacity building on gender equality

However, **raising awareness and increasing gender mainstreaming capacities** goes well beyond training. Sometimes, there is a need for social marketing campaigns, institutional gender strategies and policies and the establishment of gender focal persons. Gender mainstreaming capacities have to be built at the **different levels** (individual, organisational, system). Data collection through a gender analysis, knowledge management and sharing of promising experiences regarding gender equality also contribute to capacity building.

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<sup>36</sup> Within GIZ, the Program Promoting Gender Equality and Women's Rights has designed the training in 'Simplify your Workload – Gender Responsive Project Management' which can be booked individually and as a group. For more information, please refer to the yearly AIZ Catalogue.

**Box 6 Using media campaigns to induce change for gender equality**

In many partner countries, gender equality issues are not well reported since they do not attract large audiences. Stereotypes and sensationalism often dominate reports about gender equality and women's rights problems in daily newspapers or radio stations and in turn reinforce discriminatory perceptions and attitudes. At the same time, **the media can easily reach large parts and different groups of the population**. Therefore, media campaigns are useful to inform and educate people on gender equality issues, and motivate them to change their attitudes and behaviour.

**Project Example: Raising awareness on the situation of homosexuals in Kenya**

The cultural, religious and ethnic dynamics around the subject of homosexuality continue to create controversy in Kenya. To be homosexual is still identified as unnatural, ungodly, a taboo. Stigmatisation and hostility remain present in parts of society. The situation is particularly challenging to the public health discourse where HIV infection among gay men contributes significantly to the HIV epidemic. In Kenya, the GIZ Health Sector Programme on behalf of BMZ targets sexual minorities such as LGBTI in its sexual and reproductive health interventions. Its rights-based approach to programming recognises sexual minorities as a vulnerable group especially to HIV infection and other sexually transmitted infections.

In order to give a snapshot of the current situation of gay people in Kenya as well as the challenges they face in society, GIZ has collaborated with the Gay and Lesbian Coalition of Kenya (GALCK) in the production of two short YouTube videos. The theme of 'diversity' cuts across the 4-minute videos and highlights human rights for all. The videos were shown at the Eschborn Dialogue and the GIZ Gender Week. The discussions highlighted the need to produce positive messages to gain commitment among politicians and the society and to increase the network and lessons learned in exchange with other countries, as well as the need to move beyond a human rights perspective but also look at the social and economic advantage of sexual diversity and diversity management.

<http://www.giz.de/expertise/downloads/giz2013-en-fact-sheet-Kenya-GALCK.pdf>

<http://www.youtube.com/watch?v=e2202n0QjDg>

<http://www.youtube.com/watch?v=HfCujxTJCQE>

## 2.2.5 Gender-responsive results-based monitoring

Results-based monitoring is the **continuous assessment** of (progress towards) results during implementation. Monitoring can help to adjust the strategy to reach set goals and is crucial for organisational learning. It allows for greater transparency and accountability for beneficiaries and stakeholders. **Gender-responsive results-based monitoring** can ensure that women and men actively participate in and benefit from development interventions.

### Establishing a monitoring system

The **monitoring system**, meaning the **clarification of what should be monitored**, by whom, how and when, is set up ideally during the planning phase of the project cycle or at the latest at the beginning of implementation. A solid gender-analysis can serve as a **baseline** for subsequent monitoring and evaluation. If the analysis does not offer sufficient data, a baseline should be established independently. The monitoring system helps to steer the intervention and to systematically organise the monitoring work. The most important thing is not how sophisticated the system is but whether the information needed for gender-responsive implementation is collected, reviewed systematically and used for necessary adaptations. To reveal whether a programme addresses the different priorities and needs of women and men and to determine its impact on gender relations, gender aspects must be integrated into the monitoring and evaluation processes. The inclusion of explicit gender equality objectives and indicators at the planning stage serves as a basis and strengthens accountability on the progress made on gender equality issues.

### The need for sex-disaggregated data

Effective gender-responsive monitoring needs to be informed by qualitative and quantitative data concerning the impact the programme or project has on gender relations. However, sex-disaggregated information on the impact and social processes of development measures on gender equality (for example who uses a newly introduced service, when and how), is often lacking. While some quantitative information is frequently provided (e.g. financial or physical progress), qualitative information (e.g. the impact on family incomes, increase in women's control over assets) is often not available and needs to be generated, analysed and incorporated in subsequent planning and implementation. Without this data, a meaningful analysis of what has been achieved in terms of gender equality is often almost impossible. If partner organisations do not have sex-disaggregated data that can be used, it is necessary to collect such data. It might be more sustainable to institutionalise the collection of sex-disaggregated data within the partner organization than to arrange the collection of data for every reporting cycle.

**Box 7 Issues relevant to monitoring and evaluation in development**

- Conduct a baseline gender analysis and research or collect relevant data. Select gender-responsive qualitative and quantitative data collection methods. Choose participatory methods, where appropriate and applicable.
- Look for lessons learned and promising practises regarding gender-responsive monitoring and evaluation in your country or sector.
- Set gender-responsive objectives and develop gender-responsive indicators (cp. box on indicators in chapter 2), ensuring a balance between qualitative and quantitative information. Sex-disaggregate data collection for all indicators where possible.
- Consult different stakeholders, involve women and men while collecting the data.
- Consider possible unintended and/or negative results on gender equality and include them in the monitoring framework.
- Adjust activities of the programme, if monitoring shows unintended negative results.
- Support capacity building of partner institutions in gender-responsive monitoring, data collection methods, indicator design etc., if necessary. Together with partners, determine appropriate research questions to investigate potential, identify and collect sex-disaggregated information using a range of different methods, develop gender-responsive indicators, and analyse the data systematically.
- Identify and disseminate 'lessons learned' and 'promising practices' related to working with a gender perspective to ensure mutual learning.
- Keep track on changes relevant to gender equality, e.g. new legislation, policies or commitments on gender equality as well as changes in economic and social conditions and other trends that affect gender relations in your sector and subsequently have an effect on monitoring.

**Gender-responsive indicators<sup>37</sup>**

Gender-responsive indicators reflect the achievements to be made towards gender equality. Indicator formulation always presents a particular challenge in gender-responsive results-based management. Gender-responsive indicators are a requirement if the gender marker GG1 or GG2 is assigned. However, they are often added after most of the project design is already finished. This can have different reasons: the strategy for achieving gender results was determined or changed very late; the gender analysis did not formulate adequate indicators; the project's objectives with gender relevance were changed in the negotiation process. Sometimes, the gender equality results are hard to 'measure' (e.g. when power relations are to be changed).

<sup>37</sup> For further information see: GIZ (2014): Guidelines on designing a gender-sensitive results-based monitoring (RBM) system. Eschborn or <http://www.gender-in-german-development.net/gender-sensitive-monitoring-and-evaluation.html>.

Nevertheless, good gender-responsive indicators are essential. They should fulfil the requirements of any other indicator<sup>38</sup>. Moreover, they should 'fit' with the project's overall objective: gender-responsive results should complement the project's other results; the gender equality measures should be integrated in the project context. If a gender-responsive indicator is 'added' to an otherwise complete project design, there will be no resources to further gender equality, no activities planned to help to achieve the set gender-responsive result, and fulfilling the indicator will be perceived as 'extra work' by staff.

#### Box 8 Gender-responsive indicators

Different types of indicators can display our efforts concerning gender equality:

**Non-person related indicators** usually measure how gender mainstreaming and empowerment can be achieved (e.g. by means of concepts and policies), while **person-related indicators** document intended changes among men and/or women (e.g. with regard to their behaviour, knowledge, perceptions, opinions and assessments and their consequences).

To formulate **person-related indicators**, it is essential to distinguish between **gender-differentiated** indicators, **gender-specific indicators** and **gender-neutral indicators**. The first type of indicator monitors changes among both sexes. The second only measures the intended change among one sex, and the sex is irrelevant in the case of the latter type.

Adapted from: GIZ (2014): Guidelines on designing a gender-sensitive results-based monitoring (RBM) system, Eschborn.

## 2.2.6 Knowledge management, learning and innovation

Knowledge management, learning and innovation are **crucial for successful gender mainstreaming**. Organisations have to become **learning organisations** in order to be effective and adapt to change. Good knowledge management informs and greatly facilitates **decision-making and the creation of new projects and programmes**. It builds a learning culture, making the process of learning and adaptation routine. Finally, knowledge and learning can stimulate cultural and organisational change.

There are **various ways** in which knowledge management and learning can be pursued. Monitoring and evaluation provide sound opportunities for learning, if recommendations, lessons learned and promising practices are documented and disseminated among stakeholders and within the organisations. Two additional formats that are already in use in GIZ are the annual GIZ Gender Week and the biannual GIZ Gender Competition. They give staff the chance to

<sup>38</sup> There are certain criteria indicators should fulfil. Two frameworks for such quality criteria are SMART (specific, measurable, achievable, relevant and time-bound) and SPICED (subjective, participatory, interpreted and communicable, cross-checked and compared, empowering and diverse and disaggregated).

share success stories and facilitate exchange and mutual learning. Templates for publication that focus on **lessons learned** in the area of gender mainstreaming can facilitate documentation of good practices<sup>39</sup>. Whenever compiling information for **knowledge management**, it is important to pre-define the theme and context (what is the knowledge product for?) and the benefits and results of the information sharing (who will find this helpful? What are the expected results of the knowledge product?). Important aspects then are not only to introduce the processes and successes, but also to describe the risks, obstacles and how these were overcome. **Sharing information, cooperation and networking** are important to ensure that knowledge is spread beyond organisational boundaries. This can be achieved with **storytelling, meetings, workshops, exchange visits, movies or participation in expert circles**.

Figure 7 Knowledge Management for gender equality

Reporting/sharing	Networking & cooperation	Learning from others
Are good practices & lessons learnt widely published/distributed?	Does the project cooperate with partners in generating gender-related data and evidences?	Are new legislations, policies, strategies and new academic insights considered in the project and integrated in the work?
Are lessons learnt published?		
Are monitoring results used for knowledge management?		

*Graphic source: GIZ (2015): Gender Mainstreaming in German Development Cooperation. Levers for the sustainable integration of gender equality in the project management cycle. Governance and Human Rights Division, Program Promoting Gender Equality and Women's rights. Bonn/Eschborn.*

<sup>39</sup> Examples of good practices can be found on the gender knowledge platform: <http://www.gender-in-german-development.net/good-practices-worldwide2.html>

**Box 9 Key questions to ensure a gender perspective in learning and innovation**

There are key questions to be asked to ensure that gender equality is part of **the institutional learning**:

- Do we support **knowledge management** on gender equality in our interventions, our institutions and our partner institutions?
- Do we **keep track** on changes relevant to gender equality, e.g. new legislation, government policies, commitments on gender equality or lessons learned from others?
- Do we use **updated information** on gender and other cross-cutting issues (such as human rights, poverty reduction or conflict sensitivity) in our sector?
- Do we **cooperate with other donors** to generate data on gender?
- Does our reporting **take gender equality into account**?
- Do we support **capacity development** among our partner institutions and other relevant stakeholders on gender equality?
- Do we **contribute to or enforce gender mainstreaming** in the work of our partners?

**Checklist for gender mainstreaming in communication and public relations**

The following checklist supports the reflection of the gender dimension in communication and public relations.

**Table 5 Checklist for Gender Mainstreaming in Communication.**

Area	Guiding questions
Key messages	<ul style="list-style-type: none"> <li>• Which is the key message?</li> <li>• Which gender implications does the key message have?</li> </ul>
Target group	<ul style="list-style-type: none"> <li>• Who is the target group?</li> <li>• What do we have to consider in order to reach women and men of the target group?</li> </ul>
Products	<ul style="list-style-type: none"> <li>• Do all members of the target group have access to the product (e.g. print media, campaign materials, internet, e-media, and movies)?</li> <li>• Is the product used differently by women and men?</li> </ul>
Content	<ul style="list-style-type: none"> <li>• Is the topic equally relevant to women and men of the target group?</li> <li>• Does the content reflect the different perspectives of diverse women and men?</li> <li>• Does the content avoid (discriminatory) gender stereotypes (including in photos and illustrations)?</li> <li>• Did we consider the gender-transformative potential of the content (e.g. photos of men carrying babies, introduction of female business leaders, descriptions of non-stereotypical professional settings etc.).</li> <li>• Is all data sex-disaggregated, if feasible?</li> <li>• Is the language used gender-sensitive and non-sexist?</li> </ul>

*Adapted from: Heinrich-Böll-Stiftung (year unknown): Gender-Mainstreaming-Praxis. Arbeitshilfen zur Anwendung der Analysekategorie «Gender» in Gender-Mainstreaming-Prozessen. Berlin.*

## 2.2.7 Reporting

All projects and programmes, including GGO measures, are required to **report on the impacts** the measures have had on gender equality and to ensure that results are presented on the basis of **data disaggregated by sex**. For **appropriate reporting**, a sound baseline is needed. A thorough gender analysis, which is required prior to the launch of a project, will provide reliable baseline data for subsequent monitoring and realistic reporting on the results of the project.

Gender-responsive reporting is important for

- the annual **progress report** to the commissioning party as well as the final report, which must both report specifically on all gender-related objectives and indicators. (GG1, GG2); and
- the contribution of a project or program to the annual progress report on the implementation GIZ's **gender strategy**.

Gender aspects are an integral part the **monitoring and the reporting** of all projects (GG0 – GG2) **to headquarters and the commissioning party (e.g. BMZ)**:

- Notifications about the implementation status of gender-related program components.
- Assessment of the acceptance of the measures at the target group (gender disaggregated).
- Hitherto observed positive and negative impacts on men, women and children.
- Development of already beforehand identified gender-related problems and risks.
- Degree of indicator attainment.
- The reports shall present contextualized target group or gender aspects and clearly indicate a consideration between these and other aspects of the project.
- The gender-specific approach and representation in the reports shall be followed critically.
- The gender-specific aspects/components of the project have to be observed with the same attention to detail like any other component. This also always entails:
  - Justifications for deviations from the initial goals/indicators regarding gender
  - Information about methodical problems in regard to gender.

### Criteria to be observed

- The minimum standard entails reporting at three points: '**Design of the development cooperation measure**' (**methodological procedure/ 'methodisches Vorgehen'**), '**Achievement of the objective**' (**'Zielerreichung'**) (GG2, GG1) and, relating to the gender policy marker, under '**Results**' (**'Wirkungen'**) (GG0, GG1, GG2). Additional information at other parts of the report should be included depending on the project or programme.
- The statements made in the reports regarding progress and results must be backed up by **sex-disaggregated data, facts and figures** (concrete, easy to understand and not vague). Wherever this is methodologically possible, data disaggregated by sex should be used for reporting in **all fields of action** (mandatory BMZ requirement for results-based monitoring).
- Not only quantitative but also **qualitative statements** should be made regarding gender impacts (behaviour change, value changes, etc.).
- In the case of measures that specifically address only men/boys or women/girls, reporting should be **gender-specific**. Avoid using neutral wording like 'the population' or 'the target group'. It should be clearly described, for instance, how the project is addressing the different living conditions, needs and potentials of the men and women or boys and girls involved in a variety of fields of action, or how the needs of men and women are specifically taken into account in political processes.
- When little material is available on which to base gender-responsive reporting, it should be **considered critically**, for instance, why no sex-disaggregated data has been collected (GG0 and GG1), or why although the measure has been accorded a GG1 marker, little or nothing has been reported to date on gender equality; the report should then include specific suggestions for adjustment (rather than simply not reporting).<sup>40</sup>

### Summary implementation – what to keep in mind!

To ensure a **successful gender responsive implementation**, certain aspects should be kept in mind:

- Does the staff have enough **gender expertise** to integrate a gender approach? Are additional resources (capacity building, external know-how) needed?
- Are **funds** being made available for gender mainstreaming activities?
- Which (governmental) institutions are **responsible for gender equity** and equality and are they represented during / involved in the implementation according to the project / programme design?
- Are civil society organisations working on gender equality being **consulted during / involved in the implementation**?
- How do women and men **participate** in the development intervention?
- Are there any factors that **may prevent** women or men from fully participating and benefiting from the intervention? How can these factors be addressed?

<sup>40</sup> GIZ (2016): [Criteria to be observed when reporting on gender in BMZ commission management](#).

## 2.3 Completion – Checking the achievements

During the **completion of a measure it is important** to:

- Integrate and consider gender aspects in the **project evaluation (ToR)**
- Check the **quality of reporting** on the GG-marker in the project evaluation report
- **Analyse and use** results (learn from evaluations).

### 2.3.1 Gender-responsive evaluation

Evaluation is a periodic, comprehensive and systematic **review of a development intervention**, its design, implementation and results. In its methods and approaches, it is **similar to monitoring**, which means the continuous review of results (therefore see also chapter 2.2.5 on gender-responsive monitoring). To ensure that the evaluation takes stock of **progress regarding gender equality**, the following points should be considered:

- The evaluation team should be set up with thorough gender-expertise and include **gender aspects in the terms of reference (ToRs)** for the evaluation. **Ownership** can be enhanced through the inclusion of (male and female) local experts. The inclusion of women in the evaluation team can also be important in certain contexts for interviews (o.a.) with women of the target group.
- All **collected data should be disaggregated by sex** and other relevant social factors, such as ethnicity, age or socio-economic status.
- The views **of women and men** should be included during evaluations and differences and similarities in their perceptions analysed.
- A **review of the draft evaluation report** by the project manager and/or the gender focal point is important, to ensure that gender-related omissions and successes in the project/programme are reflected.
- Wherever possible, the manner in which **gender-related information** is presented in reports should be consistent, in order to be able to make comparisons across time and projects. Evaluators (internal or external) need previous evaluations in order to use them as a reference.
- It is critical to use **gender-responsive non-sexist language** in reporting.

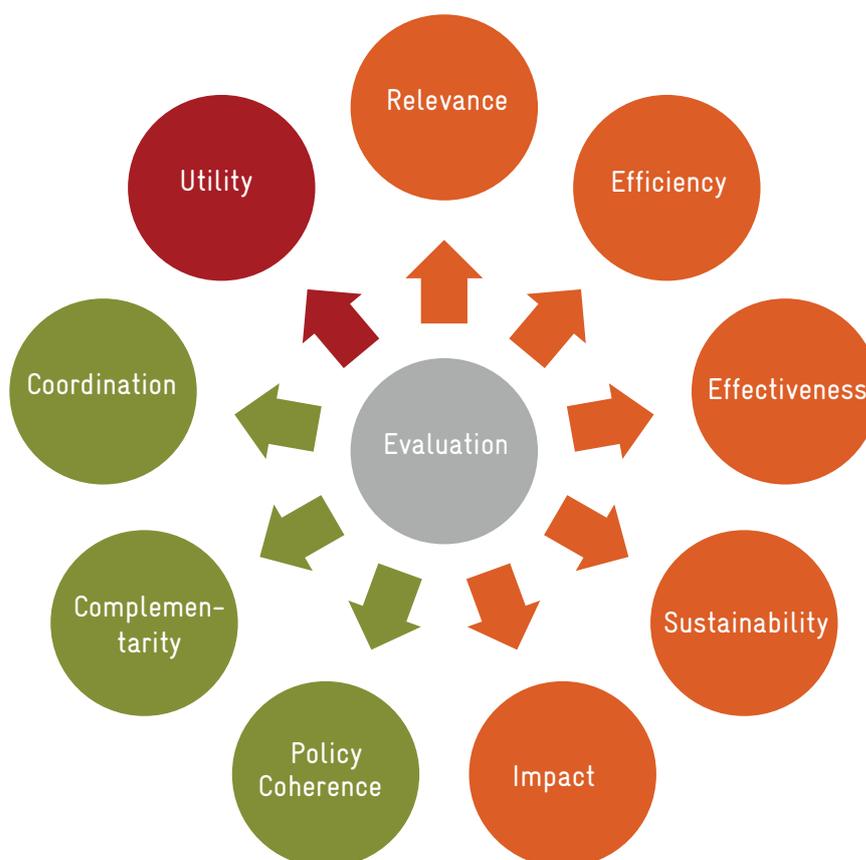
#### Evaluation criteria for development interventions

A development intervention is rated **by its direct and indirect results**. There are **several criteria defined** through OECD/DAC (see blue circles below), the European Union and the BMZ (see green circles below) as well as the Deutsche Gesellschaft für Evaluierung (DeGEval) (see red circle below), which should be assessed during monitoring and evaluation.

The **key questions** for the evaluation criteria are as followed:

1. **Relevance:** Does the project or programme relate in a meaningful way to potentially transforming gender relations? Are the objectives consistent with the target group's priorities and the partners' and donors' policies?
2. **Efficiency:** How were resources converted into results? Were the activities cost-effective? Did the different activities for women and men increase or decrease equality or have similar or diverging effects?

**Figure 8 Evaluation Criteria for Development Interventions**



*Source: GIZ (2015): Gender Mainstreaming in German Development Cooperation. Levers for the sustainable integration of gender equality in the project management cycle. Governance and Human Rights Division, Program Promoting Gender Equality and Women's rights. Bonn/Eschborn.*

3. **Effectiveness:** To what extent have gender equality objectives been achieved? What factors contributed to success? What hindered the success?
4. **Sustainability:** Will the benefits be maintained after the project or programme has ended? Do women and men in partner countries have ownership of the activities and programmes?
5. **Impact:** What happened to women and men as a result of the project's or programme's activities? What happened to gender relations as a result of the project's or programme's activities? What are the positive and negative changes?
6. **Policy Coherence:** How does the development intervention relate to other gender-relevant policies? Are different efforts undermining or supporting each other when it comes to achieving gender equality?
7. **Complementarity:** Is the development intervention complementary to the policies and interventions of the partners and other donors?
8. **Coordination:** Is the development intervention undertaken in coordination with other donors to maximise development effectiveness?
9. **Utility:** What is the value of the intervention for the beneficiaries and partner institutions? Applied to evaluations: To which extent are evaluations guided by the information needs of their users?

## 2.4 Checklist to include gender awareness into the five success factors of Capacity Works

The following checklist has been developed<sup>41</sup> to **enhance the integration** of the topics gender equality, poverty reduction, human rights and peace and security into **the five success factors of Capacity WORKS**, the GIZ management model for sustainable development. The questions complement the guiding questions from the Capacity WORKS manual<sup>42</sup> and the checklist on the status quo according to Capacity WORKS.

<sup>41</sup> The checklist has been developed by the GIZ Sector Programmes 'Strengthening Gender Equality and Women's Rights', 'Realizing Human Rights in Development Cooperation', 'Millennium Development Goals', 'Poverty Reduction' and 'Peace and Security'.

<sup>42</sup> GIZ (2011): Capacity WORKS. The Management Model for Sustainable Development. Eschborn.

**Table 6 Integration Gender in Capacity Works: Success Factor 1: Strategy.**

Success factor 1 – Strategy	If yes, for which of the key issues?	For which of the key issues is there still need for action?
1.1. Do we know which impact we want to and can achieve concerning the key issues gender equality, poverty reduction, human rights and peace and security?		
1.2. Do we know the policies and strategies established in our partner country to enhance gender equality, human rights and security, to reduce poverty and violent conflict?		
1.3. Is our strategic approach embedded in the above mentioned strategies (e.g. poverty reduction strategies, gender strategies, human rights strategies, reconciliation strategies) and does it contribute to the implementation of internationally agreed conventions and standards?		
<p>1.4. Is the living environment of different target groups known?</p> <ul style="list-style-type: none"> <li>• Do we know which target groups will benefit from our development measure?</li> <li>• Are we aware of unintended negative impacts our approach might have on certain groups?</li> <li>• Do we consider the different impact our work might have on women and men, conflict parties and marginalized groups such as extremely poor, children, people with disabilities or ethnic minorities?</li> </ul>		
<p>1.5. Are analyses available, which contain sufficient information on gender, poverty, human rights or peace and conflict?</p> <p>Do we have sufficient data on the prevalence, division, characteristics and depth of poverty and human rights violations?</p> <p>Is the data disaggregated by sex and other characteristics to identify patterns of disadvantages or discrimination?</p> <p>Are underlying societal, political, cultural and economic causes of gender inequality, poverty, human rights violations and conflicts analysed?</p> <p>Are regional trends or patterns visible?</p> <p>Does our analysis include assessments how interventions can contribute positively or negatively on gender equality, poverty, human rights or (violent) conflict?</p>		
1.6. Does the strategy chosen secure the mainstreaming of the key issues gender, poverty, human rights and peace and security?		

Source: GIZ Sector Programmes 'Strengthening Gender Equality and Women's Rights', 'Realizing Human Rights in Development Cooperation', 'Millennium Development Goals', 'Poverty Reduction' and 'Peace and Security'.

Table 7 Integration Gender in Capacity Works: Success Factor 2: Cooperation.

Success factor 2 - Cooperation	If yes, for which of the key issues?	For which of the key issues is there still need for action?
2.1. Do strategic partners for gender equality, poverty reduction, human rights and peace and security participate in the development measure?		
2.2. Do (implementing) partners have sufficient know-how and political will to promote the key issues?		
2.3. Has the stakeholder system and its dynamic been analysed?  Are change agents identified?  Are the relations between relevant stakeholder (positive and negative alliances) known?  Can changes in power relations be expected as a result of the development intervention?  Have possible resistances been anticipated and strategies to handle them developed?		
2.4. Are the needs and interests of poor and marginalized population groups sufficiently incorporated?  Are strategies for the cooperation with elected representatives developed?  Can we contribute to transparency and accountability of state actors?		
2.5. Do we cooperate with other donors on the integration of cross-cutting issues (harmonization)?		
2.6. Do we support the establishment of networks to strengthen gender equality, poverty reduction, human rights and peace and security?		

Source: GIZ Sector Programmes 'Strengthening Gender Equality and Women's Rights', 'Realizing Human Rights in Development Cooperation', 'Millennium Development Goals', 'Poverty Reduction' and 'Peace and Security'.

**Table 8 Integration Gender in Capacity Works: Success Factor 3: Steering.**

<b>Success factor 3 - Steering</b>	<b>If yes, for which of the key issues?</b>	<b>For which of the key issues is there still need for action?</b>
3.1. Are all relevant stakeholders, including marginalized groups, represented in the steering structure?		
3.2. Is the result chain plausible in reference to the key issues?		
3.3. Were possible risks considered?		
3.4. Were measures developed to preclude or minimize negative impacts on marginalized groups?		
3.5. Do we monitor the impact we have on gender equality, poverty reduction, human rights and peace and security?		
3.6. When working directly with beneficiaries, were measures integrated to contribute to structural improvement of the situation of marginalized groups?		

Source: GIZ Sector Programmes 'Strengthening Gender Equality and Women's Rights', 'Realizing Human Rights in Development Cooperation', 'Millennium Development Goals', 'Poverty Reduction' and 'Peace and Security'.

**Table 9 Integration Gender in Capacity Works: Success Factor 4: Processes.**

Success factor 4 - Processes	If yes, for which of the key issues?	For which of the key issues is there still need for action?
4.1. Do the processes support gender equality, poverty reduction, human rights and peace and security?		
4.2. Are responsibilities for the implementation of the key issues clearly defined?		
4.3. Are the relations of the key issues and the objectives of the development intervention coherently and comprehensively defined in the offer?		
4.4. Is the methodological approach gender-, poverty-, human rights-, and conflict-responsive?		
4.5. Are indicators formulated, which reflect the contribution on gender equality, poverty reduction, human rights and peace and security?		
4.6. Can the monitoring be integrated into existing monitoring systems of our partners or other donors? Does it adequately reflect the key issues?		

*Source: GIZ Sector Programmes 'Strengthening Gender Equality and Women's Rights', 'Realizing Human Rights in Development Cooperation', 'Millennium Development Goals', 'Poverty Reduction' and 'Peace and Security'.*



**Table 10 Integration Gender in Capacity Works: Success Factor 5: Learning.**

<b>Success factor 5 – Learning and Innovation</b>	<b>If yes, for which of the key issues?</b>	<b>For which of the key issues is there still need for action?</b>
5.1. Do we support knowledge management on the key issues?		
5.2. Do we use updated information on our sector and its interdependencies with the key issues?		
5.3. Do we cooperate with other donors to generate data and know how on gender, poverty, human rights and peace and security?		
5.4. Do progress reports integrate gender equality, poverty reduction, human rights and peace and security?		
5.5. Do we support capacity development among our partner institutions and other relevant stakeholder?		
5.6. Do we contribute to the mainstreaming of the key issues in the work of our partners?		

*Source: GIZ Sector Programmes 'Strengthening Gender Equality and Women's Rights', 'Realizing Human Rights in Development Cooperation', 'Millennium Development Goals', 'Poverty Reduction' and 'Peace and Security'.*



## 3 Levers and measures to institutionalise gender equality in GLZ as well as with partners

The goal of **internal or organisational gender mainstreaming** is to reflect and integrate gender aspects in all policies and institutional practices within an organisation, project or team, in all areas of work and at all levels. In order to achieve gender-responsive institutions and services, **gender-responsive organisational structures** are a precondition.

The way gender equality is **anchored institutionally** is greatly influenced by the organisations identity and culture. The implications of mainstreaming gender into organisations are **thus complex and multi-layered**: it is a political issue since it is about power relations; and it is a personal issue, since gender roles and relations influence everybody. Mainstreaming gender within an organisation or institution is a technical and a human resource issue. Gender sensitivity within institutions or organisations has to be established by **creating equal opportunities for all genders**, by introducing a conducive corporate culture and by increasing gender competence of staff. With the consideration of gender equality in all processes, the organisation or institution can then be held accountable for its actions regarding gender equality. **Participatory methods** are important to create the necessary ownership, so that the staff supports organisational changes, especially when partner institutions are concerned.

A number of different measures and levers can be used to **achieve gender equality** within projects, teams or organizations. An **organizational analysis** can be helpful to detect where to start. In the area of **human resource management** for example, measures can be implemented in individual human resource management, work place environment, human resource policy and budgets. Further measures can be used for **institutionalization in projects with partners**, for example in monitoring and knowledge management, establishment of gender focal persons and gender strategies as well as capacity building, training and networking.

### 3.1 Organisational analysis

In order to see to which extent and in which areas further measures are necessary, and to identify entry points, an organisational analysis should be carried out. The analysis involves the assessment of how gender is integrated into **different organisational elements**. (See Box 10) For the integration of a gender approach, it is essential to assess, and if necessary enhance, the **capacities** of the implementing and collaborating organisations. A gender analysis of the **institutional framework** is equally important: Is it supportive and favourable? Is it obstructive? How can potential obstacles be addressed? Are additional capacities needed? Finally, the **human resource management** has to be taken into account to check how far the organisation lives up to its own standards.

**Table 11 Framework for an organisational gender analysis.**

Organisational Culture	Technical capacities and attitude	Political will and budget	Accountability and tools
<ul style="list-style-type: none"> <li>• cultural environment</li> <li>• staff profiles, personal and professional beliefs, mandates</li> <li>• funders</li> <li>• partners</li> </ul>	<ul style="list-style-type: none"> <li>• gender awareness</li> <li>• gender competence</li> <li>• gender mainstreaming capacities</li> <li>• allocation of resources</li> <li>• coachings, trainings</li> <li>• space/time for personal reflection</li> <li>• clear responsibilities for gender equality</li> </ul>	<ul style="list-style-type: none"> <li>• integration of gender equality in policies and strategies</li> <li>• commitment of leaders/management</li> <li>• participation of women and men in policy formulation and decision-making</li> </ul>	<ul style="list-style-type: none"> <li>• mechanisms, procedures and standards towards gender equality</li> <li>• gender-responsive language and non-stereotypical illustrations</li> <li>• tools and procedures providing sex-disaggregated data and gender-differentiated information</li> </ul>

*Graphic source: GIZ (2015): Gender Mainstreaming in German Development Cooperation. Levers for the sustainable integration of gender equality in the project management cycle. Governance and Human Rights Division, Program Promoting Gender Equality and Women's rights. Bonn/Eschborn.*

In order to **assess gender mainstreaming** in organisations, the following key questions can be helpful:

**Box 10 Key questions for organisational gender analyses**

Political will and budget

- Is there a gender policy? How is it monitored? Are gender aspects integrated into other policies? How are gender-related commitments implemented and monitored?
- How do external factors (e.g. funders) influence gender mainstreaming in the organisation?
- Is management leadership explicitly committed to gender? How is this translated into practice?
- Do accountability mechanisms exist to set standards and mechanisms which strengthen the implementation of gender equality objectives in different sectors and organisational levels?
- What role do women and men play in policy formulation and decision-making?
- What share of programme/project and human resource development budget is allocated for mainstreaming gender? For what purposes is the money allocated? Who benefits from the investments?
- How is gender responsive budgeting included in policy dialogue and dialogue between partners?

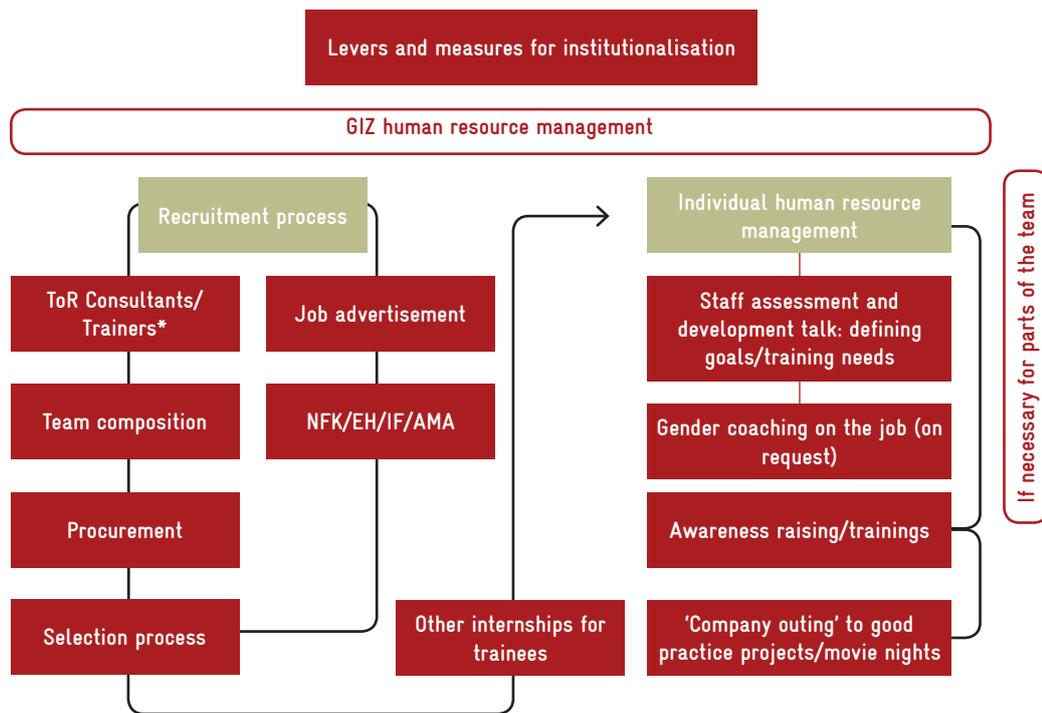
Technical capacities and attitude	<ul style="list-style-type: none"> <li>● Who in the organisation is gender-competent (women/men, with what level of responsibility, in which sectors etc.) and what is their level of competence?</li> <li>● Does the organisation have expert resources such as trainers, consultants, gender focal points?</li> <li>● Do staff have gender mainstreaming tasks included in their job description? Is gender competence a requirement when hiring consultants?</li> <li>● Does staff responsible for gender equality have terms of reference, skills, resources, incentives and management support? How are they involved in policy and/or programme planning? Is their performance monitored?</li> <li>● What specific skills and tools do staff need to carry out their job-specific gender mainstreaming tasks?</li> <li>● Does the organisation provide capacity building on gender? Are existing capacity-building initiatives gender-responsive? Are more initiatives necessary?</li> <li>● What incentives are there to motivate staff to be (more) gender-competent?</li> <li>● What mechanisms ensure the sharing of gender mainstreaming lessons within the organisation and with others (e.g. networks)?</li> </ul>
Accountability and tools	<ul style="list-style-type: none"> <li>● Do existing procedures and tools include/reflect a gender perspective? How?</li> <li>● What initiatives have been taken so far to engender tools and procedures? What additional tools and procedures exist for the integration of a gender approach?</li> <li>● What guidelines are available to staff to help them transform existing tools and procedures, or create new ones? How are these guidelines disseminated?</li> <li>● How is their use monitored?</li> </ul>
Organisational culture	<ul style="list-style-type: none"> <li>● How does information flow in the organisation, formally or informally? To what extent do these 'flows' include women as well as men?</li> <li>● What are the main shared values of the organisation? How do these relate to gender equality?</li> <li>● Is decision-making centralized or decentralized? To what extent do individual women and men have access to it?</li> <li>● What is the attitude towards female/male staff?</li> <li>● To what extent are certain practices (e.g. working late) valued and do they discriminate against women/men?</li> <li>● What is the incidence/perception of sexist remarks, sexual harassment? Is there a code of conduct or policy regarding sexual harassment?</li> <li>● How many men, how many women work for the organisation, in which positions?</li> <li>● Is gender equality a criterion in the selection of partners, consultants, staff – women/men (how)?</li> <li>● What working conditions/requirements may discriminate against the employment of women/men in certain positions?</li> <li>● Is being a woman, or a man, considered an advantage or an inconvenience for certain jobs/tasks?</li> <li>● Are different needs of women and men taken into account (e.g. access to flexible work-time arrangements when parenting (for both), acceptance of parental leave for both, sanitary arrangements etc.)?</li> </ul>

Adapted from: SDC (2003): Gender in Organisations. Zürich.

### 3.2 Gender-responsive human resource management

**Human resource management** and development provides many opportunities to directly foster gender equality among staff and build gender capacities within an institution:

Figure 9 Gender mainstreaming of recruitment and individual human resource development



Graphic source: GIZ (2015): *Gender Mainstreaming in German Development Cooperation. Levers for the sustainable integration of gender equality in the project management cycle.* Governance and Human Rights Division, Program Promoting Gender Equality and Women's rights. Bonn/Eschborn.

The potential **measures** to **enhance gender equality and build gender capacities** are manifold and range from the policy level to creating a family-friendly work environment to **gender-responsive recruitment and human resource processes**, awareness-raising and budget and resource allocation.

The **GIZ Gender Equality Plan** provides an important policy framework for human resource management and development. An **Implementation Plan**<sup>43</sup> sets specific targets for its implementation.<sup>44</sup> The **GIZ Sexual Harassment Policy** supports the aim to create a conducive work environment free of discrimination and harassment.<sup>45</sup> Such policies can also be established on country level, as has been the case in India.

<sup>43</sup> [GIZ Gender Equality Plan](#)

<sup>44</sup> See also [GIZ Gender Equality Policy 2012](#)

<sup>45</sup> See also: Sexual Harassment Policy for GIZ India (2014), GIZ's sexual harassment policy (2014, German).

**Recruitment processes** are a key element when it comes to enhancing gender parity on all levels of staff and build gender capacity within an organisation. **Job advertisements** should therefore integrate gender competence as a requirement in the ToR and reflect the company's equal opportunity commitments when hiring staff.

In order to **build gender capacity** within GIZ, gender competence can be included as an important assessment criteria in the annual staff assessment and development talks and as an asset in the **personal career development**. To support staff in **enhancing their gender competence**, specific awareness-raising and training opportunities as well as information material should be offered. **Gender equality coaching** may prove helpful to assist senior staff in carrying out their executive duties in a way that promotes greater gender equality among staff. To improve knowledge and capacities about gender equality it can also be helpful to assign individual gender equality objects and responsibilities to staff members.

Gender equality and gender parity among staff can only be achieved with a **family friendly work environment**, which allows combining family and **working life**. Work time regulations with regard to working hours, business trips and meetings that pay attention to the needs of parents and the provision of childcare can contribute greatly to allow parents and especially single parents to fully engage and **benefit from career development opportunities**. Another important measure to foster gender equality is to support **parental leave for both women and men** and to ensure that absence due to family and care work does not affect the career development negatively.

To implement the measures mentioned above, resources – personnel, time and money – must be allocated.

### 3.3 Institutionalising gender mainstreaming

Sometimes, **process requirements and tools for gender mainstreaming** exist, but no one feels responsible for implementing them. Staff might want to implement gender mainstreaming measures, but lack a gender-competent resource person. Or **gender mainstreaming is a priority** in headquarters and central administration, but evaporates when it comes to implementation in projects. One approach to **address this problem** is the institutionalisation of gender mainstreaming by assigning clear responsibilities to staff members, supporting the instalment of a gender-competent resource person and creating a network of gender focal persons that can cooperate within and beyond the organisational boundaries.

**Box 11 Institutionalisation of gender mainstreaming in the GIZ Rwanda Office**

The management team of the GIZ office in Rwanda decided to address gender equality as a priority and **develop a comprehensive gender mainstreaming approach** for the office structures and all its projects. The approach rests on **6 pillars**: 1) institutionalising gender mainstreaming; 2) systematically incorporating gender issues in processes, programme activities and the work with partners; 3) actively promoting gender equality through corporate policies and culture; 4) sensitising all staff for the importance of gender equality; 5) building capacity to implement gender mainstreaming; 6) liaising with development partners to identify potential for future cooperation.

Several activities in each area were implemented. **Gender focal persons** were appointed in all entities and projects. For the systematic incorporation of gender aspects in all processes, **gender analyses** for each project were conducted, and the team revised monitoring and evaluation systems. To mainstream gender into the corporate culture and to increase gender competence, trainings and awareness-raising activities among staff and partners were conducted, for instance through **sector-specific trainings** or a 'staff and family day'.

**Results:** Through the institutionalisation of gender, the willingness of the staff to better integrate a gender perspective and promote gender equality in their respective fields of work could be increased. In addition, the team could better understand and respond to the needs of their project's target groups. One lesson learned was that using male Rwandan trainers makes a significant difference: they help other men overcome reservations about gender equality and act as role models in the local society.



Measures to **institutionalise gender mainstreaming** in project/programmes and with partners could include the following aspects:

### Gender Strategy

- The elaboration of a **gender equality strategy** on country and/or program level in alignment with the GIZ Gender Strategy with clearly defined goals and benchmarks can be instrumental in institutionalising gender mainstreaming. It can also be helpful to develop specific **gender action plans** in projects and teams for example during annual planning sessions to address specific ideas and goals to be implemented in the upcoming year.

### Gender Focal Person

- The appointment of a **gender focal person on country as well as on project/team level** with clear roles/responsibilities is a crucial aspect. To **change traditional role models** it can be a helpful approach to ask male national staff members whether they would like to become a gender focal person – in the past, experiences have shown that when male persons with a strong gender expertise talk to other male colleagues about gender issues it has a greater impact. It is important that gender focal persons, whether male or female, have sufficient **gender-knowledge and skills** to support their colleagues and improve the outcomes of gender-related activities.

### Trainings and Coaching's

- The organization of **awareness raising /trainings/coaching** jointly with partners to sensitize and improve knowledge about gender equality.
- Specific gender trainings can be used to improve the gender competence of the GIZ team and further improve the implementation of the project activities.

### Organization of events

- **The organisation of events for specific holidays/action days**, e.g. events for Gender Week/Intern. Women's Day/ national holidays (in cooperation with other partner organizations/donor/NGOs.) to raise awareness about the issue. Alternatively, a movie screening followed by a debate of **specific gender-relevant issues** could be organized.
- The use of **Incentives**, e.g. participation in the GIZ Gender Competition or the organization of competition by a programme / country office can motivate teams and / or staff members to share innovative approaches to establish gender equality measures in their programmes / countries.

### Working with consultants

- The integration of **gender aspects in ToRs** for staff and consultant missions can ensure that gender equality is a part of every mission / assignment and is as such reflected in the result of this assignment, for example the outline for a new programme.

### Working with partners

- **Cooperation with and support of partners** to identify potential levers to integrate a gender approach in the project can be very effective. Making use of **partners' approaches** as far as possible and supporting the partners in integrating gender in all measures and activities of the project as well as the partner organization should be considered. This could also include the participation in / initiation of **gender working groups**.

### PR and knowledge management

- The integration of gender in **reporting and knowledge management**. Using a gender-responsive, non-sexist language in all reporting and knowledge management products as well as publishing for example good practices or lessons learnt on successful aspects of the work on gender equality plays an important role in promoting gender equality.

### Budgets

- **Gender responsive budgeting** is also an important factor and should be considered accordingly in the budget of projects / programmes. This means, that a gender approach should be applied to the overall budget of a project / programme, which goes beyond financing gender-related activities of the project / programme.
- The allocation of sufficient time and money for the **gender focal persons** is necessary in order to enable them to work. An annual budget and operational plan allows for more flexibility and creativity than applying for each planned activity anew.

### 3.4 Organisational culture

Once gender mainstreaming mechanisms are in place and the staff is sensitized, it is important to ensure that **incentives to 'live' gender mainstreaming are offered**, and that good practices and gender equality successes are disseminated within the organisation. This can be done with newsletters, networks and events, or with a competition for **good practices**.

#### Box 12 Creating Incentives - The GIZ Gender Competition

Many efforts regarding gender equality pass without being noticed by an organisation's headquarters or leadership. This can create frustration among staff. By contrast, recognising the work of individuals and teams to implement gender mainstreaming and **making good practices known** in the organisation can motivate staff. **Creating incentives for gender mainstreaming** is as important as top-down pressure. Since 2007, GIZ conducts a **company-wide gender competition** in which good examples of gender-responsive approaches are awarded with a prize. The competition has since taken place every two years. Its objective is to **increase gender competence** by making good approaches known and to create competition in order to reflect and improve one's work. For a successful and fair competition, the **criteria are of utmost importance**. They should be broad enough to give approaches from all sectors and regions a chance, but also clear enough to communicate an organisation's ideas regarding successful gender mainstreaming. For the GIZ gender competition, the criteria are (1) the potential of the approach to reach men and women, (2) the creativity and innovativeness of the methodology, (3) the broad-scale impact, (4) the transferability to other contexts and (5) the design of the contribution.



# Annexes

## 1 Recommended readings

GIZ (2014): Guidelines on designing a gender-sensitive results-based monitoring (RBM) system. Eschborn.

Asian Development Bank/Australian Aid (2013): Tool Kit on Gender Equality Results and Indicators, Mandaluyong City, Philippines, <http://www.adb.org/sites/default/files/institutional-document/34063/files/tool-kit-gender-equality-results-indicators.pdf>

Federal Ministry for Economic Cooperation and Development (BMZ): Gender Equality in German Development Policy – Cross-sectoral strategy. BMZ Strategy Paper 2 | 2014 e.

Federal Ministry for Economic Cooperation and Development (BMZ): Human Rights in German Development Policy, BMZ Strategy Paper 4, Berlin/Bonn, [https://www.bmz.de/en/publications/archiv/topics/human\\_rights/Strategiepapier305\\_04\\_2011.pdf](https://www.bmz.de/en/publications/archiv/topics/human_rights/Strategiepapier305_04_2011.pdf)

Federal Ministry for Economic Cooperation and Development (BMZ): Entwicklungspolitischer Aktionsplan zur Gleichberechtigung der Geschlechter 2016–2020. BMZ-Papier 03/2016. Bonn.

Federal Ministry for Economic Cooperation and Development (BMZ): Road Map 2016 – Entwicklungspolitischer Aktionsplan zur Gleichberechtigung der Geschlechter 2016–2020. Bonn.

European Commission (2015): Resource Package on Gender Mainstreaming in EU Development Cooperation, <http://eugender.itcilo.org/>

GIZ (2012): Gender Strategy. Gender pays off!. Eschborn.

GIZ (2013): Gender Analysis – Frequently asked questions. Eschborn.

GIZ (2017): Specific Guidance Gender Equality – Safeguards and Potentials. Eschborn

GIZ: Gender Knowledge Platform, <http://www.gender-in-german-development.net/>

GIZ (2015): Gender Mainstreaming in German Development Cooperation. Levers for the sustainable integration of gender equality in the project management cycle. Governance and Human Rights Division, Program Promoting Gender Equality and Women's rights. Bonn/Eschborn.

GIZ (2014): Guidelines on designing a gender-sensitive results-based monitoring (RBM) system. Eschborn.

Oxfam (2014): Quick Guide to Gender-Sensitive Indicators, Oxford, <http://oxfamilibrary.openrepository.com/oxfam/bitstream/10546/312420/1/ml-quick-guide-to-gender-indicators-300114-en.pdf>

BMZ / GIZ / German Institute for Human Rights (2013): Sexual orientation and gender identity as human rights issues in development cooperation, Berlin/Bonn & Eschborn. [http://www.institut-fuer-menschenrechte.de/uploads/tx\\_commerce/e-info-tool\\_sexual\\_orientation\\_and\\_gender\\_identity\\_as\\_hr\\_issues\\_in\\_dc.pdf](http://www.institut-fuer-menschenrechte.de/uploads/tx_commerce/e-info-tool_sexual_orientation_and_gender_identity_as_hr_issues_in_dc.pdf)

Toolbox 'Fit for Gender Mainstreaming': <http://www.fit-for-gender.org/toolbox/toolbox/index.html>

Toolkit on Mainstreaming Gender Equality in EC Development Cooperation: [https://ec.europa.eu/europeaid/toolkit-mainstreaming-gender-equality-ec-development-cooperation\\_en](https://ec.europa.eu/europeaid/toolkit-mainstreaming-gender-equality-ec-development-cooperation_en)

## 2 Glossary of key terms

**Empowerment:** The UN defines empowerment as follows: The empowerment of women and girls is concerned with them gaining **power and control** over their own lives. To be empowered women and girls must not only have equal capabilities (such as education and health) and equal access to resources and opportunities (such as land and employment), but also have the **agency** to use these rights, capabilities, resources and opportunities to make strategic choices and decisions (such as is provided through leadership opportunities and participation in political institutions).

**Gender and sex:** The term gender refers to socially defined **roles and identities** of women and men that:

- are socially constructed
- are culturally learned
- can differ across and even within societies and cultural contexts
- are changeable and adaptable over time.

In contrast, the term sex refers to the **biologically defined differences** between women and men. The attributed gender role of a person generally determines their rights, responsibilities and opportunities, as well as their decision making powers.

**Gender equality:** Gender equality is achieved when women and men, girls and boys enjoy **equal rights, responsibilities** and opportunities and participate equally in society. Women and men have equal opportunities in all spheres of life and equal access to and control over resources and services. It is thus the state in which men and women are able to fully and equally exercise their human rights. Gender equality results when there is no discrimination on the basis of a person's sex.

**Gender competence:** Gender competence includes several different aspects like identifying and addressing gender concerns and the capability to analyse practical and strategic gender needs on an individual and societal level. Since sustainable development cannot be achieved without gender equality, gender competence is also a key qualification for people working in development cooperation.

**Gender mainstreaming:** Gender mainstreaming is a strategy that integrates women's and men's different concerns and interests into the planning, implementation, monitoring and evaluation stages of all policies, programmes, projects, policies and laws at all levels and in all economic, political and societal spheres. It thus ensures that political programmes or services are analysed and evaluated regarding their impacts on gender equality and that appropriate action is taken to achieve gender equality so that women and men benefit equally. The ultimate goal of gender mainstreaming is to achieve gender equality.

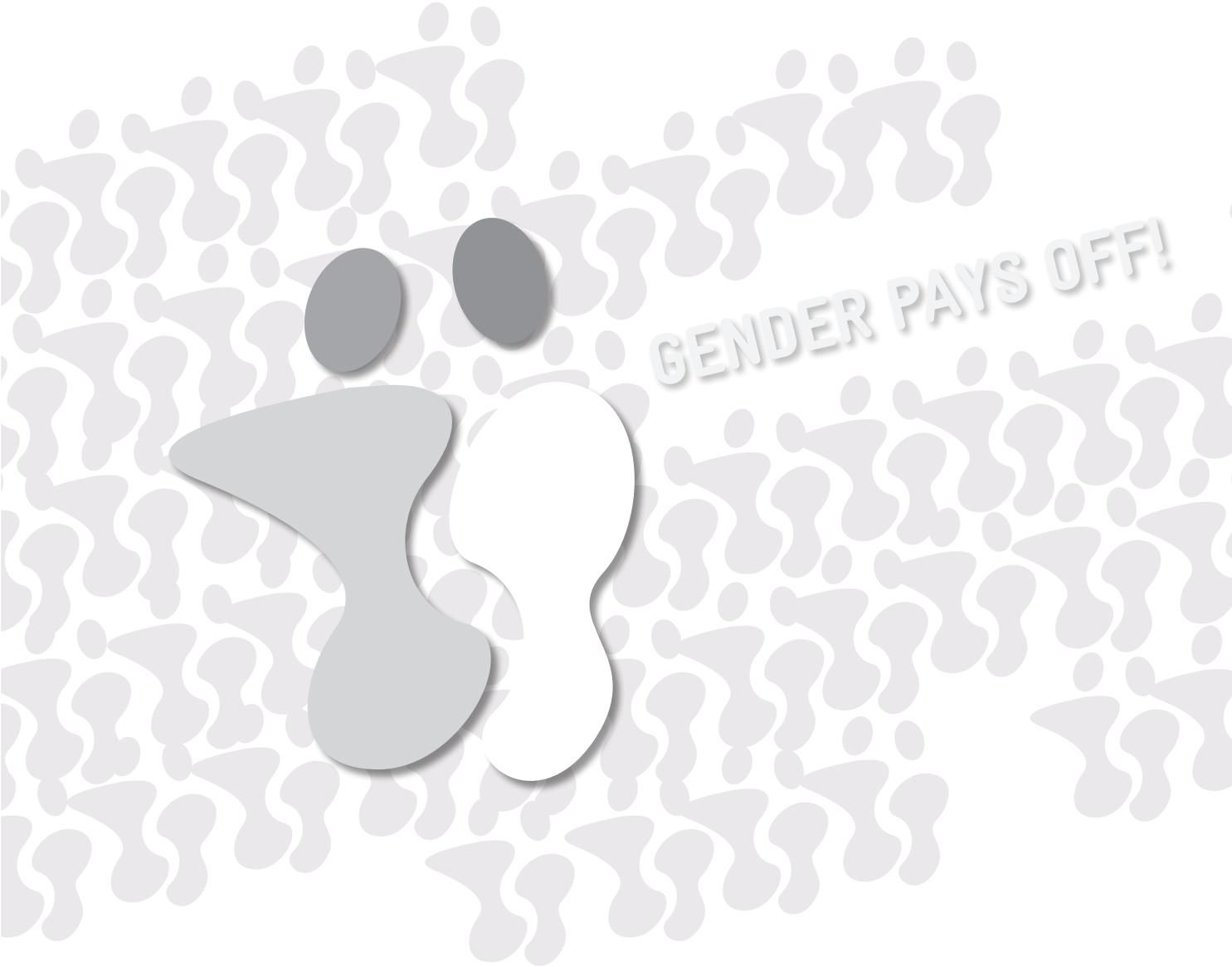
**Gender perspective:** A gender perspective is a theoretical and methodological approach that permits us to recognize and analyse the identities, viewpoints, and relations, especially between women and women, women and men, and men and men.

**Multiple Discrimination/Intersectionality:** Multiple Discrimination (or intersectionality) emphasizes that inequalities do not only stem from hierarchies between women and men. There are also imbalances among the different genders such as unequal power relations and forms of discrimination existing between men and between women of different age, skin colour, ethnic affiliation, religion, socio-economic background, or based on disability. Likewise, homophobia and the often violent exclusion of lesbian, gay, bisexual, transsexual and intersexual (LGTBI) people are frequently the cause for discrimination.









**GENDER PAYS OFF!**

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