

DONOR PRACTICES

b) Identification and Preparation

- *These questions are to be used as a guide only. It is not expected that every question will be relevant to all activities.*
- *The questions are designed to assist activity managers with their assessment and appraisal of development activities.*
- *The questions are also designed to assist contractors to incorporate gender perspectives into activity preparation and design.*

Key Guiding Questions	Auxiliary Guiding Questions
Do project objectives explicitly refer to women and men?	<ul style="list-style-type: none"> • Are benefits for women and men stated in the project objectives? • Are women included in the target group? • Have both women's and men's needs in the project sector been considered? • Have women's practical gender needs and strategic gender interests been considered? (<i>defined by women themselves</i>) • Does the project build on women's and men's strengths and skills in the sector?
Do project documents describe project consultation and participation strategies?	<ul style="list-style-type: none"> • Have local women and women's networks been consulted? • Will women and men be involved in decision making on the project? • Have constraints to women's and men's participation in the project been identified? • Have strategies been identified to address these constraints? • Have targets been set for women's and men's participation and benefits?
Has consideration been given to the current gender division of labour?	<ul style="list-style-type: none"> • Has sex disaggregated data been collected on the gender division of labour and responsibilities? (<i>all aspects of women's and men's work affected or targeted by project activities</i>) • Does this data differentiate between socio-economic or ethnic groups affected or targeted by the project? • Have women's and men's productive, reproductive, household/community service and community management/politics roles all been considered? • Have girl's and boy's tasks and responsibilities also been considered? • Is women's participation possible given the existing allocation of time between tasks? (<i>their current workloads</i>) • Has consideration been given to when and where the project activity will be done? (<i>how will this affect the current division of labour, and how will it constrain or facilitate women's and men's involvement</i>) • Has consideration been given to the duration of project activities? (<i>how will this constrain or facilitate women's and men's involvement</i>) • Is the project suited to women's activities? (<i>are project inputs targeting both men's and women's activities</i>)

<p>Has consideration been given to who has access to and control of productive resources, including project resources? (e.g. land, forests, waterways, foreshores, markets, energy/fuel, equipment, technology, capital/credit and education/training)</p>	<ul style="list-style-type: none"> • Will project activities affect women's or men's access to and control of resources? (e.g. loss of land, reduced access to markets) • Will new technologies benefit both women and men? • Will women and men be informed about the project and any training opportunities offered? • Will training be equally available to women and men to ensure absorption of new technology and ideas? (have strategies been identified to ensure this) • Have constraints and strategies been identified to ensure that poor women and men can access other project resources? • Are project organisations equally accessible to women and men? (e.g. water user groups, credit and farmer groups) • Is it necessary to have separate activities or components for women to ensure that their needs and interests are not marginalised? (to ensure that women have equal access to project resources)
<p>Have the beneficiaries of the project been identified?</p>	<ul style="list-style-type: none"> • Who will control the benefits from project activities? (such as income earned, food produced or assets created) • Who will benefit from any income earned? • Will groups of men or women be disadvantaged by the project? (have remedial measure been taken)
<p>Has consideration been given to how social, cultural, religious, economic, political and environmental factors will influence women's and men's participation?</p>	<ul style="list-style-type: none"> • Has consideration been given to how the project might influence these factors, either positively or negatively? • Are there legal and institutional barriers to women's participation? • Are there measures which attempt to remove any constraints to women's participation? (e.g. travel to the project site is made safer for women, separate dormitory facilities for men and women, separate classes for women)
<p>Does the Government counterpart agency have the capacity to implement gender-sensitive projects?</p>	<ul style="list-style-type: none"> • Has capacity in this area been assessed? • Has a sex disaggregated employment profile of the counterpart agency been undertaken? • Have strategies been identified to strengthen counterpart gender analysis, gender planning and implementation capacity, and have these strategies been costed? • Does the project Memorandum of Understanding (MOU) refer to the need for men and women to participate equally in planning and implementation, and to have equal access to project benefits?
<p>How will the activity affect women's social status, including their role as decision makers?</p>	<ul style="list-style-type: none"> • What practical needs and strategic interests of women are addressed in the project? • How will the project affect existing gender relations? • Will a change in women's status adversely affect relationships between women and men? • Has consideration been given to ways to encourage men, and the community, to be supportive of any improvement in women's status? (such as gender-sensitive training)

<p>Are arrangements in place to monitor gender impacts (the impact of the project on women and men, and on the relationships between them)?</p>	<ul style="list-style-type: none"> • Will there be ongoing consultation with women and men directly or indirectly affected by the project? • Are there indicators and milestones to measure progress in achieving the targets set for women? (<i>targets for women's participation and the distribution of project benefits</i>) • Are these milestones in the contract's scope of services? • Will sex disaggregated data be collected to monitor gender impacts? (<i>e.g. impacts on the gender division of labour and workloads, on access to resources, and on other aspects of women's status</i>) • Are mechanisms in place to allow for changes in project design, to address issues which may arise from the inclusion of women in the project? (<i>e.g. issues which may arise through consultation and participation processes</i>)
<p>Are project resources adequate to deliver services and opportunities to women and men?</p>	<ul style="list-style-type: none"> • Are strategies to promote women's participation and equal access to benefits adequately resourced in the budget? • Are targets and strategies relating to women's and men's participation and benefits included in workplans/activity schedules, and project logframes? • Is responsibility for gender issues included in the terms of reference for key short-term and long-term advisers and team leaders? • Is gender expertise being utilised throughout the project?

Key documents and tasks

Ensure that gender perspectives are incorporated into:

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| <ul style="list-style-type: none"> • Activity Preparation Briefs • Peer group meetings • Terms of Reference • Contract • Briefing with team members • Technical Assessment Panel (TAP) | <ul style="list-style-type: none"> • Pre-feasibility report • Feasibility Report • Project Design Document • Assessment Report • Appraisal report • Decision meetings |
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