



# Impacts on Gender Equality in Development Cooperation Interventions: Gender Markers in Technical and Financial Cooperation

Case Studies and Standard Materials



# Imprint

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## Abbreviations

AIDS	Acquired Immune Deficiency Syndrome
AURA	Development policy framework for contracts and cooperation
BMZ	Federal Ministry for Economic Cooperation and Development
DAC	Development Assistance Committee (of the OECD)
DC	Development Cooperation
FC	Financial Cooperation
FGM	Female Genital Mutilation
FHH	Female-Headed Households
GDI	Gender Development Index
GEM	Gender Empowerment Measure
GTZ	Deutsche Gesellschaft für Technische Zusammenarbeit GmbH
HDI	Human Development Index
HIV	Human Immunodeficiency Virus
KfW	Kreditanstalt für Wiederaufbau
LGED	Local Government Engineering Department
MDG	Millennium Development Goals
NGO	Non-Governmental Organisation
OECD	Organisation for Economic Co-operation and Development
PRS	Poverty Reduction Strategy
PRSP	Poverty Reduction Strategy Paper
SADC	Southern African Development Community
SHO	Self-Help Organisation
SME	Small and Medium-sized Enterprises
SMME	Small, Medium-sized and Microenterprises
TC	Technical Cooperation
WID	Women In Development

## Preface

Dear colleagues,

the promotion of gender equality is a central concern of German development cooperation, and an important precondition for achieving the Millennium Development Goals. To this end, organisations responsible for implementing official development assistance projects and programmes require suitable working methods and procedures. Gender markers, or G markers, allow us to assess development interventions in terms of the contribution they will make to attaining gender equality and strengthening the rights of women. Thus, they give important indications as to the results that a development intervention can be expected to have, and help align development processes with the internationally agreed development goals relating to equality and equal opportunities. The gender markers are a sign that we are ready to be compared with other member states of the Organisation for Economic Co-operation and Development (OECD).

Against the background of the Paris Declaration on Aid Effectiveness and the international commitment towards meeting the MDGs, the Federal Ministry for Economic Cooperation and Development (BMZ) reworked the existing criteria for allocating G markers in September 2005. The new criteria help to define the impact of development interventions on gender equality. German development cooperation is a pioneer here: indeed, the Development Assistance Committee (DAC) of the OECD will be redefining G markers in 2006, so that they can be used more effectively to gauge the results of development interventions.

The new G markers are binding for all organisations entrusted with the implementation of German official development assistance interventions. GTZ and the KfW development bank have played an important part in re-drafting the G markers. These guidelines are intended to help staff members of GTZ and KfW apply the new criteria for allocating G markers. A compilation of relevant materials will be developed and added to on an ongoing basis.

We would like to extend our warmest thanks to all staff members in GTZ and KfW who helped put together the project and the programme case studies. This collaboration has brought us closer to harmonising our procedures, and has laid sound methodological foundations on which to strengthen our efforts to establish gender equality in German development cooperation projects and programmes.



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## Introduction

### G markers

Since 1995, gender equality has been a strategic objective of the Organisation for Economic Co-operation and Development (OECD). The OECD's Development Assistance Committee (DAC) gathers data on development-policy objectives using a standardised system. This is a reflection of its aim to determine whether, and to what extent, OECD member states actually put into practice the development-policy objectives of the DAC.

Since 1997, OECD member states have been called on to use gender policy markers (or G markers). These help member states to assess development interventions in terms of the contribution they make to realising gender equality and strengthening the rights of women. There are three markers, which relate to the objectives system of projects: G-2, G-1 and G-0. In 2001, BMZ made it compulsory to categorise all projects and programmes of German development cooperation in line with these markers. However, the practical application of G markers in German development cooperation has shown that there are divergent interpretations of the OECD/DAC criteria for allocating the markers. This has made it necessary to realign common practice within German development cooperation in order to bring it closer to the original DAC definition. The new criteria for awarding G markers are intended to help foster a common understanding of the practical application of G markers within German implementing organisations. The aim is to gear development measures more towards achieving gender equality and strengthening the rights of women within society (empowerment).

It is hoped that the allocation of markers according to clearly defined criteria will in future ensure their uniform application and, thus, the better empirical comparability of programmes and projects. In addition, greater use will be made of the G markers as yardsticks for assessing the impact of projects and programmes on gender equality and the empowerment of women. For this reason, the new criteria have been worded in a more results-oriented manner. It then becomes possible to use the G markers not only to carry out quantitative evaluations, but also as a steering instrument for projects and programmes.

Because of the divergent practice in OECD member states in terms of assessing objectives and results and allocating gender policy markers, the OECD/DAC Network for Gender Equality is also reviewing the DAC guidelines in conjunction with the DAC Working Party for Statistics. In particular, the DAC will focus on making development interventions more results-oriented. Drawing on its experiences, German development cooperation is able to bring some important ideas and examples to this discussion.

## G markers: How have the criteria for allocating G markers changed?

- The impact of projects/programmes on gender equality and empowering women should be clearly and concisely described. Verifiable indicators should also be produced in order to measure results. This turns the spotlight more on structural issues of gender equality in partner countries. Directly verifiable and attributable results matrices would allow us to deduce whether development activities are improving the situation of women and of men, and also whether they are helping to reduce gender-based disadvantages.
- It is no longer possible to allocate the G-0 marker on the basis of a lack of data (i.e. without any detailed review of the potential results of the project for men and women). To date, development interventions have often been classed as G-0 if they have not yet been examined for their potential gender impact. This is a significant departure from the original DAC guideline, which reads: “The score ‘not targeted’ means that the activity has been screened against, but was found not to be targeted to the policy objective.” This practice also contradicts the BMZ’s Gender Equality Strategy, which stipulates that gender equality is a crosscutting task for all German development cooperation projects and programmes. According to the new guidelines, projects and programmes may only be classed as G-0 if “the development measure does not have the potential to contribute to gender equality.” This judgement must be justified on the basis of a gender analysis.
- In future, all projects will be classed according to their impact on gender equality within the country in question. The comment ‘action required’ will be discontinued. This additional note had been used in instances where there was not enough information available about the impact of a project on gender relations. However, all projects now require a gender-specific analysis of the status quo and a differentiated description of the target groups. Building on this analysis, concrete strategic measures and methods of promoting equality can be defined and integrated into the concept of the development measure.
- In future, more detailed reasons are to be given for the classification that is accorded to a project. The brief assessment should already contain a gender-specific evaluation of the status quo. The classification and its underlying rationale can be modified or explained in more concrete terms when the offer or the appraisal report is submitted.
- Given that the ‘action required’ option no longer exists, it becomes compulsory for project appraisals to implement the gender-specific analysis outlined in the BMZ’s Concept on Gender Equality. The scope of the gender analysis can vary depending on the concept and the outcomes that are expected to result from this measure. However, it cannot be dispensed with altogether.
- In cooperative TC/FC interventions, the entire cooperative project or programme is to be assessed; the same applies to joint funding arrangements and programme approaches. The contribution of each development measure/component should be identified separately, and its role in fostering gender equality should be clearly defined in the objectives and indicators.



The following chapter reproduces the precise wording of the new definitions and the criteria for allocating gender markers. In chapters two and three, concrete examples taken from the fields of technical and financial cooperation are presented. These examples are intended to highlight some important ideas, which might prove useful when drawing up offers and formulating indicators.

Since the implementing organisations use different planning procedures, the results are presented in different ways. Using the GTZ's AURA procedure, the following examples illustrate some of the ways in which G markers have been allocated in technical cooperation projects<sup>1</sup>. In particular, they present the sections of the offer that are relevant to gender equality. These include the gender-differentiated description of the context and the target group, as well as the overall objectives (for classification as G-2), the indicators (for classification as G-2 and G-1), the methodical approach and the promotion components. They also outline the links with the partner's own development strategies, as well as the reasons for allocating a specific G marker. Extracts from the results chain are also provided by way of example.

In financial cooperation, the results chains are to be described within the scope of the report on target groups and poverty analysis. The chains

will be integrated into the project documentation and presented in the appraisal report as a concise, context-specific statement.

In future, the BMZ will be monitoring compliance with the new guidelines for G markers more closely. If a project is to be classed as G-0, BMZ Division 211 must be involved in the discussion of the brief assessment and the F2 for placing the contract must be counter-signed by Division 211. Regular cross-sectoral reviews will be conducted to ensure that all G-1 and G-2 projects have been correctly categorised and that there are adequate reasons given for this classification. All three organisations offer further training courses for staff members wishing to familiarise themselves with the new G markers.

The examples given here are in line with the priority areas of the BMZ. Not all of the examples are taken from actual projects. Nevertheless, they do provide some examples of the ways in which gender equality and women's empowerment can be established within the planning procedures of German development cooperation.

These materials represent work in progress, which will be regularly updated to incorporate the experiences gained by the implementing organisations.

<sup>1</sup> GTZ staff members will find more advice in the AURA Guidelines.

Source: Die Qualität der AURA-Angebote 2004, Department for Strategic Corporate Development, Eschborn, 2005

## Chapter 1: The new criteria for allocating G markers

### G markers in German development cooperation

General criteria that apply to all development projects and programmes:

- All development interventions must be geared to implementing the Concept for the Promotion of Equal Participation by Women and Men in the Development Process (BMZ Concept on Gender Equality). In doing so, they will aim to achieve a systematic impact on gender equality, rather than merely striving for target group participation.
- When preparing development interventions, a gender-specific analysis is to be conducted. The brief assessment must also contain a gender-based evaluation of the context. Well-founded reasons for the assigned G marker must be given for all development interventions. The scope of the compulsory gender analysis can be modified, depending on the concept and the results expected. However, the analysis cannot be dispensed with completely.
- In cooperative TC/FC projects, the development intervention as a whole (cooperative project or programme) should be assessed. The same applies to joint funding and programme approaches. However, the contribution of the individual development measures/components to promoting gender equality should be clearly indicated at objective and indicator levels.

<sup>2</sup> In DAC's terminology this corresponds to the "principal objective", in financial cooperation to the project/programme objective level, and in technical cooperation to the overall objective level.

<sup>3</sup> In financial and technical cooperation these are results indicators.

Criteria for classifying development projects and programmes as G-2, G-1 or G-0:

G-2: Gender equality is one of the main objectives<sup>2</sup> of the development measure.

The following criteria must be met in full:

- › The development intervention is consistent with, and supportive of, the national gender strategy and the gender-relevant aspects of other national development strategies outlined by the cooperation country (e.g. PRSPs).
- › The development measure is geared towards making a significant contribution to reducing gender-specific disadvantages. It is important to describe the significance of the contribution to the sector in question and to provide evidence to support this assessment.
- › The development intervention serves to directly improve the living conditions of men or women who are disadvantaged as a result of their gender. In addition to this, it aims to trigger societal change processes to encourage greater equality between women and men. Direct structural impacts on gender equality are clearly defined and plausibly described using results chains. This process is then backed up with specific indicators. If this is not possible, the measure should be classed as G-1.
- › Women and men can exert an influence on the planning and implementation of the development measure in line with their interests. Methods to ensure this happens are set out in the concept of the development intervention.
- › Gender equality is fully integrated within the development measure. It is a central part of the indicators<sup>3</sup> and influences the allocation of financial and human resources, as well as the activities that are planned as part of the development intervention.
- › Progress towards realising the above points is an integral part of the monitoring and reporting process.

G-1: The development intervention has positive impacts on gender equality that can be inferred from the concept. However, gender equality is not the main objective of the development intervention.

For a measure to be classed as G-1, the following criteria must be met in full:

- › The development intervention makes a significant and relevant contribution to achieving gender equality in the sector in question, or at a regional level.
- › Concrete impacts on gender equality are formulated using results chains, and appropriate indicators are developed. In programmes, evidence of gender equality must be provided in the form of a component objective or an indicator relating to the main objective of the development measure.
- › Potentially supportive measures to promote gender equality are described and laid out in the concept for the development intervention.
- › Gender-specific disadvantages will not occur or, where they cannot be avoided, will be offset by additional measures.
- › The approach and procedures adopted to promote gender equality are an integral part of monitoring and evaluating the development intervention.

G-0: The development intervention has no potential to advance the cause of gender equality.

For a measure to be classed as G-0 the following criteria must be met:

- › A measure should be classed as G-0 if there is no reason to expect that it will have any gender-specific impacts. This gender marker may only be used under exceptional circumstances, and the reasons must be explained separately.<sup>4</sup>
- › The fact that men and women will benefit equally from the output of a development intervention does not warrant a classification as G-0.

<sup>4</sup> According to the Concept on Gender Equality, the goal of gender equality is to be pursued as a cross-cutting task in all development interventions.



## Priority area 1: Democratisation, civil society and public administration



TC Example No. 1 (G-2 classification):  
Integration of the gender approach into the economic and social policy of an Arab country

### Brief description of the project:

#### *The context*

Urban poverty is rising in the country in question. This is a result of rural-urban migration and unemployment. The development gap between rural and urban areas is extremely marked. Women's and men's positions are widely different in terms of legal status, access to basic and vocational education, health, gainful employment, income and social status. In particular, the high rate of illiteracy among women in rural areas gives grounds for concern (83% as compared to 49% of men). There is a low level of awareness of this problem among political players in the field of economic and social policy. The country has no consistent gender strategy (core problem).

#### *Target group*

The target group consists of women in all sections of society. However, there is a particular emphasis on those living in rural areas where women are especially disadvantaged.

#### *Overall objective*

“Economic and social sector policies embrace the gender approach and implement the national gender strategy.”

#### *Reasons for classifying the intervention as G-2:*

The project will help overcome the social and economic disparities between women and men, which have been identified in the gender analysis. It will also aim to launch change processes within society. The elaboration and realisation of the gender strategy is an explicit objective of the project. Additional measures are planned to empower women in the education sector and to develop income-generating measures for women.

Achieving gender equality is a core objective of the project and is one of the indicators of project success. Gender-differentiated indicators have been defined.

The approach and procedures adopted to promote gender equality are an integral part of the monitoring and reporting process.



Gender-relevant extract from the results chain (abridged, with examples from the different levels)

Development-policy benefit	> Poverty reduction, gender equality.
Indirect benefit	> Economic and social disparities between women and men have been reduced.
Possible gender-specific results indicators for supra-project level monitoring	<ul style="list-style-type: none"> <li>&gt; Reduction in the illiteracy rate among women.</li> <li>&gt; Rise in the percentage of female students at tertiary level.</li> <li>&gt; GDI brought into line with HDI and a higher GEM ranking is achieved.</li> </ul>

Attribution gap

Direct benefit (overall objective)	> Sector policies take into account the gender approach and realise a/the national gender strategy.
Gender-specific indicators at benefit level	<ul style="list-style-type: none"> <li>&gt; Percentage of the national budget accorded to gender-specific needs and interests.</li> <li>&gt; Percentage of draft legislation subject to a gender impact assessment.</li> </ul>
Use of outputs	> Policy players incorporate concepts in their policy strategies. A binding national gender strategy is elaborated and adopted.
Possible gender-specific process indicator at use of outputs level for internal project results monitoring	> Gender strategy exists as a draft document ready to be voted on and adopted by ..... (insert date).
Outputs	> Partners in NGOs, the private sector and the political arena are involved in elaborating on the concept. Capacity building is carried out and there is sensitisation to the gender approach.

## Priority area 2: Peace building and crisis prevention



TC Example No. 2 (G-1 classification):  
Programme for economic and social  
development to promote peace in West Africa

### Brief description of the project:

#### *The context*

The population sees the economic and political isolation of the region as a reflection of the failure of central government. Since 1980, the political independence movement of the region has been using military means to carry out a violent conflict with central government. More than 800,000 people are affected directly or indirectly. To date, all attempts to achieve a “political solution” to the conflict in the region have failed. The difficulties involved in such negotiations are exacerbated by the highly fragmented rebel movement. To achieve a lasting resolution to the conflict, it is necessary to take into account the deep-rooted rifts that now exist within the population, and between the people and central government. It is important to involve the population and the different local organisations and to accord them meaningful responsibilities within the peace process. However, such approaches have not been adequately pursued to date (core problem).

#### *Overall objective and components*

“The population in selected zones of the region shape conflict reduction and the stabilisation of economic and social conditions.” The programme comprises four components: (1) support for peace initiatives; (2) strengthening self-organisation; (3) broader-based utilisation of basic services and infrastructure; and (4) strengthening the performance capacity of private and state service providers.

#### *Target group*

The target group is made up of residents of the crisis zones, as well as people originating from these areas that fled to neighbouring countries and are now willing to return home. The project will focus on those who have been particularly hard hit by the ramifications of the conflicts, as well as on sections of the population who have been plunged into poverty or have been disad-

vantaged as a direct or indirect consequence of the conflict. Women have borne the brunt of the crisis. However, young people, both male and female, have also been particularly badly affected.

#### *Reasons for classifying the intervention as G-1:*

The project primarily strengthens local efforts to find common solutions to deep-rooted social problems. It promotes peace by advising local actors and providing training and upgrading. The project places particular emphasis on addressing the needs of women and children from the zones hit by the crises. Advisory services and upgrading is provided for decentralised state services, local government bodies and non-governmental organisations. These measures aim to improve cooperation among these bodies as well as helping to bridge the gap between the population and both central and local government structures. These initiatives are a precondition for the necessary rehabilitation and development of the infrastructure, and for economic and social stabilisation in the crisis region. Gender issues are taken into account by explicitly recognising the role of women as both actors for peace and primary victims of the conflict. It is often women who have to ensure the continued survival of their families. In all changes and innovations, their interests are taken into account by involving them in decision-making processes and the redistribution of resources.

Special promotion activities in the field of basic education, as well as formal and non-formal vocational education, also helps strengthen the economic and strategic position of women.

The approach and procedures adopted to promote gender equality are an integral part of the monitoring and reporting process.



### Gender-relevant extract from the results chain

Development-policy benefits	> Securing peace.
Indirect benefits	> Preventing fragmentation in the region.
Possible gender-specific results indicators for supra-project level monitoring	<ul style="list-style-type: none"> <li>&gt; Increase in the level of women's self-organisation.</li> <li>&gt; Drop in the number of violent attacks on women.</li> </ul>

### Attribution gap

Direct benefit (overall objective)	> The population of selected zones of the region shape conflict reduction and the stabilisation of economic and social conditions.
Gender-specific indicator at benefit level	> Women and men are involved to an equal extent in the development of local development plans.
Use of outputs	<ul style="list-style-type: none"> <li>&gt; Mediators and the target group use civil society patterns for action.</li> <li>&gt; Women and young people of both sexes all apply commonly developed strategies for survival, conflict management and participation in societal processes.</li> <li>&gt; Mediators and the target group improve their planning and negotiation skills, as well as achieving and monitoring the infrastructure measures.</li> <li>&gt; Local state and private service providers increasingly bring their services into line with the specific crisis situation and take equal account of women's and men's needs.</li> </ul>
Possible gender-specific process indicators at use of outputs level for internal project results monitoring	<ul style="list-style-type: none"> <li>&gt; Women work together in self-help groups.</li> <li>&gt; Surveys reveal that women are using the de-escalation strategies specifically developed for them.</li> <li>&gt; Surveys reveal that the representatives of local and private service providers are aware of the different needs of women in the region.</li> </ul>
Outputs	<ul style="list-style-type: none"> <li>&gt; Capacity building in civil society methods of conflict reduction.</li> <li>&gt; Development of a common strategy, which aims to reintegrate women and young people of both sexes and to strengthen their self-organisation skills.</li> <li>&gt; Upgrading of decentralised state services and local government bodies, as well as non-governmental organisations. Evidence of improved cooperation among these different actors.</li> <li>&gt; Upgrading of the private sector in the interests of reconstruction. Advisory services provided to local savings and loan organisations.</li> </ul>

## Priority area 3: Education



### TC Example No. 3 (G-1 classification): Promotion of basic education in West Africa

#### Brief description of the project:

##### *The context*

The partner country is one of the least developed countries in the world, with a net school enrolment rate of 62% – one of the lowest anywhere on Earth. The education system is characterised by high levels of repetition and drop-out (28%), as well as marked inequalities between urban and rural areas, between boys and girls and between private and state-run schools. Overall, the system is inefficient and offers an unsatisfactory quality of service (core problem). Developing and implementing the necessary educational reforms is hindered by inadequate education-policy, as well as a lack of the necessary skills and technical and organisational capacities at all levels.

##### *Overall objective*

“The quality and quantity of primary education on offer has been improved.”

##### *Target group*

The target group embraces primary-school-age children. Girls are especially disadvantaged under the existing system. Therefore, the project lays a particular emphasis on addressing this group.

##### *Reasons for classifying the intervention as G-1:*

The project ensures that boys and girls benefit to an equal extent from all project activities. More specifically, it aims to increase the rate of girl’s enrolment at primary level and to ensure they complete their primary education. This will be achieved by advising national education institutions and providing in-service teacher training. Promotion programmes for girls, upgrading for women teachers, and the involvement of mothers, all have a positive impact on the learning successes of girls and strengthen their self-confidence. The increased participation of girls in education, and the increase in the percentage of female students in educational structures, lay important foundations for achieving gender equality in society.

The approach and procedures adopted to promote gender equality are an integral part of the monitoring and reporting process.



### Gender-relevant extract from the results chain

Development-policy benefit	> Securing income and gender equality.
Indirect benefit	> Quality primary education for both boys and girls helps lay the foundations for continuing learning, employment opportunities and the personal development of children and young people.
Possible gender-specific results indicator for supra-project level monitoring	> Rates of girl's enrolment at primary and secondary level, and rates of girls completing their education at these levels.

### Attribution gap

Direct benefit (overall objective)	> The quality and quantity of primary education on offer has been improved.
Gender-specific indicators at benefit level	<ul style="list-style-type: none"> <li>&gt; Increase in the percentage of female teachers at primary and secondary levels.</li> <li>&gt; Increase in the percentage of teachers (male and female) who have been sensitised to the gender approach.</li> <li>&gt; Number of girls of primary-school age who can attend a school within a radius of no more than ... km.</li> </ul>
Use of outputs	<ul style="list-style-type: none"> <li>&gt; Mediators at all levels perform their tasks within the education system more effectively.</li> <li>&gt; Testing of models for action, which improve girls' access to school and ensure that they do not drop out of schools.</li> <li>&gt; Managers and experts at national and regional level design appropriate pre- and in-service teacher training courses and put these into practice.</li> <li>&gt; Teachers and teacher trainers (both male and female) improve their teaching skills and use gender-oriented measures.</li> </ul>
Possible gender-specific process indicators at use of outputs level for internal project monitoring	<ul style="list-style-type: none"> <li>&gt; 80% of schools in the project are working with parents' associations to implement special activities relating to girls' schooling.</li> <li>&gt; Existing pre- and in-service teacher training courses are aligned to the standards laid down in the gender strategy.</li> </ul>
Outputs	<ul style="list-style-type: none"> <li>&gt; Development of concepts and strategies in the national education sector, which aim to strengthen structures to promote girls education.</li> <li>&gt; Development of a coherent and gender-sensitive system of pre- and in-service teacher training in cooperation with the managers and specialists responsible within the relevant institutions.</li> <li>&gt; Establishment of parents' associations at the regional level.</li> </ul>

## Priority area 3: Education



TC Example No. 4 (G-1 classification):  
Competence area: Vocational training.  
Product: Labour-market-oriented  
vocational training systems

### Hints for the use of G markers in products:

Given that cultural factors and country- or region-specific aspects can only be defined in abstract terms, the gender-related description of the context can only be performed in general terms for products. These descriptions are a key component of a gender analysis. Within this framework, the following divergent contexts can often be observed:

- Vertical and horizontal gender-specific segregation of the labour market.
- Unequal access to vocational training courses for women and men.
- Cultural norms which make it difficult for women to enter certain occupational fields (e.g. gender-specific division of labour, roles).
- Lack of vocational training institutions, which take account of the specific needs and interests of women.

A large number of indicators can be used to illustrate these points in a product results chain. However, these must be reduced to between three and five points during the preparation of the offer. The following results chain indicates various indicators, which could be used.

#### *Core problem*

The vocational training system offers no forward-looking upgrading options in line with the needs and demands of the labour market.

#### *Overall objective*

The men and women who have successfully completed training and upgrading measures are successful in meeting the training requirements of the labour market. As a consequence, their employability is enhanced.

#### *Target group*

The target group covers young people and adults of both sexes who are entering upgrading courses and/or vocational training. The individuals who participate are often transferring directly from the general education system (as school drop-outs) or are involved through a workplace-specific further training programme. However, the group also includes the unemployed and self-employed individuals who aim to boost the productivity of their businesses or broaden their employment opportunities. Women and men account for about half of trainees each.

#### *Reasons for classifying the intervention as G-1:*

By increasing the number of female trainees, the development intervention makes a contribution to gender equality in vocational training. In particular, positive impacts on gender equality can be generated through pilot projects operating in sectors where women account for a large percentage of the workforce.

The approach and procedures to promote gender equality are an integral part of the monitoring and reporting process.



### Gender-relevant extract from the results chain

Indirect benefit	> Increasing equality of opportunity within the labour market.
Possible gender-specific results indicator for supra-project level monitoring	> Number of women employed in the informal sector increases.

### Attribution gap

Direct benefit (overall objective)	> The men and women who have successfully completed training and upgrading courses successfully meet the qualification requirements of the labour market. As a consequence, their employability is enhanced.
Possible gender-specific indicators at benefit level	<ul style="list-style-type: none"> <li>&gt; In surveys, x% of entrepreneurs confirm that men and women who have successfully completed upgrading measures have qualifications that meet their requirements.</li> <li>&gt; In surveys, x% of the men and x% of the women who have successfully completed upgrading measures confirm that they have acquired competencies that are in demand on the labour market.</li> <li>&gt; x% increase in the number of female trainees (in monosectoral projects)</li> <li>&gt; The degree of employability of persons who have successfully completed upgrading measures is the same for women and men (this requires the collection of gender-specific data).</li> <li>&gt; x% of pilot projects concentrate on sectors offering women good prospects of employment (in multisectoral projects).</li> </ul>
Possible gender-specific process indicator at use of outputs level for internal project monitoring	> Surveys reveal that the organisation/structure of the pilot projects reflect men's and women's interests, situations and potential to an equal extent.
Outputs	<ul style="list-style-type: none"> <li>&gt; Implementation of pilot measures in sectors offering women good employment prospects (in multisectoral projects).</li> <li>&gt; Gender-sensitive advisory services for vocational training actors.</li> </ul>

## Priority area 4: Health, family planning, HIV/AIDS and social protection



TC Example No. 5 (G-2 classification):  
Reproductive health and HIV/AIDS  
programme in West Africa

### Brief description of the project:

#### *The context*

The partner country is one of the poorest states on Earth. Almost half of the population lives below the poverty line. The population is growing rapidly (at a rate of 2.8% per annum). The percentage of children and young people is accordingly high (50% of the population is below the age of 15.7 years). At the same time, the prevalence of HIV/AIDS in this country is the second worst in West Africa. Women and young people are the most severely disadvantaged:

Their position within society is weak, and they are particularly badly affected by the HIV/AIDS pandemic. In particular, these groups are likely to experience impoverishment and discrimination, as well as a lack of legal certainty, health care and health education. Overall, these factors have become a serious obstacle to the economic and social development of the country in question (core problem).

#### *Overall objective*

“Women and adolescents are able to exert their reproductive and sexual rights, and are able to take advantage of opportunities to protect themselves against HIV/AIDS and safeguard their sexual and reproductive health.”

The two components of the project are: (1) family planning and youth sexuality, and (2) HIV/AIDS control within the scope of family planning and youth work.

#### *Target group*

The target group include women and men of sexually active age groups, as well as young people. Particular attention is given to severely disadvantaged girls and young women aged between 12 and 24 years old, as well as vulnerable groups such as those living with HIV/AIDS and the families of these individuals. Importantly, this includes AIDS orphans and the children of AIDS patients.

#### *Reasons for classifying the intervention as G-2:*

Achieving gender equality is a main objective of the project. In particular, it will help to empower women and young people, and will seek to strengthen the position of these groups within society. As a consequence, the project is closely aligned with the national gender strategy. The project will help the target groups to break free from traditional gender roles. In particular, it will foster dialogue between girls and boys, and will place particular emphasis on discussing sexuality and high-risk behaviour. Overall, these actions will strengthen the self-confidence of girls and women. Health service staff will be able to provide sexual and reproductive health services (including HIV/AIDS education) in a gender-specific manner. Moreover, men will be better informed about the range of these services that are on offer, and will support their partners' and childrens' usage of these services.

The approach and procedures adopted to promote gender equality are an integral part of the monitoring and reporting process.



### Gender-relevant extract from the results chain

Development-policy benefit	> Reducing structural poverty and realising the right to health.
Indirect benefit	> Better living conditions for women and young people thanks to improved health status. Individuals within the target group are more likely to act on their own initiative and participate within society. Greater prevention of stigmatisation and discrimination of people who are HIV-positive.
Possible gender-specific results indicators for supra-project level monitoring	<ul style="list-style-type: none"> <li>&gt; A 30% reduction in the prevalence of HIV/AIDS in women aged between 20 and 24 years.</li> <li>&gt; A 30% reduction in the prevalence of HIV/AIDS in both men and women. A 30% reduction in the rate of FGM among girls between the ages of 5 and 9 years old.</li> </ul>

### Attribution gap

Direct benefit (overall objective)	> Adults and adolescents of both sexes make use of their rights and of the opportunities open to them to an equal extent. This is particularly evident in the fight against HIV/AIDS, and with respect to sexual and reproductive health.
Gender-specific indicators at benefit level	<ul style="list-style-type: none"> <li>&gt; Percentage of women of childbearing age using modern family planning methods.</li> <li>&gt; Percentage of men using condoms during every sexual encounter.</li> <li>&gt; Increase in the rate of school attendance among orphans. In particular, the attendance rates of girls and AIDS orphans are brought closer to the rate of school attendance for all children and young people (i.e. 95 – 100%). These figures are to be disaggregated by sex and age.</li> </ul>
Use of outputs	<ul style="list-style-type: none"> <li>&gt; Grassroots initiatives, self-help groups and village associations improve their work in the field of health education, counselling and all-round care for people living with HIV/AIDS.</li> <li>&gt; Relevant political actors incorporate major results and tried and tested instruments within the national health policies.</li> </ul>
Possible gender-specific process indicators at use of outputs level for internal project monitoring	<ul style="list-style-type: none"> <li>&gt; Increase in the percentage of individuals working to eradicate FGM.</li> <li>&gt; Increase in the percentage of women and girls working in self-help organisations.</li> <li>&gt; Increase in the number of men becoming involved in family planning and HIV/AIDS prevention.</li> </ul>
Outputs	<ul style="list-style-type: none"> <li>&gt; Innovative forms of communication (e.g. behaviour change interventions, inter-generational &amp; gender dialogues) are modified locally, and are tested and evaluated.</li> <li>&gt; Partner organisations are strengthened through experience exchanges, knowledge management and staff upgrading. Organisations are also networking with one another and are undertaking capacity building to implement gender-sensitive HIV/AIDS campaigns more effectively.</li> <li>&gt; Planning and evaluation of competencies exists at the meso level.</li> </ul>

## Priority area 5: Drinking water, sanitation and solid waste disposal



### TC Example No. 6 (G-1 classification): Drinking water and sanitation programme in the Andean states

#### Brief description of the project:

##### *The context*

Drinking water supplies and sanitation in cities in the Andean states frequently fail to meet the needs and expectations of the population. Often, there is no adequate supply of drinking water that is of a hygienically acceptable standard and there are no appropriate sewage disposal and treatment facilities (core problem). These issues can have a serious and detrimental impact on the health of the population and, in particular, the health of children. This in turn imposes a particularly severe burden on mothers.

##### *Overall objective and component objectives*

“Supplies of high-quality drinking water and sanitation services to the population are improved.”

The programme comprises three components: (1) the provision of business development services for the water utilities, (2) the establishment of services systems to ensure the sustainable development of water utilities, and (3) strengthening of popular participation and an acknowledgment of local interests. In particular, the latter point includes the specific interests of women in relation to drinking water supplies and sanitation.

##### *Target group*

The target group is the population of the catchment area of the water utility that is receiving advisory services. In particular, this includes the poor population of marginal urban zones who have especially poor drinking water supplies and sanitation services – if at all. This section of the population accounts for between 20% and 30% of the total urban population. Women are particularly affected by these issues because their household responsibilities mean that they are

generally in charge of fetching drinking water, providing hygiene education and taking care of sick children. As a consequence, they play a key role in initiatives to strengthen the ability of local groups to act autonomously and to improve hygiene education.

##### *Reasons for classifying the intervention as G-1:*

The programme supports the equal participation of women and men in representing their interests vis à vis local communities and municipalities. By strengthening user ownership, the population's faith in its own ability to solve problems will be strengthened and passive attitudes (e.g. expecting the state or foreign institutions to provide) will be minimised. The population's more pro-active efforts to shape their own environment will then help to strengthen the equal integration of women within decision-making processes. In keeping with strategic gender interests, moves to improve the social status and development opportunities of women will be promoted.

The improved supply of hygienic drinking water will reduce water-borne diseases: this is particularly relevant for children. Women, who are generally responsible for caring for sick family members, will find their workload reduced. Hygiene education addresses women as a main target group, since they play a key role in organising water supplies in marginal areas. Along with young people, women are envisaged as the bearers of the future 'water culture'.

The approach and procedures adopted to promote gender equality are an integral part of the monitoring and reporting process.



Gender-relevant extract from the results chain	
Development-policy benefit	> Health, poverty reduction and gender equality.
Indirect benefit	> Improved health status of the population. > Improved situation of women in terms of their needs and their strategic and practical interests.
Possible gender-specific results indicators for supra-project level monitoring	> Amount of time saved by women in fetching water. > Increase in the level of women's self-organisation.

#### Attribution gap

Direct benefit (overall objective)	> Supplies of high-quality drinking water and sanitation services to the population are improved.
Gender-specific indicator at benefit level	> Percentage of women with a drinking water connection in their own home.
Direct benefit (component objective 3)	> The participation of the population and local decision-makers involved in the design and implementation of sustainable drinking water supply and sanitation strategies is improved.
Gender-specific indicator at benefit level (component objective)	> Rise in the percentage of women in municipal decision-making bodies.
Use of outputs	> Women, including representatives of NGOs, make use of the competencies they have acquired to incorporate their interests into negotiations and change the course of these processes.
Possible gender-specific process indicator at use of outputs level for internal project results monitoring	> Surveys reveal that female NGO representatives have honed their negotiating skills and can make use of these.
Outputs	> Implementation of empowerment and capacity development measures, especially for women and female representatives of NGOs. > Consulting services to women's groups, NGOs and local decision-makers concerning developing concepts and strategies designed to represent their interests.

## Priority area 6: Agriculture and food security



### TC Example No. 7 (G-1 classification): Water management in an Arab country

#### Brief description of the project:

##### *The context*

With more than four million farms, the fairly small agricultural sector is by far the largest water consumer in the country, accounting for 85% of all water consumption. Some 80% of the farmland can be found in the Nile Valley and the Nile Delta. About 20% of this land is newly claimed desert land, which is mostly farmed using water-saving irrigation methods. However, the irrigated farms in the Nile Valley and the Nile Delta do not have the financial backing or the knowledge to optimise water management at the farm level (core problem). There is a lack of awareness about the need to use water more productively and economically. Farmers of both sexes are ill informed about the ways in which these savings can be achieved. Traditional water channelling and distribution management leads to high losses. The importance of the role of women in agriculture depends on their social status, the size of the farm, the branch of production and the region. The contribution of women to the maintenance of the channel system (tertiary systems: Mesqa, Marwa) is important. For the most part, irrigation activities are performed by men. In line with tradition, they are also responsible for representing the interests of the family vis à vis other water users and the relevant state agencies. However, because men are increasingly taking on paid employment outside agriculture, the number of small and secondary farms managed by women is increasing. In many villages these account for more than 20% of all farms. Female heads of household are (de facto and de jure) deeply involved in farming decision-making processes.

##### *Overall objective*

“Irrigated farms in the Nile Valley and the Nile Delta use resource-conserving, efficient water management at farm level.”

##### *Target group*

The target group consists mainly of small farmers (men and women) involved in irrigated agriculture in the Nile Valley and the Nile Delta.

##### *Reasons for classifying the intervention as G-1:*

The development measure has a positive impact on gender equality. In particular, this is because the specific responsibilities, roles, needs and potentials of women are addressed by advisory services. The development measure makes a significant contribution to gender equality by strengthening the self-confidence of women and enhancing their ability to represent their own interests.

Parallel measures to promote gender equality consist of training female extension personnel during the initial phase of the project. These measures are necessary because extension services must be provided separately for men and for women in certain regions and sociocultural environments.

The approach and the procedures adopted to promote gender equality are an integral part of the monitoring and reporting process.



### Gender-relevant extract from the results chain

Development-policy benefit	> Poverty reduction, gender equality.
Indirect benefit	> Improving the environmental situation (water, erosion, etc.). > Women increasingly stand up for their interests.
Possible gender-specific results indicator for supra-project level monitoring	> Rise in the financial turnover of female-managed farms.

### Attribution gap

Direct benefit (overall objective)	> Farmers involved in irrigated agriculture in the Nile Valley and the Nile Delta use resource-conserving and efficient water management methods at the farm level.
Gender-specific indicators at benefit level	> More women taking a pro-active role in water management issues, evidenced by an increase in the number of women assuming responsible positions in this field. > Percentage of female heads of household who (according to a survey) have been able to reduce their water losses by a minimum of 10%.
Use of outputs	> Ministries implement sector policy strategy efficiently taking gender aspects into account. > Extension structures use extension modules and actively involve female heads of households. > Female extension personnel address the specific interests and needs of women.
Possible gender-specific process indicators at use of outputs level for internal project results monitoring	> Percentage of extension services addressing female heads of households. > Percentage of extension services performed by female extension agents. > List of measures of the ministry with respect to (...) is in line with the directives contained in the section of the (...) strategy on gender-specific procedures.
Outputs	> Improved formulation of sector policies and strategies to optimise water-use in irrigated agriculture. > Location-specific extension modules to improve and optimise water-use at farm level have been identified, assessed and processed on a participatory basis, taking into account gender-specific roles. > Suitable extension structures for farmers (male and female) have been developed and personnel upgrading processes have been launched within relevant institutions.

## Priority area 7: Environmental protection and natural resource conservation



### TC Example No. 8 (G-1 classification): Forest management in West Africa

#### Brief description of the project:

##### *The context*

Widespread poverty is leading to overexploitation of the forest. Staff members in the local forestry authorities know little about ecological complexities and participatory planning methods. The management of forest resources currently practised by local communities and individuals does not correspond to the principles of sustainable management of existing natural resources (core problem). Women are important forest-users due to their traditional roles gathering fuelwood and utilising secondary forest products for food, medicine, adhesive, laces, containers, etc. As a result they have also been badly affected by the shrinking forests.

##### *Overall objective*

“Local communities and individuals manage their forest resources on a sustainable basis.”

##### *Target group*

The target group is the entire rural population most of whom belong to the poorer sections of the population.

##### *Reasons for classifying the intervention as G-1:*

Reform processes at local level involve the participation of the local population in forestry management. In questions of traditional utilisation rights, the needs of women will be taken into particular account and incorporated in development planning and implementation.

Through its methodical approach, the project takes into account the fact that the traditional rights and obligations of women, as well as their economic independence, are to some extent linked to the preservation of forest areas.

Through the introduction of participatory communication and planning procedures, local forestry authorities are encouraged to appoint more women to decision-making posts and to take their needs as forest users into account.

In the longer term, the project will gather additional gender-specific data in order to devise strategies for according microcredits to forest users. In particular, this will relate to the sharing of benefits, workloads and the distribution of decision-making authority. Any compensatory measures required to overcome gender-based access limitations should be introduced.

The approach and procedures adopted to promote gender equality are an integral part of the monitoring and reporting process.



### Gender-relevant extract from the results chain

Development-policy benefit	> Poverty reduction, improving the environment, gender equality.
Indirect benefit	> Sustainable survival of the forest is ensured, income of forest users is stabilised.
Possible gender-specific results indicator for supra-project level monitoring	> Survey of women indicates that their incomes have stabilised.

### Attribution gap

Direct benefit (overall objective)	> Local communities and individuals manage their forest resources on a sustainable basis.
Gender-specific indicator at benefit level	> Increase in the number of women generating additional income with ecologically sustainable forest management methods.
Use of outputs	<ul style="list-style-type: none"> <li>&gt; Gender-oriented reforms are implemented by informed decision-makers (male and female) at local and municipal level.</li> <li>&gt; Women voice their needs with respect to sustainable forest management, as well as contributing solutions to the management plans.</li> </ul>
Possible gender-specific process indicator at use of outputs level for internal project results monitoring	> Participatory observation indicates increased participation on the part of women and suggests that women are representing their own interests.
Outputs	<ul style="list-style-type: none"> <li>&gt; Gender-specific data gathering informs the development of reform strategies and is used by the relevant actors in the Ministry of Forestry.</li> <li>&gt; Increased capacity to introduce participatory planning procedures at both local and municipal levels.</li> </ul>

## Priority area 8: Economic reform and development of the market system



### TC Example No. 9 (G-1 classification): Private-sector promotion programme in South-East Asia

#### Brief description of the project:

##### *The context*

The private sector - in particular the small, medium-sized and microenterprise sector (SMME) – is crucial in promoting economic growth and generating jobs in South-East Asia. Nevertheless, structural and institutional problems at regional and local level prevent SMMEs from operating efficiently and dynamically. First and foremost, these problems include the lack of demand-driven business services and vocational upgrading measures, as well as the lack of access to suitable financial and credit services. These factors prevent the development of business potential and competitiveness (core problem).

##### *Overall objective*

“The competitiveness of SMMEs is improved.”

##### *Target groups*

Target groups are individuals wishing to start up a new business, owners of SMMEs, employees of SMMEs, job-seekers and school-leavers. Women play an important role in the SMME sector both as owners of enterprises and as employees.

Indeed, women account for some 30% of all SMME owners and are often employed by SMME businesses in the commerce, services and food production sectors. However, women’s

access to economic resources and upgrading opportunities is much more limited than men’s. Consequently, one of the main features of the project concerns developing women’s economic potential in order to counter gender-specific disadvantages in the labour market.

##### *Reasons for classifying the intervention as G-1:*

The project aims to improve the position of women as entrepreneurs, specialists and managers in the private sector and intends to improve the range of upgrading opportunities open to them. Using differentiated methods, the specific needs of women are to be identified at all levels of project intervention. These needs are then to be treated as a priority within development planning. Special promotion and training measures are being developed for women in order to counter the economic disadvantages they suffer.

The approach and procedures adopted to promote gender equality are an integral part of the monitoring and reporting process.



## Gender-relevant extracts from the results chain

Development-policy benefit	<ul style="list-style-type: none"> <li>&gt; Poverty reduction and gender equality.</li> </ul>
Indirect benefit	<ul style="list-style-type: none"> <li>&gt; As qualified employees and entrepreneurs, women play an increasingly important part in economic and political decision-making processes and strengthen their position within society.</li> <li>&gt; Improved terms of financing for SMMEs result in more efficient operations and help generate more jobs.</li> <li>&gt; Qualified women and men find employment or start up their own businesses, thus increasing their income.</li> </ul>
Possible gender-specific results indicators for supra-project level monitoring	<ul style="list-style-type: none"> <li>&gt; Number of new businesses started up by women.</li> <li>&gt; Increase in the employability of women.</li> <li>&gt; Increase in the number of women in leadership positions within professional organisations.</li> </ul>

## Attribution gap

Direct benefit (overall objective)	<ul style="list-style-type: none"> <li>&gt; The competitiveness of SMMEs is improved.</li> </ul>
Gender-specific indicator at benefit level	<ul style="list-style-type: none"> <li>&gt; Increase in the financial turnover of women-led and project-assisted enterprises.</li> </ul>
Use of outputs	<ul style="list-style-type: none"> <li>&gt; Service providers develop their range of services in line with the gender-differentiated demand already identified; new service offers are introduced where appropriate.</li> <li>&gt; Female and male entrepreneurs make use of financial offers at levels that are proportionate to their respective share of the total number of enterprises.</li> <li>&gt; Banks make use of lending technologies and increase the part of their loan portfolios accounted for by SMMEs, as well as increasing the number of businesswomen in their lending portfolio.</li> <li>&gt; Education institutions offer upgrading options, which are in line with the needs and the potential of women and men.</li> </ul>
Possible gender-specific process indicators at use of outputs level for internal project results monitoring	<ul style="list-style-type: none"> <li>&gt; Percentage of consultancy services which address women specifically.</li> <li>&gt; Percentage of women making use of consultancy services on offer.</li> </ul>
Outputs	<ul style="list-style-type: none"> <li>&gt; Range of services systematised and further developed on a participatory basis along with service institutions and SMMEs. Special attention is given to offers that are in line with the needs and potentials of women.</li> <li>&gt; Support given to state and private banks to introduce SMME lending technologies, which seek to improve male and female employability and increase the percentage of businesswomen within their lending portfolios.</li> <li>&gt; Production of a demand-driven range of training and upgrading services in cooperation with the partners, taking special account of the women's specific needs and socio-economic potential.</li> </ul>

## Priority area 8: Economic reform and development of the market system



TC Example No. 10 (G-1 classification): Competence area: Vocational training product: Centres for advanced technology training and services<sup>5</sup>

### Hints for the use of G markers in products:

Given that cultural factors and country- or region-specific aspects can only be defined in abstract terms, the gender-related description of the context can only be performed in general terms for products. These descriptions are a key component of a gender analysis. Within this framework, the following divergent contexts can often be observed in the vocational training sector:

- Unequal access to vocational training for women and men.
- Cultural norms which make it more difficult for women to gain access to certain occupational fields (e.g. gender-specific division of labour, role images).
- Lack of vocational training institutions, which take into account the specific needs and interests of women.
- Vertical and horizontal gender-specific segregation of the labour market resulting from gender inequalities.

A large number of indicators can be used to illustrate these points within a product results chain. However, these must be reduced to between three and five points during the preparation of the offer. The following results chain gives examples of the various indicators that might be available.

### Core problem

With their underqualified staff and lack of knowledge, centres for advanced technology training and services are often only able to use high-tech equipment to a limited extent. As a consequence, their productivity is reduced and they fail to fully exploit their potential for growth.

### Overall objective

“The demand of SME for upgrading and consultancy services to help them make better use of new technologies is met.”

### Target groups

The target groups of the project are:

- Employees, small entrepreneurs and job seekers (male and female alike) exhibiting a lack of proficiency with modern technologies.
- Small and medium-sized enterprises facing problems in the use of modern technologies.
- Trainees, students, technical teachers and instructors in technical subjects (male and female).

The mediators are the managers and specialists in the centres for advanced technology training and services, as well as the executing organisations. The latter includes the specialists responsible for these issues within the respective government ministries.

### Reasons for classifying the intervention as G-1:

The relevant measures make a contribution to ensuring gender equality in vocational training. They do this by promoting women at a level that is at least in line with the proportion of female workers within the labour market. A further impact on gender equality is to be achieved by promoting programmes, which specifically address groups currently disadvantaged on the labour market. Equality of opportunity in the labour market is to be enhanced by using a resource-oriented approach to identify women's potential.

The approach and procedures adopted to promote gender equality are an integral part of the monitoring and reporting process.

<sup>5</sup> The indicators for this example were elaborated by the Vocational Training Section in cooperation with the Gender Sector Advisory Project within the scope of a workshop.



### Gender-relevant extract from the results chain

Indirect benefit	> Increasing equality of opportunity within the labour market.
Possible gender-specific results indicator for supra-project level monitoring	> Number of women employed in the formal sector increases.

### Attribution gap

Direct benefit (overall objective)	> Successfully meet SME demand for upgrading and consultancy services to improve their use of new technologies.
Gender-specific indicators at benefit level	<ul style="list-style-type: none"> <li>&gt; The percentage of women-led enterprises receiving promotion assistance is at least equivalent to the percentage of the female workforce within the sector in question.</li> <li>&gt; The percentage of female participants is at least equal to the percentage of the female workforce within the sector in question.</li> </ul>
Possible gender-specific process indicator at use of outputs level for internal project results monitoring	> X% of the programmes for women or disadvantaged groups within the labour market are accepted by the relevant government ministry, e.g. the Ministry for Social Affairs.
Outputs	<ul style="list-style-type: none"> <li>&gt; Address private and public sector clients.</li> <li>&gt; Marketing measures for the productive outputs of women.</li> </ul>

## Priority area 9: Energy



### TC Example No. 11 (G-1 classification): Energy in southern Africa

#### Brief description of the project:

##### *The context*

In future, more than 80% of energy for individuals in southern Africa will continue to come from biomass (i.e. wood, charcoal, agricultural residues and vegetable oil). These resources are becoming increasingly scarce as a result of the use of fuelwood, and as a consequence of the practice of clearing forests to gain farmland for infrastructure construction. Rising costs, and the increasing workload involved in procuring fuels, are limiting access to bio-energy. This is particularly true for women from poorer sections of the population. The potential of biomass as a source of energy is by no means fully exploited (core problem). Given that alternative sources of energy are not readily available, it is indispensable that bio-energy is used to satisfy basic needs in a manner that is both sustainable and socially sound. Projects to promote the environmentally and socially sound use of bio-energy are rarely taken into account in national development plans, and they are often not sufficiently coordinated and implemented at the regional level.

##### *Overall objective*

“The utilisation of biomass energy in the region is efficient and effective.”

##### *Target group*

The target group consists of urban and rural households, operators of large-scale kitchens (e.g. schools, hospitals, restaurants) and small commercial enterprises (e.g. cookshops, bakers, smoke-houses). The traditional way of cooking is seriously detrimental to health and can result

in respiratory diseases, burns and an increased rate of infant mortality. A provisional gender-differentiated target group analysis indicated that, because of the gender-specific division of labour, women and children (especially girls) are particularly badly affected by the smoke produced by traditional cookers.

##### *Reasons for classifying the intervention as G-1:*

Fuel-efficient and low-emission cooking stoves offer a way of significantly reducing health risks; this is particularly beneficial for women. At the same time, more efficient cooking stoves can reduce the cost of fuel or the amount of time spent gathering fuel. In most countries fuel gathering is traditionally the responsibility of women. The extra time or money that is freed up by the new stoves can be used to carry out other work, to care for children, or to take part in training or other social, cultural and political activities. Therefore, women have better prospects for improving their position within society. This goal is in line with the national efforts to promote women that exist in many SADC countries.

In particular, the project will promote training for women in stove production. This will give them an income and, in some cases, it will help women to acquire an important voice among village elders.

The approach and procedures adopted to promote gender equality are an integral part of the monitoring and reporting process.



### Gender-relevant extract from the results chain

Development-policy benefit	<ul style="list-style-type: none"> <li>&gt; Environmental protection/conservation of natural resources and gender equality.</li> </ul>
Indirect benefit	<ul style="list-style-type: none"> <li>&gt; Improved social position of women resulting from improved opportunities to generate income and an increase in the amount of time available to spend on activities that are not related to gathering fuel.</li> <li>&gt; Reduction in air pollution in households, reduction in the incidence of respiratory diseases among women (particularly pregnant women) and children.</li> </ul>
Possible gender-specific results indicators for supra-project level monitoring	<ul style="list-style-type: none"> <li>&gt; Drop in incidence of respiratory diseases among women and children.</li> <li>&gt; Rise in number of women taking a pro-active role in local decision-making processes.</li> </ul>

### Attribution gap

Direct benefit (overall objective)	<ul style="list-style-type: none"> <li>&gt; Bio-energy is used efficiently and effectively in the region.</li> </ul>
Gender-specific indicators at benefit level	<ul style="list-style-type: none"> <li>&gt; Surveys among women reveal that the use of energy-efficient technologies has resulted in time savings.</li> <li>&gt; Surveys of village elders reveal that women have more say in local affairs.</li> </ul>
Use of outputs	<ul style="list-style-type: none"> <li>&gt; Women use energy-efficient technologies.</li> <li>&gt; Craftsmen and women manufacture products linked to the new biomass utilisation techniques.</li> <li>&gt; Experience with energy-efficient technologies is incorporated into regional strategies.</li> </ul>
Possible gender-specific process indicator at use of outputs level for internal project results monitoring	<ul style="list-style-type: none"> <li>&gt; Percentage of women who have acquired an energy-efficient cooking stove.</li> </ul>
Outputs	<ul style="list-style-type: none"> <li>&gt; Sensitisation and training of users (male and female) by means of information events, which address women in particular. For example, events focusing on improving household and fuelwood management techniques.</li> <li>&gt; Development of know-how and commitment in the private sector. For example, training craftsmen and women to manufacture and maintain cooking stoves.</li> </ul>

## Priority area 9: Energy



TC Example No. 12 (G-0 classification):  
Using renewable energies to generate  
electricity for the national grid

### Brief description of the project:

#### *The context*

In many developing countries the lack of secure, environmentally sound, affordable electricity, has a negative impact on economic development. Generally, electricity supply systems are based on fossil fuels (oil, coal, gas), which, in the absence of domestic resources, have to be imported. The economic potential offered by renewable energies is often not sufficiently well known or is not fully exploited. This is particularly true of wind power. In order to make use of this potential, and thereby improve the supply situation, changes must be made to the energy-policy framework. Qualified staff are needed at the policy-making level and also among investors, financial institutions, wind power utilities. The core problem is the lack of qualified specialists and managers in private and state institutions. These individuals are vital if the use of wind power to generate electricity for the national grid is to be increased.

#### *Overall objective*

“Improvement of the technical and economic capacities of specialists and managers in private and state institutions, which are responsible for increasing the use made of wind power to generate electricity for the national grid.”

#### *Target group*

The target group consists of consumers who receive their electricity from the national grid. They should be able to purchase affordable, environmentally sound power that does not have additional costs resulting from environmental pollution.

#### *Reasons for classifying the intervention as G-0:*

The project does not have the potential to help achieve gender equality because wind energy will benefit all households connected up to the national grid. In all probability, women and men benefit in different ways, e.g. through the availability of modern power for cooking. However, it cannot be ascertained who will participate or benefit directly, and to what extent they might gain from these advantages. The greatest direct and indirect benefits for women will accrue from supplying wind power to industries where women make up the majority of the workforce. Nevertheless, in terms of the overall objective it is not possible to go beyond this to make any further valid differentiations.



### Gender-relevant extract from the results chain

Development-policy benefit	> Environmental protection and conservation of natural resources.
Indirect benefit	> National and international investors are given access to information on energy-policy frameworks in partner countries and use these as a basis for deciding on the most cost-effective investments.
Possible gender-specific results indicator for supra-project level monitoring	> No gender-specific results can be deduced. Therefore, there are no indicators.

### Attribution gap

Direct benefit (overall objective)	> Improvement in the technical and economic capacity of specialists and managers in private and state institutions, which are responsible for increasing the use of wind power to generate electricity for the national grids.
Gender-specific indicator at benefit level	> No gender-specific results can be deduced. Therefore, there are no indicators.
Use of outputs	> State actors shape the energy-policy framework to encourage the increased use of renewable energies, in particular wind power. > Consultancy institutions use new consultancy concepts.
Possible, gender-specific process indicator at use of outputs level for internal project results monitoring	> No gender-specific results can be deduced. Therefore, there are no indicators.
Outputs	> Improved capacity on the part of relevant actors. > Fine-tuning and updating the advisory capacities of state and non-governmental consultancy institutions.

## Priority area 10: Transport and communication



TC Example No. 13 (G-1 classification):  
Rural roads and markets in  
a South-East Asian country

### Brief description of the project:

#### *The context*

The highway and market infrastructure needed to fully tap the potential for rural development is underdeveloped in many parts of the programme region. This is a major obstacle to developing the economic potential of the population (core problem).

#### *Overall objective*

“The opportunities of the rural population to play an active part in the local economy have been improved.” Components are: (1) highway management and (2) market management.

#### *Target group*

The target group consists of the poor rural population, in particular small farmers and their families. Another specific group consists of destitute women who will be employed as part of the highway maintenance programme. These women are from the poorest sections of the population.

#### *Reasons for classifying the intervention as G-1:*

Positive impetus for promoting disadvantaged women comes specifically from project activities whose aims are explicitly aligned to gender equality. These include activities that are ‘promoting the employment of destitute women in highway maintenance’ and that aim to establish ‘women’s corners’. The latter intervention allows women to earn a living whilst taking gender segregation into account.

The approach and procedures adopted to promote gender equality are an integral part of the monitoring and reporting process.



### Gender-relevant extract from the results chain

Development-policy benefit	> Poverty reduction and gender equality.
Indirect benefit	> Slowing of rural-/urban migration.
Possible gender-specific results indicator for supra-project level monitoring	> Percentage of women with increased income.

### Attribution gap

Direct benefit (overall objective)	> The opportunities open to the rural population to play an active part in the local economy are improved.
Direct benefit (component objectives)	> The management of highway maintenance is improved. > The management of markets is adapted and effective.
Gender-specific indicators at benefit level	> Increase in the number of women market-traders. > Surveys confirm that women's corners and shorter routes have increased the safety of female (and male) traders and customers.
Use of outputs	> Relevant actors implement highway maintenance strategies. > Decision-makers (male and female) realise improved self-government mechanisms and mobilise local financial resources.
Possible gender-specific process indicator at use of outputs level for internal project results monitoring	> Percentage of women in self-governing bodies both at grassroots and managerial levels.
Outputs	> Strategy development with the Local Government Engineering Department (LGED) to manage highway maintenance. > Gender-sensitisation for decision-makers, joint mobilisation of local resources, strengthening self-governing functions.

## Priority area 11: Regional concentration in the realm of integrated approaches to rural or urban development



TC Example No. 14 (G-1 classification):  
Programme to support decentralised  
rural development in Africa

### Brief description of the project:

#### *The context*

The western province of the country, which is home to about one million people, demonstrates distinct regional disparities in terms of the supply of basic services and extreme climatic conditions. Traditionally maize cultivation and livestock breeding provide staple foodstuffs and employment for small farmers. There are practically no alternatives. To overcome the latent food insecurity, emergency assistance is required at irregular intervals. Assistance is often uncoordinated and limited to sporadic deliveries of food. State agencies, district administrations, private service providers and associations have all been unable to make an effective contribution to improving the situation thus far (core problem).

#### *Overall objective*

“District administrations, competent authorities, self-help organisations and the private sector, align their service provision to help reduce poverty. In particular, their efforts to achieve food security and pursue a gender-aware approach.”

#### *Target group*

The target group comprises 100,000 or so rural households. Given the large percentage of female-headed households, girls and women (who are also traditionally responsible for ensuring food security for the household) are the preferred contacts.

#### *Reasons for classifying the intervention as G-1:*

The development intervention has a positive impact on gender equality: district administrations, competent authorities and self-help organisations align their service provision effectively and efficiently in order to reduce poverty and take account of gender-specific needs and interests.

These efforts have clear and positive effects on the situation of female-headed households in the project region.

The approach and procedures used to promote gender equality are an integral part of the monitoring and reporting process.



### Gender-relevant extract from the results chain

Development-policy benefit	> Contribution to realising the national poverty reduction strategy.
Indirect benefit	<ul style="list-style-type: none"> <li>&gt; Self-sufficient agricultural production has increased and intensified. The marketing of cash crops has improved and there is increased use of public services.</li> <li>&gt; Improved support for the government's reform policies, i.e. decentralisation and the goal of sustainable food security.</li> </ul>
Possible gender-specific results indicator for supra-project level monitoring	> Increased percentage of female-headed households, which are self-sufficient in basic foodstuffs.

### Attribution gap

Direct benefit (overall objective)	> District administrations, competent authorities, self-help organisations and the private sector align their service provision effectively and efficiently to reduce poverty. In particular, their efforts ensure food security and acknowledge the gender-specific needs and interests of female-headed households.
Gender-specific indicators at benefit level	<ul style="list-style-type: none"> <li>&gt; Percentage of the action plans devised by self-help groups and based on previous gender analyses.</li> <li>&gt; The plans of operation devised by district administrations include gender-disaggregated objectives.</li> </ul>
Use of outputs	> Administrations, competent authorities, the private sector and civil society groups are able to develop their responsibilities and implement concepts. They can also improve their own administrative procedures. As a consequence, the general quality of service delivery is improved.
Possible gender-specific process indicator at use of outputs level for internal project results monitoring	> A gender concept is available and is implemented and evaluated by relevant actors and, in particular, executive level actors.
Outputs	<ul style="list-style-type: none"> <li>&gt; Further development of gender concepts.</li> <li>&gt; Enhanced capacity on the part of relevant actors.</li> <li>&gt; Strengthening of gender competence among relevant actors.</li> </ul>

## Practical examples in financial cooperation (FC)

### Priority area 1: Democratisation, civil society and public administration



**Example of an FC/TC cooperative project classified as G-2:  
Upgrading measures for female deputies and members of parliament within the framework of the national decentralisation process**

#### Brief description of the project:

The project is being implemented as a cooperative FC/TC project. In contrast to men, women have played practically no part in public political decision-making processes to date. One major objective of the national gender strategy is to increase the participation of women in political life.

- The project objective is that female and male deputies and members of parliament play an equal part in shaping the decentralisation process.
- To improve the standing of female politicians in the political arena, female deputies are being specifically prepared for their new role and the responsibilities this entails. Within the scope of TC measures, appropriate advisory and training measures are being devised. Moreover, a special multi-component promotion and upgrading programme is being run for women. In this context, FC is responsible for financing training materials.

#### *Reasons for classifying the intervention as G-2:*

- A gender analysis indicated that, under the prevailing sociocultural conditions in the country, it is rarely possible for women to take up public office. The separation of men and women within society made it necessary to conduct upgrading measures specifically designed for female deputies and members of parliament at decentralised level. These measures helped to prepare them for their new role and the responsibilities it entails.

The following indicators were identified: (a) the percentage of upgraded female members of parliament taking up executive level posts in the ministries in the medium term, (b) the increase in the number of women in political bodies at national level, (c) the increase in the percentage of female members of parliament in decentralised administrative structures, (d) the identification of gender-differentiated needs, interests and life situations when elaborating parliamentary decisions and draft legislation, (e) the percentage of decisions adopted, which are intended to counter the structural disadvantages suffered by women.

**Example of an FC programme classified as G-1:  
Social fund for urban services in the Horn of Africa**



#### Brief description of the project:

- The programme is being implemented as a cooperative FC/TC intervention. It is intended to support the process of decentralisation. Attempts to strengthen regional urban centres are at the heart of the project. In particular, these initiatives aim to counter the increasing concentration of the population in the capital city. In many regional centres, the rapidly expanding populations do not have adequate access to public services because the municipal administrations are unable to provide these services on an appropriate scale or at an acceptable level of quality. To a great extent, this is due to a scarcity of financial and organisational resources. A gender analysis indicated that women are particularly hard hit by this limited access to public services.
- The programme objective of the FC component supports capacity building in selected regional centres: in particular, it supports improvements in the planning, implementation and maintenance of the urban infrastructure. Individual projects are financed to improve the relevant economic and social infrastructure. These measures include developing new residential areas, improving services to undersupplied districts, and upgrading central markets (including road



construction, water supply and sanitation, sanitary facilities). In addition to this, they also support improvements in health facilities and schools.

- The programme objective of the TC component is to build up the managerial capacities of selected municipal administrations. The staff members of public institutions will be helped to perform their new duties and to resolve municipal problems consistently, efficiently, and in a manner that involves the whole population.

*Reasons for classifying the intervention as G-1:*

- The country's PRSP identifies decentralisation and capacity building within public institutions as major ways to reduce poverty. In order to achieve this, great importance is attached to achieving gender equality.
- Within the scope of a participatory process, development plans are drawn up. Women and men from the full range of urban districts are given an equal chance to highlight their specific interests and needs in the process to identify and prioritise projects. This includes individuals from marginal areas and districts, which are home to a wide variety of cultural and religious groups. Infrastructure projects specifically designed to benefit women are accorded priority within the development planning process.
- The intended decentralisation efforts are to change social structures, ensuring that women and men benefit equally from the development process (civil rights and obligations). The social status of women will be improved through their express involvement in municipal-level decision-making processes.
- Women and men are involved in the planning and design of a wide variety of infrastructure measures to an equal extent. This should increase acceptance and ensure that better use is made of the facilities. For instance, the creation of a women's corner on the market grounds is particularly effective at improving women's access to central markets. The corners have the added advantage of affording women greater safety. The project is also financing other relevant construction measures, such as building separate sanitary facilities for women.

- In addition, the project is supporting the maintenance and development of a sustainable concept for the public bus company. In particular, this will increase women's mobility and will enable them to sell their goods at the second largest market. In doing so, it will raise household income and improve families' financial situations.

- When establishing water supply systems, the specific needs of households are identified with the help of gender-differentiated studies. The tariff systems take particular account of the position of female-headed households.

- At the level of public institutions, the project is supporting the employment of more female employees in important decision-making posts. Gender-specific services are being developed and are available to the various target groups.

- Usage of the various infrastructure projects is reviewed at regular intervals as part of the project's monitoring system. On the basis of the gender-specific data gathered during project planning, spot checks are conducted in order to ascertain whether the living conditions of the target group (both women and men) have been improved by the provision of better social infrastructure. It should also be ascertained how the various types of infrastructure projects contribute to achieving the objectives of the national poverty reduction strategy.

The project objective and the overall objective indicators include the following: (a) the percentage of women involved in decision-making processes required to implement of development plans; (b) the number of women-relevant projects; (c) a gender-differentiated version of the development plan, prioritised according to the interests of women and men; (d) the utilisation and maintenance of the social infrastructure generated by women and men, e.g. water supply systems, market places, transport; (e) women's newly acquired mobility enables an increase in the percentage of family income generated by women. To monitor these indicators, the project conducts its own poverty and gender impact studies.

- The local urban public transport system is an example of a possible sub-project that could be planned and realised on a gender-differentiated basis. The system is increasingly being used by female passengers, especially for travelling to markets.

### Priority area 3: Education



#### Example of an FC project classified as G-2: Education for girls in East Africa

##### Brief description of the project:

The project aims to dismantle gender-specific barriers to education. On average, the percentage of girls attending school is much lower than the percentage among boys. With this in mind, the project places a particular emphasis on promoting education for girls at primary and secondary level.

- In many parts of the country there is a shortage of schools and equipment.
- To improve learning conditions, primary and secondary schools are being built and there is financing available for teaching materials.
- The project is based in a region where enrolment rates for girls are particularly low.

##### *Reasons for classifying the intervention as G-2:*

Education is considered to be an important precondition for overcoming poverty. As a consequence, primary education is accorded high priority in the country's PRSP. Within the national gender strategy, special importance is attached to raising the percentage of girls in primary and secondary education; this is explicitly stated in the strategy. The project is being implemented in conjunction with technical cooperation and is aligned with the educational-policy priorities in the partner country. A gender-specific study in areas demonstrating different religious and cultural features revealed a wide variety of reasons for the non-attendance of girls. The project takes this into account and responds to these reasons

when selecting locations and choosing where to build schools. For example, the project is sensitive to the need to wall in the school, to build separate toilet facilities for girls and boys, and to have boarding facilities. The rates of school enrolment for girls were an important criterion when selecting locations.

Sensitisation measures accompany the project. The aim is to generate more understanding on the part of parents and traditional leaders, as regards to the importance and status of educating girls.

Since family income is often low, families can frequently only afford to send their sons to school. The project is setting up special training funds for girls to allow them to continue their school education after primary level. For the same reason, accommodation is being built for girls coming to school from further away. Importantly, the new curriculum is geared towards covering more than traditional female occupations like teaching or nursing: this widens the range of qualified vocational training that is available for young women. This in turn has a positive impact on their options for action and their ability to take charge of their own lives. As a consequence, the project is strongly geared towards dismantling traditional gender roles and the gender-specific disadvantages that are suffered by women and girls.

In keeping with these aims, the project indicators contain several gender-relevant criteria, such as (a) raising the enrolment rate for girls, (b) reducing the drop-out rate among girls, and (c) raising the percentage of girls completing secondary and vocational education.





## Example of an FC programme classified as G-1: FC/TC community programme to improve learning conditions for primary pupils in East Africa

### Brief description of the project:

The objective of the programme is to create better learning conditions for primary pupils in selected provinces. Moreover, efforts are to be made to increase the percentage of girls attending school. The project will help achieve the overall objective of improving the level of education among the population. In doing so, it will also help foster greater economic and social development in the country.

The programme is being implemented as a co-operative FC/TC project and is aligned with the national sector strategy. The TC measures support in-service teacher training, curriculum development for the primary sector, and advisory services for the education authorities at central, provincial and district levels. The FC measures include the construction of teachers' houses, classrooms for primary schools, and administrative rooms. It also covers the costs of fitting out schools with furniture, a water supply and sanitary facilities.

### *Reasons for classifying the intervention as G-1:*

One major feature of the national primary education system is the consistently low quality of the education on offer. The most important reasons for this are the general shortage of teachers and the poor level of qualification of those who are available. The high numbers of pupils mean that double or even triple sessioning is required. Instruction is teacher-oriented and pupil participation is limited to taking notes and repeating the subject matter being covered. The fabric of existing school buildings is generally very poor, and the lack of furnishings and equipment also limits the teaching quality. Most schools have no teaching or learning materials. Teachers (especially women), tend to be reluctant to work in remote rural regions. This is due to a lack of suitable accommodation for those working in these areas. Enrolment rates for both sexes are much lower in secondary schools than they are at the primary level. Most pupils drop out of education before they have even completed primary school.

The dropout rate is especially high among girls. A gender analysis indicated the various reasons for the low enrolment rates and high dropout rates that are particularly pronounced among girls. Unlike boys, girls are traditionally expected to work in the household and are involved in caring for other family members. Given the spread of HIV/AIDS, this workload is becoming increasingly important. Other problems include the fact that girls and boys are taught together in the same schools, and that most school grounds are open. Parents also fear that male teachers might sexually abuse their daughters.

To make it possible for girls to attend school, the programme includes measures designed to reassure parents. When schools are built, separate sanitary facilities are installed for boys and girls, and the school grounds are walled in to provide protection and to demarcate the school grounds. FC also helps build suitable accommodation for female teachers. TC is helping to sensitise school authorities to gender-differentiated personnel issues, such as recruiting female teachers and creating incentives systems to attract female teachers to rural areas.

For instance, the project indicators include: (a) the improvement of gender-sensitive learning potential through the use of participatory teaching and learning methods in in-service training, (b) an increase in the percentage of female teachers in rural areas due to the provision of housing for teachers, (c) raising the overall rate of enrolment and, in particular, the enrolment rates of girls, and (d) rises in the proportion of female pupils who complete their schooling.

## Priority area 4: Health, family planning, HIV/AIDS and social protection



### Example of an FC project classified as G-2: Social marketing in southern Africa

#### Brief description of the project:

- The aim is to allow women to exert more influence on family planning and to protect themselves better against HIV/AIDS. In addition, men will be encouraged to accept more responsibility for the health and physical well-being of their wives and children. Thus, the project supports, and is aligned with, national objectives.
- As a result of the shortcomings of the medical care that is available, a large percentage of pregnancies are unwanted and high-risk. The project is intended to help reduce the fertility rate and the rate of HIV infection. In both fields, sensitisation, knowledge transfer and the sale of subsidised condoms and other contraceptives are currently being used as instruments.
- The project helps women and men to use the family planning methods of their choice responsibly. In addition, it encourages them to make use of HIV/AIDS prevention methods in order to protect themselves, their families and other sexual partners from unwanted pregnancies and HIV infection.

#### *Reasons for classifying the intervention as G-2:*

The government of the country has a gender strategy, which firmly establishes the concept of women's rights to sexual self-determination. It conducts programmes to ensure that all women are to gain improved access to contraceptives. The programme is sensitive to the needs of young girls, married women in urban and rural areas, and prostitutes. They are also to be given information about reliable forms of contraception. At the same time, measures are being conducted which are intended to strengthen the responsibility of men vis à vis their families and sexual partners.

The project strengthens women's rights to sexual self-determination: they have equal access to contraceptives and can insist that these are used in their partnerships and in extra-marital sexual relations. This should reduce the rate of HIV infection and the number of unwanted pregnancies. The project is investigating to what extent women and men actually use contraceptives, and how this can improve the situation of the individuals and their families (e.g. via better health, higher income, better living conditions, higher level of education and improved ability to take charge of their own lives).

Women and men are involved to an equal extent in project planning. By contributing their own views and needs, they also exert an influence over the overall project design. During the planning and the initial project phase, gender-differentiated information will be gathered and needs-driven measures will be devised for women and men. Project monitoring will record the different effects on women and men and will modify the project concept if either group is being disadvantaged as a result of the intervention.

Gender-differentiated indicators have been defined to help achieve the specific objectives outlined in the project plan. These include: evidence of a rise in the number of condoms purchased by women, a rise in the rate of condom use for protection within marriages, a drop in the number of pregnancies among unmarried girls under the age of eighteen; and a drop in the fertility rate in the project region. A reduction in the rate of HIV infection (especially among women) is also identified as an important project indicator.





### Example of an FC project classified as G-1: Extending rural health centres in rural parts of North Africa

#### Brief description of the project:

The project involves the construction and outfitting of rural health centres in a fairly poor, isolated region of the country. The economic and social status of women is low. Religious and cultural factors make it difficult for women to make use of medical services.

The aim of the project is to improve the health situation of the population of the project region. In particular, it will focus on the field of reproductive and sexual health.

#### *Reasons for classifying the intervention as G-1:*

The gender analysis conducted at the outset of the project indicated that the distance to the health station and the equipment available was one of the main factors preventing women from making use of the facilities. The construction of new health centres (which are easier to get to) significantly increases their chances of access. Men are now more willing to accompany their wives to the doctor or to allow them to go alone. Women making use of medical services without the authorisation of their husbands can also do so more easily now. Other barriers to access have been overcome by building separate entrances and treatment rooms.

Parallel sensitisation campaigns are also encouraging men to accept their responsibility for the health of family members. In particular, men are encouraged to bring their wives to the health stations for check-ups and childbirth, as well as to attend health education modules focusing on family planning and ante-natal-care. This will enhance the health status of women and will strengthen their ability to play a more active role in reproductive decision-making.

The project objective was translated into more concrete terms in the form of gender-sensitive indicators. These indicators include: (1) an increase in the number of female users of health stations, (2) an increase in the number of attended births, (3) a drop in the number of complications during attended births, (4) an increase in the rate of contraceptive use among women and men, and (4) an increase in the rate of male sterilisation.

Women and men were consulted about the project and their wishes were taken into account when planning the location of health stations and their layout.

### Example of an FC/TC project classified as G-0: supplying goods to a hospital

It is conceivable that a health project be classed as G-0 if it involves the delivery of goods within the framework of a larger programme (e.g. emergency aid measures in regions hit by crisis). In this context, it cannot be said that the goods benefit a clearly defined target group. While it is true that women and men are often affected in different ways, it is often unclear who benefits directly from such measures or to what extent they are involved. In emergency aid measures, which FC supports in purely financial terms, it is often impossible to influence the project concept in order to promote gender equality directly. This is due to the special features of the project and the specific handling procedures that are often required. However, the project should be classified as G-1 if goods tailored to the health needs of women are part of the delivery.



## Priority area 5: Drinking water, sanitation and solid waste disposal



### Example of an FC project classified as G-1: Building wells for the rural population in the Sahel

#### Brief description of the project:

In rural parts of the Sahel the water supply is far from secure. In the project region there are large areas with no public well for the villagers to use and water is only available at remote water points such as water holes. The water available is usually severely polluted (often from faecal matter of the villagers' own livestock) and this has a negative impact on the health of the population. Diarrhoeal diseases, Guinea worm and infections are the most prevalent diseases. The high incidence of ill health has a negative impact on family incomes.

The project objective is to provide an uninterrupted supply of safe drinking water to the village population.

Traditionally, it is the job of women and girls to fetch water. This takes up a large percentage of their time and means that girls rarely attend school. Moreover, carrying up to 20 litres of water on the head for long distances is also likely to cause serious health problems in the medium term. Quantitative studies, carried out by the local hospital, indicate that even young women are likely to suffer serious wear and tear to their heads and necks, as a result of water carrying. For example, they are likely to suffer from headaches and back pain. After years of carrying heavy water containers, many women aged between 45 and 55 year old have been diagnosed as suffering from serious deterioration of their intervertebral discs.

The FC project covers the nationwide construction of wells. This measure is backed up by parallel activities, which actively involve the whole population. In particular, men and women are involved in selecting locations and in managing and maintaining wells.

#### *Reasons for classifying the intervention as G-1:*

The project is classified as G-1 because the construction of a well in the village environment primarily benefits women. Wells cut down the time spent collecting water, which opens up new opportunities for women. In the newly established water committees, women take on leadership posts and are responsible for the maintenance and repair of the wells. Their role in the administration and control of this essential resource strengthens their status within society.

Moreover, a supply of safe drinking water means fewer working days are lost through sickness in the family. As a consequence, family incomes are higher.

Indicators to assess the project aims and overall objectives include: (a) the number of wells built and the number of individuals benefiting from these, (b) the rate of use and the proper management of the well by the water committee, (c) the percentage increase in the enrolment of girls at primary school, (d) reductions in the incidence of disease among women, which are the result of a high workload and water-borne disease, and (e) an increase in the family income that is generated by women.





### Example of an FC project classified as G-1: Urban water supply in Latin America

#### Brief description of the project:

Within the framework of the FC project, the urban drinking water supply and sanitation system is to be rehabilitated and extended. The poor supply of safe drinking water and the inadequate sewage system is a threat to the health of the population and is resulting in major pollution.

Women and children suffer disproportionately from disease and are particularly vulnerable to the negative consequences of unsafe drinking water and poor sanitation.

The project objective is to ensure there are adequate amounts of safe drinking water available all year round. Overall, the water supply and sanitation network cover some 90% of the total urban population. The project will aim to ensure that the majority of urban residents are included in a centralised system of sewage collection and treatment, which is both hygienic and ecologically sound.

*Reasons for classifying the intervention as G-1:*  
Within the scope of the feasibility study it was found that only some of the urban population had a water tap or sewage connection in their own homes. Gender-specific studies indicated that female-headed households were rarely able to afford the connection or the supply charges. Women and young girls are traditionally responsible for fetching water, and continued to walk to public taps. The taps are sometimes far away, and this causes physical strain and occupies a lot of their time. Given the different incomes within the population, the project will develop an appropriate tariff system, which is designed to ensure that single mothers or particularly poor families are still able to pay. In addition to this, public taps will be installed in particularly poor districts. The management and maintenance of the taps will be provided by autonomous groups of poor women. The women will sell the water and thereby generate a small income for themselves.

The supply of safe drinking water can significantly reduce the rate of disease among family members. Women are often responsible for caring for sick family members. Therefore, the new measures should lead to a reduction in their overall workload. The project supports the running of health education measures for various hygiene and health issues. The events are offered separately for women and men, to respond appropriately to the cultural framework and to ensure that women have access to health information. A lower rate of disease allows both men and women to continue working without risking a loss of income.

### Example of an FC project classified as G-0: Rehabilitation of a pumping station in the Balkans



#### Brief description of the project:

To meet the jump in demand for water in large cities an additional reservoir has been built. The pumps in the central waterworks are old and can no longer cope with the volumes required. In the cities that are connected, the drinking water system consists almost entirely of domestic users. The water network covers almost the entire population of these towns. Within the framework of the FC project, new pumps are to be financed in order to upgrade the pumping station to the level of a state-of-the-art facility. This will guarantee the water supply for the population.

*Reasons for classifying the intervention as G-0:*  
The project is classified as G-0 because the measure focuses on developing the town's water supply system but has no specific relationship with a directly identifiable target group. The overall goal of the project is to provide the population with a sustainable supply of high quality water. The main indicator of this project objective is an increase in the volume of water that the station is capable of pumping.

## Priority area 9: Energy



### Example of an FC programme classified as G-2: Biogas plants in Nepal

#### Brief description of the project:

- The FC programme to promote biogas plants is based in one region of Nepal. In the medium term, the plant will not be connected up to the national power grid because of the high costs this would entail. Many men have already left the region due to the lack of employment opportunities. Women and girls are particularly vulnerable to the various problems caused by the poor energy supply.
- The overall objective of the project is to ensure the sustainable utilisation of biogas and digested sludge in rural households. Moreover, it aims to reduce pollution and to improve the living conditions of these energy users.
- The target group is the rural population, especially women and girls living in isolated, poor parts of the country. The project is being implemented in cooperation with TC (training measures).

#### *Reasons for classifying the intervention as G-2:*

Gathering fuelwood places a heavy workload on girls and women: this is one reason why girls rarely attend school. Cooking with fuelwood produces a lot of smoke, which is detrimental to the health of the families. Practically no medical care is available. The country's PRSP expressly aims to promote the use of renewable energies and to decentralise supply systems in order to meet local energy needs. In particular, the intention is to improve power supplies to the female population in rural areas; these women are especially hard hit by power shortages and are unable to improve their own situation without alternative sources of power.

A gender analysis, carried out as part of the feasibility study, found that there are several dimensions where women are at a disadvantage when compared with men. More specifically, the analysis found that women work on average up to four hours longer every day, are disadvantaged

Gender-differentiated indicators for the project aims and the achievement of the overall objectives are: (a) the time saved because biogas users no longer have to gather fuelwood, (b) the difference in the workloads of women and men is reduced among biogas users, (c) the increase in the rate of school enrolment for girls from families using biogas, and the drop in the difference between the respective enrolment rates of girls and boys, (d) the drop in the incidence of respiratory diseases among girls and women living in households using biogas.

in terms of nutrition, have practically no access to health care and have a much higher rate of illiteracy than boys.

A biogas plant can save up to three hours work a day. This creates new scope for action by women and girls. For example, girls can go to school, and women can make more use of social services and will have more time to take part in the social and political life of the community. These activities will help to enhance the traditionally low social status of these groups. In addition, the involvement of women in preparations for the construction and the operation of the biogas plant can also help to improve the overall position of women within the community.

The use of the biogas plant might also change the household budget to benefit women and girls. The installation of these services means that household financial resources are used to make a long-term investment in the living conditions of the family. In the longer term, this will create an enhanced opportunity to use financial resources to improve the family's nutrition situation, medical care or education. Positive economic effects also come from the utilisation of digested sludge as manure for crops. The improved health status of family members is another direct effect of these interventions; this is due to a reduction in the amount of smoke that is produced during the cooking process.





## Example of an FC intervention classified as G-1: Overland cables and reactive power compensation plants in Bangladesh

### Brief description of the project:

The projects include the construction of overland cables and reactive power compensation plants. These serve to improve the availability and stability of electricity, as well as helping to reduce transmission losses and to improve the voltage profile in the electricity grid. Alongside industry, domestic users and small crafts persons benefit from this intervention: the service life of their electrical equipment will increase and they will gain time in the evening for additional activities. However, existing industries will also become more competitive (e.g. the textile industry) and the pre-conditions will be met for founding new industries that are likely to have a predominantly female workforce (e.g. 70% of the workforce involved in fish processing is female).

The overall objective of the project is to retain or extend the economic potential of the project region by providing a reliable electricity supply.

Target groups include employees in industry, small crafts persons and private users (including female heads of households).

### *Reasons for classifying the intervention as G-1:*

At the household level, it is women who are worst hit by frequent power cuts: indeed, cuts generally happen in the evening when working women are trying to catch up on their housework.

Power cuts go hand in hand with deficits in the central water supply and this causes additional problems for women living in urban and peri-urban areas.

The gender-specific evaluation of the project region indicated that most of the existing and planned industry employed a predominantly female workforce. If the companies are to be internationally competitive (and thus secure jobs) it is essential they have a reliable electricity supply.

Improving the electricity supply has many attendant benefits for women and concrete improvements in women's living conditions tend to im-

prove both their economic and social status. Securing their jobs and creating new employment opportunities also helps to underpin their means of earning a living. While women and men are both affected, these factors are more important for women than they are for men: in general, women are less flexible and cannot simply move to another region to look for work. Earning a monetary income enhances their status within the family and gives them greater independence vis à vis their husbands or parents. The income generated allows them to spend money on improving their own living conditions and those of their family. For example, they can buy better food and can pay for education and medical care. Reliable lighting in the evening and regular water supplies makes it easier to combine a family and a job. Women also benefit more than men from reliable local medical care, which is also dependent on an uninterrupted power supply.

The harsh working conditions in these industries have some clear disadvantages for women. However, these are at least partially offset by a woman's enhanced ability to ensure her family's economic survival. A special tariffs and credit system gives financially disadvantaged female-headed households access to the power supply. Complementary measures are also being undertaken to improve street lighting in industrial zones, so that women can get to work safely. Being able to go out in the evening gives women new opportunities to work outside the house, e.g. through early and late shifts.

Patterns of job availability in the region are reviewed regularly as part of the project monitoring system. Gender-differentiated data are gathered and survey data based on random sampling is used to identify changes in the social infrastructure and living conditions of men and women within the target group.

Gender-differentiated indicators used in the project include: (a) the rise in the percentage of jobs for women in the formal sector of the project region, (b) rises in the percentage of female workers who are working shifts, (c) rises in the percentage of female heads of household among power users.



## Example of an FC project classified as G-0: Coal-fired power station in India

### Brief description of the project:

The project is extending an existing coal-fired power station. The electricity generated will be fed into the national grid and will benefit the entire region. The overall objective of the project is to provide additional, environmentally friendly energy. In particular, it will aim to improve the provision of energy for productive use, thereby fostering economic growth.

### *Reasons for classifying the intervention as G-0:*

Women and men use energy in different ways: men in this region tend to be more involved in the productive sector, whereas women tend to be more interested in domestic energy.

The project will help to ensure that the power generated in the station is fed into the national grid. Consumers will use the power for production and consumption activities. It is not possible to state plausibly whether men or women benefit to a greater extent. Nor is it possible to identify a clearly defined target group, which will benefit directly from the project and for whom the results could be reviewed.

Because the measures focus purely on rehabilitating and extending an existing plant, the project has no way of influencing factors that directly affect the living conditions of men and women (e.g. projects that change supply lines, domestic connections or tariff systems).

Thus, there is no possibility of influencing gender equality in the project.



## Priority area 10: Transport and communication

### Example of an FC project classified as G-1: Ferry connection in West Africa

#### Brief description of the project:

The province in question is separated from the rest of the country by 'G'. This remote region suffers a high poverty rate and the presence of an armed rebel movement means that the area is marked by great social instability. The women in the region have a relatively high social status, not least because they have retained a comparatively high degree of economic independence as traders and small entrepreneurs. Their economic activities centre on the urban centre 'D', which lies in the main part of the country and is some 400 km to the north. The overland route to 'D' is rarely used by the women traders because of the risk of ambushes. The shorter route via 'G' is also unpopular because the women are often harassed at the border and in the neighbouring country.

Thanks to a good ferry connection, the city used to be easily accessible. However, following an accident in 2002, the ferry connection between 'Z' and 'D' was discontinued without warning. This has had a major and negative impact on the status of women: in particular, there was a dramatic drop in the trade and production of goods in which women were involved. At the same time, buses carrying female traders in the interior of the province were increasingly attacked by rebels and bandits. The project aims to restore the ferry connection by building a new ferry.

The target group is the rural population and includes small-scale traders (banabanas), as well as farmers and fishermen of both sexes.

#### *Reasons for classifying the intervention as G-1:*

The new ferry will be the most important means of transport in this area, providing a regular link with the capital city and transporting both passengers and freight. Benefits associated with the restoration of the ferry connection include:

(1) helping to defuse the potential for conflict in the province, (2) improving the position of socially weak and disadvantaged groups, such as poor women (MDG 1, MDG 3 and MDG 6)

and school pupils (MDG 2), (3) allowing the aforementioned groups to travel more safely, (4) helping overcome the geographical isolation of the population in this province (MDG 8), (5) creating better terms of trade for pro-poor growth (MDG 1 and MDG 8), and (6) reducing global pollution caused by the high SO<sub>2</sub> emissions of private cars and minibuses (MDG 7).

An improved connection to the capital city and other markets in the northern region would allow the rural population to sell their produce more widely. This would be particularly beneficial for farmers and fishermen. Alongside the positive impacts this would have on their income, it would also improve the opportunities to market products that are typical of the province. When the ferry MS Joola was operating, a permanent market existed at the ferry terminal in the capital city. This offered a direct means of marketing products from the province. Although the ferry no longer operates, the market still exists in the same place, although it is now much smaller. While it might be worth rethinking its precise location, reopening the ferry line would probably revitalise the market and provide a firm source of income for a large number of local farmers and fishermen, as well as their families.

The maximum load of a ferry is 680 passengers, whereas a large bus can carry no more than 40 or 50. During the crossing, passengers can move around the ship relatively freely and can converse with others. This provides for a rapid exchange of information among a large number of people. Potential topics of conversation can relate to markets, goods, transport, prices and the political situation. This would make the ferry a 'floating market place' and communication centre, much like its predecessor the MS Joola. Local surveys indicate that many banabanas used to buy and sell some of their wares on board the ferry.

When the ferry is due to leave, the jetty becomes a meeting place for a large number of people carrying a vast quantity of goods. This in turn attracts a great many people from the surrounding area who come to purchase the traders' wares. The project will facilitate the establishment of a market close to the ferry terminal in 'Z' and on the island 'C'. Apparently markets of this sort used to exist, but they disappeared after the loss of the MS Joola.

As with the MS Joola, the main users of the new ferry will be the women of the province. Indeed, women are expected to account for 60% of all passengers. In keeping with most African countries, many women have no driving licence. Consequently, most rely on public transport to bring their goods to and from the various local and regional markets. The restoration of the ferry connection will allow women to carry out economic activities more independently; this would be particularly important for traditional small-scale trading.

Local target-group analyses have shown that women from this region rely entirely on private road transport to get their products to market. It is much more complicated to get goods transported to the capital city by truck than it is to use a ferry. Generally the individual quantities of rice sold by each trader (500 kg – 1 tonne) are too low to fill a truck (15 – 30 tonnes). As a consequence, a group of women must get together to rent a truck to carry their goods to market. The new ferry would raise the average income of

the banabanas because they could reduce their transport costs and also save a lot of time. This would give the women more independence in deciding when they want to sell their products in the capital and when they wish to return to the province with other wares.

The trip by road takes significantly longer and is more expensive. It is also particularly arduous and dangerous for women: there are a lack of sanitary facilities, little space for goods and accompanying children, discrimination (especially at the border) and periodic threats from the rebels. In comparison to the night ferry, there is also little opportunity to rest in the cramped trucks.

The ship will be fitted out with sanitary facilities for women. The project design also contains plans to conduct HIV/AIDS initiatives in conjunction with an FC project responsible for using social marketing to distribute contraceptives. These measures could include showing various awareness-raising films on the ferry. Thus, the ferry will improve local women's access to markets and strengthen their ability to take charge of their own lives.

## Chapter 3 - Standards for gender analyses

### Standards for gender analyses

#### *What is a gender analysis?*

A gender analysis serves to take stock of gender relations on the basis of a clearly defined context or situation in a country/region and sector (core problem). It ought to provide a set of well-substantiated recommendations, capable of ensuring that the project helps to achieve gender equality in the partner country. The depth of the analysis can vary according to the new G markers criteria. However, the analysis should be conducted as a matter of course for all projects and programmes in German development cooperation.

For a comprehensive gender analysis it is important to collect data and other information. Where available, quantitative data should be disaggregated for women and men, and for girls and boys. If possible, these data should be complemented by qualitative information: this is often more useful, particularly when dealing with issues related to responsibilities, power, leadership, decision-making authority and inequalities in the distribution of resources between women and men.

The information to be collected can refer to the following levels:

- Countries or regions
- Sectors
- Organisations
- Target groups

According to the new criteria for allocating G markers, an initial gender-specific assessment of the context must be included in the brief assessment. This enables projects to be classified as G-2, G-1 or G-0. Additional information must be obtained when planning and appraising the development intervention and also when drawing up the GTZ AURA offers or the KfW appraisal reports. Under the new criteria it is no longer permissible to categorise an intervention as G-0 on the grounds that not enough relevant information is available to adequately inform the classification process.

## Steps involved in a gender analysis

### Step 1: Establish a link to the partner country's development strategies

#### Key questions for the gender analysis:

- > What are the priority areas for reducing inequality between women and men, which are laid out in the partner country's development strategies? What other gender issues in the country-/region-/sub-sector are indirectly relevant for the development intervention?
- > What is the gender policy and the gender equality strategy of the partner?
- > How is gender tackled as an issue in relation to poverty reduction and the country's efforts to achieve the MDGs? How is this linked to other topics: is it treated separately (i.e. as MDG 3) or on a suprasectoral basis (i.e. as a cross-cutting issue, human right or a basic precondition for achieving all MDGs)?
- > How does the development intervention help achieve the gender objectives defined by the partner country?

### Step 2: Gender aspects involved in describing the context and defining the core problem

#### Key questions for the gender analysis:

- > How are men and women differently affected by the problem that has been outlined? Economic, political, legal, social or cultural factors might be relevant here, depending on the project or programme. A list of specimen questions can be found in Annex II.
- > What are the causes of inequality between women and men with respect to the core problem?
- > What are other development partners doing, and what should be the specific role of German development cooperation?

#### Questions relating to quality control:

- > Were the relevant strategy papers, gender-differentiated statistics and appropriate studies used when describing the context (e.g. country strategies, PRSPs, national women's policies, alternative reports written by women's NGOs and gender country profiles, etc.)?
- > Does the description of the context take specific account of the current situation of women and men, or boys and girls, in relation to the core problem/the context? If not, what gender aspects are relevant to the problem that has been outlined?
- > What is written in the PRSP and relevant sector documents? Is there a gender strategy in the sector?

**Step 3: Coherence between the description of the context and the definition of the project aims and overall objectives**

**Key questions for the gender analysis:**

- › Do the project aims/overall objectives and/or the overall concept of the development intervention contribute to the sustainable reduction of gender inequalities or the systematic eradication of these inequalities within the chosen sector?
- › Does a component objective (a "cooperative project" in GTZ AURA parlance) contribute to the sustainable reduction of gender inequalities or the systematic eradication of these inequalities in the chosen sector?
- › In FC, how do the results contribute to the sustainable reduction of gender inequalities or the achievement of a systematic impact on gender relations? What gender-sensitive activities are planned?
- › Does the development intervention tackle the structural causes of gender inequality?

**Example from the realms of TC:  
Gender inequalities in vocational education**

An analysis of the current status quo indicates that women are severely under-represented in vocational education. Possible causes might be that:

- › Women often marry young and have children. Their commitments in the care economy prevent them from undertaking vocational education.
- › Cultural norms prevent women from attending vocational education courses that are also attended by men.
- › Unemployment among well-trained women is disproportionately high. As a consequence, there is no economic incentive for participants to take part in vocational education or further training.
- › Vocational training is not tailored to women's needs or the employment and wage-earning opportunities that are open to women.

**Step 4: Gender-differentiated description of the partner/implementing organisation and the target group**

**Key questions for the gender analysis:**

- › What gender competencies do the partner and/or the implementing organisation have with respect to the core problem?
- › Does the partner organisation implement a gender mainstreaming strategy in its own institution?
- › Is it necessary to have parallel measures within the project, which are aimed at strengthening gender equality within the partner organisation (e.g. at institutional and sectoral levels)?
- › Which target groups are affected by the project? Differentiate as appropriate, e.g. between boy/girl and old/young. You should always provide a target-group description focusing on men and women, gender relations, and the different experiences of poor and non-poor groups of individuals.

**Step 5:  
Description of the systematic impacts of the TC/FC contribution to gender equality in the region, sector/sub-sector and country**

- › Which mechanisms are designed in the project/programme to improve gender equality?
- › What sorts of effects are expected? Use qualitative and, if possible, quantitative assessment.
- › What is the status of the German contribution?

## Annex I:

### Definition of the Gender Policy Marker

#### Classification by policy objective (column headings - memo items)

515: The total value of projects that have gender equality (including women in development – columns 531 and 532) or aid to environment (columns 533 and 534), direct assistance to poor people (columns 535 and 536) or participatory development/good governance (columns 537, 538) as either their principal or significant objective. A given project may be recorded against one or more markers. The relevant definitions are given below and on the next pages:

Principal (primary) policy objectives are those which can be identified as fundamental in the design and impact of the activity and which are an explicit objective of the activity. They may be selected by answering the question “would the activity have been undertaken without this objective?”

Significant (secondary) policy objectives are those, which, although important, are not one of the principal reasons for undertaking the activity.

GENDER EQUALITY INCORPORATING WOMEN IN DEVELOPMENT (WID)	
DEFINITION	<p>Gender equality as a goal of development and development assistance efforts aims to achieve equality of benefit, resources and opportunity between women and men in aid recipient countries. Gender disparities may be addressed by:</p> <ul style="list-style-type: none"> <li>(a) mainstreaming gender equality into all development co-operation efforts; and/or</li> <li>(b) positive actions to promote gender equality incorporating women in development (WID) activities.</li> </ul>
CRITERIA FOR ELIGIBILITY	<ul style="list-style-type: none"> <li>(a) Gender equality and/or women in development (WID) is explicitly promoted in activity documentation; and</li> <li>(b) Gender analysis has been carried out, either separately or as an integral part of standard procedures, demonstrating the need to promote equality and/or women in development (WID); and</li> <li>(c) Gender analysis has been incorporated into activity design so that the activity meets a number of the following criteria: <ul style="list-style-type: none"> <li>&gt; Gender sensitive strategies and implementation plans are incorporated and reflected in the activity budget.</li> <li>&gt; Specific means have been designed to help overcome identified barriers to women's full participation in the activity.</li> <li>&gt; Specific means have been included to help to ensure equitable participation and control by women and men over the activity output.</li> <li>&gt; Gender sensitive indicators including impact indicators have been or will be developed for monitoring and evaluation.</li> <li>&gt; Gender skills are used in design and will be used in implementation and monitoring.</li> <li>&gt; Gender sensitive consultation is carried out at all levels and stages.</li> </ul> </li> </ul>
EXAMPLES OF TYPICAL ACTIVITIES	<p>Any activity may be marked against this marker if the above criteria for eligibility [(a)-(c)] are fulfilled.</p> <ul style="list-style-type: none"> <li>&gt; An example of an activity that could be marked as principal objective is support to legal literacy for women or support to male networks against gender violence. Such an activity could target women specifically, men specifically or both women and men.</li> <li>&gt; Many water projects, health projects, forestry projects, civil service projects, public expenditure reviews are likely to have a significant objective mark depending on the extent and way gender issues are to be addressed.</li> </ul> <p>Projects in the same sector may score differently depending on the importance of equality as an objective. For example, a social safety net project which focuses specifically on assisting women as a particularly disadvantaged group in a society thus promotes gender equality and would be marked with a principle objective score. A social safety net project, which focuses on the community as a whole and ensures that women as well as men are involved would be marked with a significant objective score.</p>

## Annex I:

### Gender equality incorporating Women in Development (WID): Additional Guidance on Marking

1. This marker differs from the previous WID marker in that the focus is on gender equality (that is equality between women and men) as an objective rather than on women as a target group.
2. Nevertheless, it includes women in development (WID) activities (providing the criteria for eligibility are fulfilled). The WID specific activities are incorporated into an overall gender equality approach. The new marker is thus broader than the former WID marker. (As before, where it is appropriate, the WID sector code may be used.) Members no longer using the term WID in their internal procedures should ignore the references to women in development in the marker definition and eligibility criteria.
3. Gender analysis may be carried out at national (e.g. gender profiles), community or institutional levels. It may be carried out separately or as part of standard procedures (the logical framework design process etc.). Gender analysis is probably most effective when it is an integrated part of the policy, programme and project planning process.
4. Achieving a marker for gender equality as a principal objective is not 'better' than achieving a marker for gender equality as a significant objective, although the former scores '2' and the latter '1'. If true mainstreaming is practised, gender equality will often be a significant objective, integrated into projects, across the range of sectors.
5. Gender equality is explicitly promoted in activity documentation. This means that the documentation should clearly show what steps will be taken towards this long-term goal. For example, a primary school project might be designed to benefit both boys and girls but, since a smaller proportion of girls than boys presently receive primary education, the project would take steps to increase the proportion of girls benefiting. In order to score against this marker activities should have the objective of taking steps towards furthering gender equality although full equality may be beyond the scope of this project/programme. The concept of gender equality acknowledges that different treatment of women and men may sometimes be required to achieve sameness of results, because of different life conditions or to compensate for past discrimination.
6. A principal mark is normally given where the activity would not have been undertaken without a gender equality objective. The paired example below distinguishes between principal and significant marks:
  - a) After carrying out a gender analysis it is found that the majority of farmers in a particular area are women. An agricultural extension project aims to hire and train substantial numbers of women in order that women gain equal access to extension services. This project would be marked with gender equality incorporating women in development (WID) as a principal objective (i.e. '2').
  - b) An agricultural extension project is planned with the aim of increasing crop production in a particular area. During the pre-design phase a gender analysis pointed to the need to carry out specific actions to involve women. A homestead vegetable production co-operative was therefore set up as part of the overall project. This project would be marked with gender equality incorporating women in development (WID) as a significant objective (i.e. '1').
7. Each member, depending on their organisation and the specific circumstances, may determine the number of design criteria, which need to be met to achieve a marker.
8. Members may decide whether they wish to use 'gender equality' or 'equality between women and men' when translating the marker into their own language.

## Annex II: Checklist for gender analyses

Key question: What is the gender equality situation in the country (at target group level) in terms of the core problem defined?

<p><b>Judicial situation ✓</b></p> <ul style="list-style-type: none"> <li>&gt; Is gender equality enshrined in the country's constitution?</li> <li>&gt; Does legislation exist which discriminates against women (e.g. law on civil status, labour laws, law on citizenship, penal code)?</li> <li>&gt; Are there particularly serious violations of women's rights in the country (e.g. FGM, honour murders, acid attacks, aborting female foetuses)? Are these violations prosecuted?</li> <li>&gt; Do traditional legal systems which discriminate against women exist alongside the formal legal system?</li> <li>&gt; Do women have the right to acquire property (e.g. land titles) independently?</li> <li>&gt; Do girls and women have the same inheritance rights as boys and men?</li> </ul>	<p><b>Economic situation ✓</b></p> <ul style="list-style-type: none"> <li>&gt; What percentage of the workforce is female?</li> <li>&gt; What is the rate of under-employment and unemployment for women as compared to the rates for men?</li> <li>&gt; Do women and men earn the same wage for the same job?</li> <li>&gt; Do gender-specific data exist on the poverty situation? Which population groups are particularly hard hit by poverty (sex, age, ethnic group, region)?</li> <li>&gt; Do time-use studies exist? If so, how much time do women/girls spend on paid and unpaid work and what are the corresponding figures for men/boys?</li> <li>&gt; Is there a gender budgeting initiative?</li> <li>&gt; Do women have the same access to credit as men?</li> <li>&gt; Do women have the same access to means of production as men?</li> <li>&gt; In which sectors is most of the workforce female and in which sectors do males account for the majority of the workforce?</li> </ul>
<p><b>Political situation ✓</b></p> <ul style="list-style-type: none"> <li>&gt; What is the percentage of female members of parliament? Do they have an organisation (e.g. Women's Caucus)?</li> <li>&gt; What active women's organisations exist in the country? What population groups and positions do they represent? Do they have associations and networks?</li> <li>&gt; To what extent are women represented in important decision-making bodies (cabinet, administration, private businesses, commissions, etc.)?</li> <li>&gt; Is there a ministry for women's affairs or a women's commission? What influence does the ministry or commission have?</li> <li>&gt; Is there a women's or gender policy in the country?</li> <li>&gt; Is gender mainstreaming seen as a cross-cutting task?</li> </ul>	<p><b>Cultural situation ✓</b></p> <ul style="list-style-type: none"> <li>&gt; Which cultural norms entail discrimination against women? Does this apply to all women or only women from certain population groups?</li> <li>&gt; Do cultural norms limit the mobility of women? What impact does this have on the social and economic situation of women (e.g. access to health and education, to gainful employment)?</li> </ul>
<p><b>Social situation ✓</b></p> <ul style="list-style-type: none"> <li>&gt; How high is maternal mortality in the country?</li> <li>&gt; How high is the illiteracy rate among women and men in the country?</li> <li>&gt; How high are school enrolment rates for girls and boys?</li> <li>&gt; Do women have independent access to social security systems, where these exist?</li> </ul>	<p><b>Gender competencies of the partner organisation ✓</b></p> <ul style="list-style-type: none"> <li>&gt; Are international labour and social standards for women and men complied with?</li> <li>&gt; Are women and men paid the same wage for comparable jobs?</li> <li>&gt; Is there a corporate vision which embraces gender equity?</li> <li>&gt; Is there gender-appropriate human resources development within the organisation?</li> <li>&gt; Is there a corporate policy which allows staff members (male and female) to combine their job and child care (in-house kindergarten, flexi-time, etc.)?</li> </ul>

## Annex III:

### Materials: Compiled within the scope of the training module for the new criteria to be applied when allocating gender markers

#### A) General gender materials

##### 1. Key documents of major organisations (a selection)

- BMZ, 2001: Konzept für die Förderung der gleichberechtigten Beteiligung von Frauen und Männern am Entwicklungsprozess (Concept for the Promotion of Equal Participation by Women and Men in the Development Process) BMZ-Konzepte Nr. 111, Bonn:  
<http://www.bmz.de/de/service/infotehek/fach/konzepte/konzept111.pdf>
- BMZ, no year given: Aktionsprogramm 2015. (Program of Action 2015).  
Area for action No. 8: Fostering gender equality:  
<http://www.aktionsprogramm2015.de/www/images/download/ansatzpunkte/AP8.pdf> -> [www.bmz.de](http://www.bmz.de)
- GTZ, 1999: Gender und Projektmanagement, GTZ, Eschborn, 1999.
- GTZ, 2006: Unternehmensstrategie zu Gender Mainstreaming 2006-2010.
- GTZ, 2001: Gendervorhaben in der Arbeit der GTZ, Eschborn, April 2001.
- GTZ, no date: GTZ & Gender, Eschborn.

N.B. Many other GTZ gender-related documents are available to the general public at:

[http://www2.gtz.de/gender\\_project/](http://www2.gtz.de/gender_project/)

- KfW Entwicklungsbank, 2004: Gender mainstreaming in international development institutions.
- KfW Entwicklungsbank, 2004: Gender mainstreaming in partner countries.
- KfW Entwicklungsbank, 2005: Gender Strategie.
- KfW Entwicklungsbank, 2005: Projektbeispiele zu den G-Kennungen.
- KfW Entwicklungsbank: Gender Mainstreaming in der FZ in Sub-sahara Afrika.

##### 2. Gender mainstreaming/Gender and development

- Floro, Maria/Hoppe, Hella (2005): Engendering Policy Coherence for Development: Gender Issues for the Global Policy. Friedrich-Ebert-Stiftung: Dialogue on Globalization. Occasional Papers Berlin, Nr. 17:  
[http://www.igtn.org/pdfs/365\\_FloroHoppe17.pdf](http://www.igtn.org/pdfs/365_FloroHoppe17.pdf)
- Millennium Project Task Force on Education and Gender Equality/UNDP (2005):  
Taking Action: Achieving Gender Equality and Empowering Women:  
<http://www.unmillenniumproject.org/documents/Gender-complete.pdf>
- Rodenberg, Birte (2003): Gender Mainstreaming in der Entwicklungszusammenarbeit der Europäischen Kommission: Rahmenbedingungen, Konzepte, Umsetzungen. Gutachten im Auftrag des Bundesministeriums für wirtschaftliche Zusammenarbeit und Entwicklung.
- UNDP/GDP (2003): Transforming the Mainstream. Gender in UNDP. New York.
- UNIFEM (2002): Gender and the Financing for Development Agenda.  
[www.unifem.undp.org/ffid/brpaper6.html](http://www.unifem.undp.org/ffid/brpaper6.html) -> [www.unifem.org](http://www.unifem.org)
- Waldorf, Lee/Inglis, Shelley (2004): Pathway to Gender Equality: CEDAW, Beijing, and the MDGs. BMZ; GTZ; UNIFEM:  
[http://www.unifem.org/filesconfirmed/216/385\\_PathwayToGenderEquality\\_screen.pdf](http://www.unifem.org/filesconfirmed/216/385_PathwayToGenderEquality_screen.pdf)
- Winship, Joan D. (2004): A Summary of Gender Strategies of Multilateral Development Agencies and Selected Bilateral Donors, Development & Training Services, Inc. (USAID):  
[http://www.usaid.gov/our\\_work/cross-cutting\\_programs/wid/pubs/donor\\_strategies.pdf](http://www.usaid.gov/our_work/cross-cutting_programs/wid/pubs/donor_strategies.pdf)
- World Economic Forum's Global Competitiveness Programme (2005):  
Women's Empowerment: Measuring the Global Gender Gap:  
[http://www.weforum.org/pdf/Global\\_Competitiveness\\_Reports/Reports/gender\\_gap.pdf](http://www.weforum.org/pdf/Global_Competitiveness_Reports/Reports/gender_gap.pdf)

### 3. PRSP

- Kabeer, Naila (2003): Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals. A handbook for policy-makers and other stakeholders. Commonwealth Secretariat: <http://web.idrc.ca/openbooks/067-5/>
- Lobb, Alison (2005): Making poverty reduction strategies work – good practices, issues, and stakeholder views. A Contribution of German Development Cooperation for the 2005 PRSP review.
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- World Bank: Gender Equality and the MDGs: [http://www-wds.worldbank.org/servlet/WDSContentServer?WDSPath=IB/2003/05/27/000160016\\_20030527143713/Rendered/PDF/Gender0MDGs.pdf](http://www-wds.worldbank.org/servlet/WDSContentServer?WDSPath=IB/2003/05/27/000160016_20030527143713/Rendered/PDF/Gender0MDGs.pdf)

### 5. Links to gender-relevant institutions

- GenderKompetenzZentrum der Humboldt Universität zu Berlin: [www.genderkompetenz.info](http://www.genderkompetenz.info)
- Siyanda website for a wealth of gender and development materials: <http://www.siyanda.org/>
- BRIDGE website to download all the BRIDGE reports for free: <http://www.bridge.ids.ac.uk>
- Information on the OECDs Development Assistance Committee (DAC) activities in the area of gender equality: [www.oecd.org/dac/gender](http://www.oecd.org/dac/gender)

### 6. United Nations

- Gender Mainstreaming within the UN: <http://www.undp.org/gender/>
- International Research and Training Institute for the Advancement of Women (INSTRAW): <http://www.un-instraw.org/en/index.html>
- United Nations Division for the Advancement of Women: <http://www.un.org/womenwatch/daw/>
- UN – WomenWatch: <http://www.un.org/womenwatch/>
- United Nations Development Fund for Women, UNIFEM: <http://www.unifem.org/>
- UN Gender in Development Programme (GIDP): <http://www.sdn.undp.org/gender/>
- International Labour Organization, ILO: <http://www.ilo.org/public/english/gender.htm>
- ILOs Gender Promotion Programme: <http://www.ilo.org/public/english/employment/gems/index.htm>

### 7. Gender mainstreaming glossaries

- INSTRAW: <http://www.un-instraw.org/en/index.php?option=content&task=view&id=37&Itemid=76>
- UNESCO's Gender Mainstreaming Implementation Framework: Baseline definitions of key concepts and terms: [http://portal.unesco.org/en/ev.php-URL\\_ID=15780&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=15780&URL_DO=DO_TOPIC&URL_SECTION=201.html)
- European Commission, Toolkit on mainstreaming gender equality in EC development cooperation.

## 8. Country studies

- Gender Country Profiles: [http://www.bridge.ids.ac.uk/reports\\_country\\_prof.htm](http://www.bridge.ids.ac.uk/reports_country_prof.htm)
- Central Asian Republics (CARs) - the Kyrgyz Republic, Azerbaijan, Kazakhstan and Tajikistan. Azerbaijan: <http://www.adb.org/Documents/Reports/Country-Gender-Assessments/aze.asp>
- Country Gender Assessment December 2005:  
Kyrgyz: <http://www.adb.org/Documents/Reports/Country-Gender-Assessments/kgz.asp>  
Kazakhstan: <http://www.adb.org/Documents/Reports/Country-Gender-Assessments/kaz.asp>  
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- Bangladesh: Gender, Poverty, and the Millennium Development Goals August 2004: <http://www.adb.org/Documents/Reports/Country-Gender-Assessments/ban.asp>
- KfW Entwicklungsbank, 2005: Gender Analysen für Vietnam und Bangladesh.
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- Mongolia: Joint ADB-WB Country Gender Assessment February 2005: <http://www.adb.org/Documents/Reports/Country-Gender-Assessments/cga-mongolia.pdf>
- Philippines: Country Gender Assessment 2004: <http://www.adb.org/Documents/Reports/Country-Gender-Assessments/phi.asp>
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- Uzbekistan: Country Gender Assessment December 2005: <http://www.adb.org/Documents/Reports/Country-Gender-Assessments/uzb.asp>
- World Bank Gender Country Assessments: <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTGENDER/0,,contentMDK:20243419-menuPK:489203-pagePK:148956-piPK:216618-theSitePK:336868,00.html>

## 9. Databases/Gender statistics

- World Bank Gender Statistics: <http://genderstats.worldbank.org>
- Human Development Report by UNDP (Gender Related Development Index and the Gender Empowerment Index): [http://hdr.undp.org/reports/global/2005/pdf/HDR05\\_HDI.pdf](http://hdr.undp.org/reports/global/2005/pdf/HDR05_HDI.pdf)
- United Nations Statistics Division providing statistics and indicators on women and men in the fields of population, families, health, education, work and politics and human rights: <http://unstats.un.org/unsd/demographic/products/indwml>
- UN Internet Gate on the Advancement and Empowerment of Women: <http://www.un.org/womenwatch/asp/user/list.asp?ParentID=60>
- WIDNET-Women in Development NETwork. Presents a databank on women's statistical information arranged by country and subject matter: <http://www.focusintl.com/statangl.htm>

## 10. Instruments

- "Methods for Gender Mainstreaming", by the Danish National Research and Information Centre on Gender Equality: [www.celi.dk/cache/article/file/Methods\\_for\\_GM\\_2001.pdf](http://www.celi.dk/cache/article/file/Methods_for_GM_2001.pdf)
- A guide to gender impact assessment/European Commission. - Luxembourg : Office for Official Publications of the European Communities, 1997. - 12 p. - ISBN 92-828-4590-8-7. - To be found in the Amazone collection. - An electronic copy is available at the following e-address: [http://ec.europa.eu/employment\\_social/gender\\_equality/index\\_en.html](http://ec.europa.eu/employment_social/gender_equality/index_en.html)
- DIGMA database on Gender Mainstreaming Instruments (DIGMA): [http://www.dbscape.belcgi-bin/digma/cgint.exe/349715-945?1=1&tmpl=top&GLB\\_BASE=digm](http://www.dbscape.belcgi-bin/digma/cgint.exe/349715-945?1=1&tmpl=top&GLB_BASE=digm)

- KfW Entwicklungsbank (Jan 03): Arbeitsmaterialie Zielgruppenanalyse (AMD Papier): [http://www.kfw-entwicklungsbank.de/DE\\_Home/Service/Online\\_Bibliothek/PDF-Dokumente\\_Diskussionsbeitraege/AMD31.pdf](http://www.kfw-entwicklungsbank.de/DE_Home/Service/Online_Bibliothek/PDF-Dokumente_Diskussionsbeitraege/AMD31.pdf)
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- UNIFEM: Gender mainstreaming learning manual: <http://www.undp.org/women/infopack.shtml>

## 11. Evaluation

- Total E-Quality Deutschland e.V. (2004): Total E-Quality-Prädikat: Selbstbewertungsinstrument für Hochschulen und Forschungseinrichtungen: <http://www.total-e-quality.de>
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## B) Sector- and topic-related materials

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- ADB: Gender Issues in Microfinance: [http://www.adb.org/Documents/Manuals/Gender\\_Checklists/Agriculture/agri0506.asp?p=gencheck](http://www.adb.org/Documents/Manuals/Gender_Checklists/Agriculture/agri0506.asp?p=gencheck)
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- IDS: Gender and Microfinance. Guidelines for Good Practice. Susan Johnson, Centre for Development Studies University of Bath: <http://www.gdrc.org/icm/wind/gendersjonson.html>
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- Impact Assessment of Microfinance: Towards a Sustainable Learning Process: <http://www.enterprise-impact.org.uk/pdf/Microfinance.pdf>
- International Labour Organization – Gender Promotion Programme (2001): e.quality@work: An Information Base on Equal Employment Opportunities for Women and Men: <http://www.ilo.org/public/english/employment/gems/eeol/>

## 2. Migration

- Ramírez, Carlota/Domínguez, Mar García/Morais, Julia Míguez (2005): Crossing Borders: Remittances, Gender and Development. Working Paper. Santo Domingo: [http://www.un-instraw.org/en/images/stories/remittances/documents/crossing\\_borders.pdf](http://www.un-instraw.org/en/images/stories/remittances/documents/crossing_borders.pdf)
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- ADB: Gender and Resettlement: [http://www.adb.org/Documents/Manuals/Gender\\_Checklists/Resettlement/default.asp?p=gencheck](http://www.adb.org/Documents/Manuals/Gender_Checklists/Resettlement/default.asp?p=gencheck)

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- GTZ: Dezentralisierung. Hinweise zur Gender-Orientierung: [http://www2.gtz.de/gender\\_project/downloads/Dezentralisierung.pdf](http://www2.gtz.de/gender_project/downloads/Dezentralisierung.pdf)
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- UNDP: Gender and Governance and Women's Empowerment: <http://www.undp.org/governance/gender.htm>
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