



**Oxfam**

# **Gender Mainstreaming Tools**

**Questions and checklists  
to use across the  
programme management cycle**

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## Introduction

This document has been written to facilitate the process of mainstreaming gender across the programme management cycle. It is a compilation of checklists of key issues and questions that should be addressed in *all programme and campaign work*. It does not pretend to constitute a comprehensive guide to gender mainstreaming, and only addresses briefly the *institutional* (as opposed to the *programme*) issues that are critical to effective mainstreaming.

It begins by clarifying what Oxfam GB aims to achieve in terms of gender equality with regard to its Gender Policy and Strategic Aim 5: the Right to Equity.

It then looks at gender in the programme management cycle. This includes:

- key issues to consider at each stage of the project management cycle
- the 'Traffic Lights' gender criteria for appraising and supporting partners, and for setting and monitoring project objectives
- criteria for assessing the quality of gender mainstreaming in business plans, programme and project proposals
- steps to ensure that campaigns contribute to gender equality
- Mainstreaming gender in policy papers
- assessing impact on gender equality including indicators which can be used across all of Oxfam's strategic aims

More specific guidance is then given on mainstreaming gender in two of Oxfam GB's strategic aims: humanitarian and livelihoods programmes. Hopefully similar guidance can be developed later for the other strategic aims.

The tools have been developed by Oxfam GB's Policy, Humanitarian, Campaign teams over the last 2 years, and are in various stages of field-testing with regional programmes.

The tools are intended for use by project officers, programme managers, campaigners and programme policy advisers, each of which may find different checklists useful at different times. For example, managers may wish to use the criteria for assessing the quality of gender mainstreaming when they are authorising project funding or developing business plans. Whereas Project Officers are more likely to use tools such as the 'traffic lights' when carrying out assessments, or the impact criteria during the annual impact reporting process.

These guidelines are in line with and support Oxfam GB's general guidance on programme management, which can be found in the Programme Management chapter of the 'Guide to Mandatory Procedures', 2002.

We hope that this can be the beginning of a rolling tool kit that can be added to and improved over time so please send your comments and suggestions for improvements and additions to the Programme Help Desk. The tool kit will be posted on the Oxfam GB intranet Gender and Diversity site with the intention of it being periodically updated.

## **Part I**

### **What does Oxfam aim to achieve in terms of gender equality?**

#### **Oxfam GB's Gender Policy**

In May 1993 Oxfam's Trustees approved the gender policy. The key objective of the policy was to ensure that Oxfam's development and emergency programmes take positive action to improve the lives of women and promote gender equality.

To this end Oxfam committed itself to:

- promoting the full participation and empowerment of women in programmes and ensuring that Oxfam's programme benefits men and women equally;
- confronting the social and ideological barriers to women's participation and encouraging initiatives to improve their status including basic rights;
- promoting independent access for women to key resources (eg land, employment), services and facilities;
- recognising and helping women exercise their rights over their bodies and protection from violence;

The policy specifies that the above objectives would be achieved by:

- ensuring that all emergency and development responses incorporate a gender perspective in assessment, planning, implementation and evaluation;
- promoting women's access to basic needs, knowledge, education, new skills, and actively encouraging their participation in decision-making;
- supporting the development of women's self confidence; strengthening women's organisations/groups, promoting dialogue, and networking;
- including a gender perspective in all Oxfam's lobbying and communications work;

#### **Oxfam GB's Strategic Aim 5 - 'The Right to Equity: Gender and Diversity'**

Within this aim, Strategic Change Objective 5.1. has been defined as '*Women and men will enjoy equal rights*'.

This means that:

- women and men will enjoy the same rights and entitlements, an equal say in the development process, and the same level of dignity and respect
- the capacities of women will be recognised as equal to that of men
- women and men will have the same power to make choices and the same opportunities to act on those choices

## **What is Gender Mainstreaming?**

It is a process of ensuring that all of our work, and the way we do it, contributes to gender equality by transforming the balance of power between women and men.

The process involves:

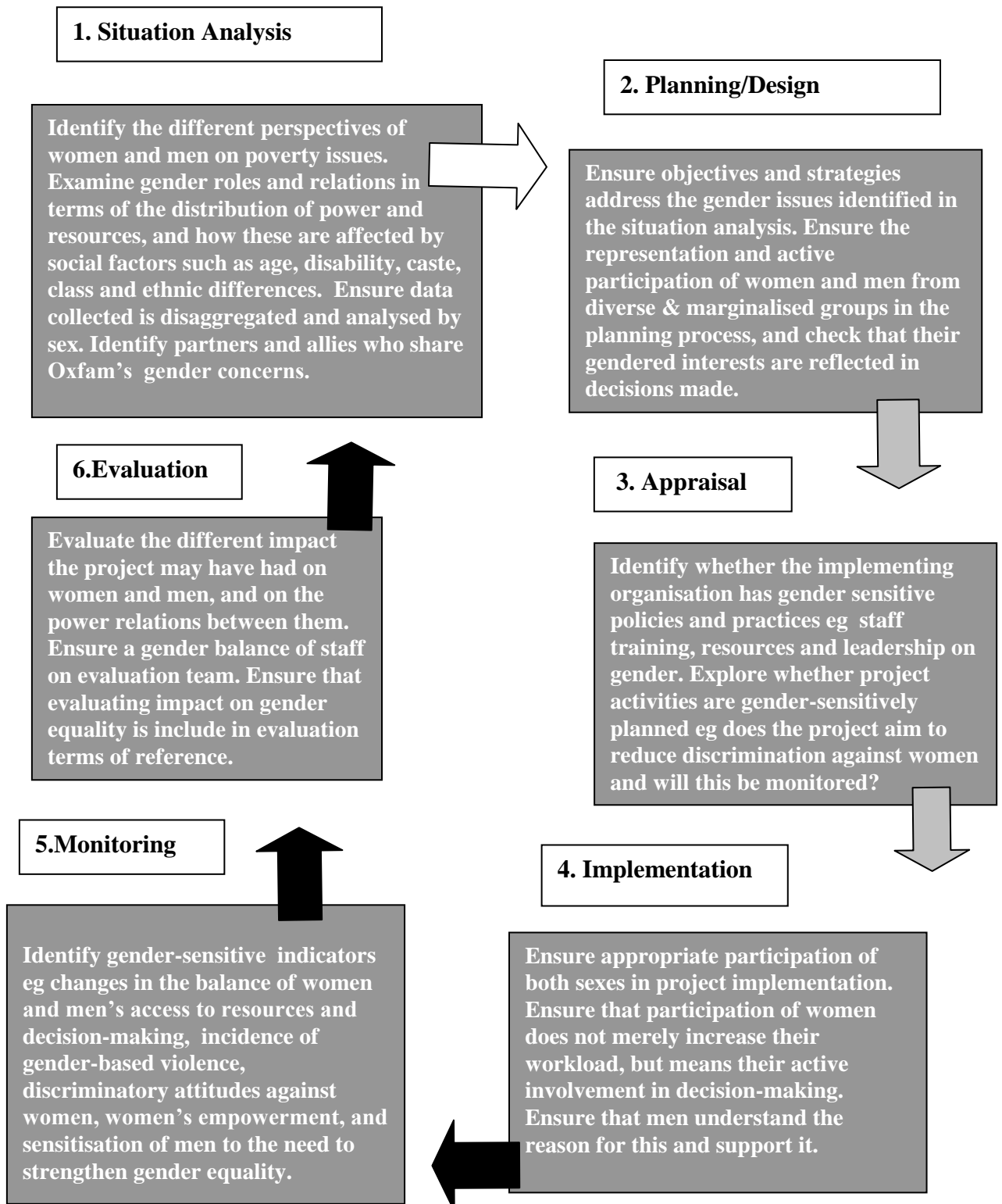
- recognising the links between gender inequality and poverty
- assessing the different implications for women and men of our development, humanitarian and advocacy work
- devising strategies and systems to ensure that the different concerns, experiences and capacities of women and men fundamentally shape the way we plan, implement and evaluate all programme and advocacy work
- ensuring that Oxfam's internal practices are consistent with the above

## **Part II**

# **Gender considerations at each stage of the Project and Programme Management Cycle**

# The Project and Programme Management Cycle

## Key Gender Issues<sup>1</sup>



<sup>1</sup> Adapted from Elsa Dawson, 'Gender and Impact Assessment', LINKS, 1999

## **The Project and Programme Management Cycle** **.....More detailed guidance on gender**

### **Situation Analysis**

*What?*

Does the poverty analysis include analysis of gender and power relations?

This should address:

- the links between poverty and gender inequality
- the barriers to women's development (eg unequal access to resources, opportunities and decision-making fora)
- the status of women and their ability to exercise their human rights (with reference to BPFA<sup>2</sup>, CEDAW<sup>3</sup> and other human rights treaties)<sup>4</sup>
- the skills, capacities and aspirations of both women and men.

*How?*

- Disaggregate and analyse all data collected by sex
- Actively involve women, men, girls and boys from diverse social groups in the analysis and identification of needs
- Identify existing sources of information and analysis eg women's groups, local gender specialists, existing gender studies
- Ensure that TORs for commissioned research include the need for a gender analysis, and that researchers have appropriate gender analysis skills

### **Planning/Design**

*What?*

- Do project objectives reflect a gender analysis and state the changes sought in terms of increased gender equality and women's empowerment?
- Are intended beneficiaries disaggregated by sex (women/girls and men/boys)?
- Do activity plans clarify how equal participation of male and female beneficiaries will be ensured?
- Do budgets reflect gender-specific activities eg capacity-building on gender, women-targeted projects, initiatives to engage men in gender equality work?
- Has the project's potential impact on gender equality been anticipated including any negative impact such as an increase in women's workload, or preferential access to project resources or decision-making for men?
- Do monitoring indicators include those to measure changes in gender equality and has baseline data been collected? (see section in this guide on gender in impact assessment)

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<sup>2</sup> The Beijing Platform for Action, 1995

<sup>3</sup> The Convention on the Elimination of all forms of Discrimination against Women, 1979

<sup>4</sup> An example of using the BPFA and CEDAW to assess the status of girls education would be to assess the extent to which a particular country matches up its commitments under CEDAW Articles 10 and 12 which require, among other things, access to literacy programmes to reduce disparities in education, and access to the same curricula for boys and girls; and to the BPFA objectives on 'Education & Training of Women' and 'The Girl Child' which include equal access to education, eradicating illiteracy among women, improve women's access to vocational training, and developing non-discriminatory education and training. For further guidance on how to use human rights instruments see 'Women's Human Rights' evaluation for the Oxfam GB Gender Review, 2002.



*How?*

- Ensure that both female and male staff members of the partner organisation are able to actively influence the planning process.
- Actively involve female and male beneficiaries in the planning process, and ensure that each of their gendered interests are reflected in decisions made.
- Ensure beneficiaries and partner organisations are aware of Oxfam GB aims on challenging unequal power relations, especially gender inequality

### **Appraisal and Approval Process**

- What is the capacity and potential of the partner organisation to mainstream gender throughout its programmes and institutional practices? (See section in this guide on 'Traffic Lights' Partner Criteria)
- Will the project/programme contribute to Oxfam goals on gender equality? (See 'Traffic Lights' Project Criteria)

### **Implementation**

- Are female beneficiaries and partner organisation staff as actively involved in the management of the project as male counterparts?
- Do men understand why equal participation of women is important and support the principle of gender-balanced decision-making?
- Do women and men (partner staff and beneficiaries) have equal access to information, resources and opportunities to carry out their responsibilities?
- Do women and men receive equal pay for work of equal value?
- Does women's participation merely increase their workload or are they able to actively influence decisions on management of the project?
- Is staff capacity on gender analysis and planning being strengthened?

### **Monitoring, Evaluation and Impact Assessment**

*What?*

Is there a monitoring and evaluation system in place, which will enable staff to identify positive and negative impact in terms of gender equality?

1. **The programme.** In assessing project impact, what changes have occurred in the following programme areas?

- Women and men's equal participation in decision-making processes in private and public spheres
- Women and men's equal access to and control over resources and access to basic social services
- The incidence of women suffering gender-related violence
- Women's empowerment (confidence, self-esteem, capacity for leadership and self-organisation)
- Gender stereotypes and discriminatory attitudes toward women and girls. This includes changes in the understanding and commitment of men to supporting women's empowerment (as measured by women and men separately)

If gender impact indicators were developed at the planning stage, these should be used to assess progress. If not, refer to the suggested indicators in the section of this guide on Impact Assessment.

2. **The institution.** What are the institutional factors in partner organisations and Oxfam offices that are facilitating or hindering the successful mainstreaming of gender in the project? For example:

- Is there a gender balance of staff at all levels especially in management?
- Are gender-sensitive recruitment practices used?
- Do women and men have equal access to career development opportunities?
- Are there clear lines of accountability for achieving effective gender mainstreaming and impact on gender equality?
- Is strong leadership and role modelling on gender mainstreaming being shown by the management?
- Is programme data disaggregated by sex?
- Are resources allocated to gender equality work?
- Is there collaboration/communication with external groups working on gender, especially women's groups?
- Is the working culture of the organisation conducive to the empowerment of women or do discriminatory attitudes and practices exist?
- Do family-friendly policies exist eg flexible working hours, childcare?

*How?*

- Consult women and men separately as they will have different perceptions of impact
- Ensure a gender balance of staff on monitoring and evaluation teams (Oxfam, partner and beneficiaries) and that evaluators have adequate gender analysis skills
- Ensure that assessment of impact on gender relations is a component of all evaluation TORs

## **‘Traffic Lights’**

### **A method for assessing and supporting the gender awareness of Oxfam GB offices, partners and programmes<sup>5</sup>**

‘Traffic Lights’ are a set of criteria that can be used to assess, monitor and support the progress being made by a partner organisation or an Oxfam office on gender mainstreaming in any programme.

There are two sets of criteria:

- a) For organisations (partners or Oxfam offices)
- b) for projects/programmes.

Assessments using these criteria can be used during:

- project planning
- PASFs/PIPs approval and authorisation
- impact assessment

The point of this exercise is to help Oxfam decide what level of support the partner or office needs in order to mainstream gender effectively in its programmes and in its own institution. The assessment results should therefore be used to influence both organisational development and programme development of partners and offices.

The process should be used as an enabling tool and a means of stimulating dialogue on gender rather than as a stick or sanction on funding.

These criteria are relevant to all programmes and partners that Oxfam GB works with, not just those which focus primarily on the achievement of gender equality.

#### **Context-dependence**

1. It is difficult to formulate a set of criteria that are universally applicable. Some of the criteria are therefore quite broad leaving flexibility for some adaptation to local contexts. However, the basic set of criteria should broadly be maintained so as to allow reasonable consistency across Oxfam GB.

2. There will be less opportunity for influencing some partners on gender than others eg where funding is small or short-term, or where there is little or no choice as to which partner to work with. It is up to each region to decide how systematically they wish to apply the traffic lights system and where it would not be appropriate or possible to apply.

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<sup>5</sup> These ‘traffic light’ criteria are a re-formulation of those developed by NOVIB.

## Partner/Oxfam Office Criteria

**These criteria help to a) identify which partners to work with b) assess the progress of partners and Oxfam offices on gender mainstreaming over time.**

Partners or offices are rated *green* (gender-responsive), *yellow* (gender-aware) or *red* (gender unaware) depending on the level of progress on gender against 8 criteria. The partner or office must be supported, through capacity building, to move from red to yellow to green as their understanding, skills and commitment to gender equality are strengthened. To facilitate this process the criteria are divided into 3 phases, which are likely to represent the progressive development of a partner or office. The phases also recognise that some partners will have greater capacity than others to work on these issues.

### **Phase 1**

- Gender-disaggregated baseline, monitoring, evaluation and impact information is collected, analysed and used to inform programme development
- Female and male beneficiaries participate equally in decision-making in planning, implementation and evaluation of projects, and their voices are reflected in the way programme decisions are made.
- Staff and volunteers have a sufficient level of understanding and skill to enable a basic gender analysis and gender-aware approach to be carried out.

### **Phase 2**

- A rights-based gender analysis that demonstrates the links between poverty, discrimination against women and gender inequality is developed, and this analysis is reflected in the organisation's policy and programme
- There is a balance of women and men in senior and middle management, or the organisation is actively seeking to redress an imbalance in order to more equitably reflect its beneficiary population. Women and men understand the need for gender-balanced decision-making and are able to ensure that decisions taken reflect their different interests.

### **Phase 3**

- A significant number of male staff members and beneficiaries are actively engaged in work to strengthen gender equality
- The organisation actively exchanges knowledge and information, collaborates with others to extend and share its learning on gender issues, and uses this learning to shape its programme
- The organisation challenges gender stereotyped beliefs and discriminatory attitudes towards women both in its internal practices and externally

## **Partner/Oxfam office ratings**

6-8 criteria met = GREEN = gender responsive

3-5 criteria met = YELLOW = gender aware

0-2 criteria met = RED = gender unaware

Even if a criterion is not yet fully met, the key thing is to assess whether the partner or office is aware of the problem or discriminatory practice, is willing to address it, and has the potential to do so.

## **Project Criteria**

**These 6 criteria help to set project objectives and assess impact.**

- Women and men participate in decision-making in private and public more equally
- Women have more equal access to and control over economic and natural resources, and basic social services
- Fewer women suffer gender-related violence, and women have increased control over their own bodies (eg reproductive decisions)
- Gender stereotypes and discriminatory attitudes towards women and girls are challenged and changed
- Women's organisations are established, strengthened or collaborated with
- Women are empowered to act as agents of change through increased self-confidence, leadership skills, and capacity to organize

***Minimum number of criteria to be met = 2***

**Objective setting:** The aim should be to ensure that the project has objectives on strengthening gender equality that addresses at least 2 of the criteria. If this is not the case, support should be given to rethink and reformulate the objectives. If the partner, office or beneficiaries are not willing or able to adapt the project accordingly, funding for the project should be seriously reconsidered.

**Impact assessment:** if impact assessment shows that less than 2 criteria are being addressed or that progress is being made on less than 2 criteria, support should be given to identify the barriers to gender equality and redesign project objectives and strategies. If no progress has been made after a designated period of time Oxfam should review whether to continue supporting the project.

## **Assessing the quality of gender mainstreaming in Business Plans and Programme/Project Proposals**

The following provides guidance for managers on how to assess the quality of gender mainstreaming in planning documents that they have been asked to approve. Depending on their assessment managers need to decide whether to approve the plan/proposal, or whether any action needs to be taken to strengthen gender mainstreaming before doing so.

### **Key Questions**

- Is there a rights-based gender analysis that demonstrates the links between poverty, discrimination against women and gender inequality?
- Is this gender analysis translated into concrete programme objectives to strengthen women's rights and gender equality?
- Are mechanisms proposed for monitoring and evaluating progress on gender equality?
- Are there goals and strategies for working toward gender equality in organizational development (eg leadership, learning and development, knowledge management, programme management, resource allocation)?

### **Rating the quality of gender mainstreaming**

4 levels of gender mainstreaming in planning documents have been defined to help managers assess progress over time and thus identify support needs.

#### **Level A**

- **Gender not mentioned at all**, or mentioned superficially eg 'response will be gender-sensitive', but no analysis or content, which differentiated according to gender.

#### **Level B**

- **Very basic gender analysis** which focuses on women's roles and responsibilities in isolation, rather than on men and women's different roles and responsibilities or on gendered power relations.
- Tends to look at the impact of a situation on women rather than women's role as active agents of change.
- Beneficiaries are described by sex, and some sex-disaggregated contextual data is provided
- Objectives do not significantly address gender inequality

#### **Level C**

- **Moderate gender analysis** which addresses women's empowerment but stops short of analysing the balance of power between women and men, and men's role in addressing gender inequality.
- Addresses issues such as gendered roles and responsibilities, access to and control of resources and services, women's control over their bodies, protection from violence, women's participation, decision-making and leadership
- Gender-specific changes in policy, practice, ideas and beliefs are given which address the above issues

- Approaches proposed are gender sensitive e.g. selection of partners according to gender sensitivity; working with and strengthening women's organizations

#### **Level D**

- **Strong gender analysis**, which addresses gendered power relations and the link between poverty and gender inequality. Considers the socially constructed gender roles of women and men in specific contexts, how these roles are crosscut by other forms of social identity (disability, age, ethnicity, caste etc) and how they are perpetuated by different institutions (household, community, market, state). Uses a human rights framework to challenge gender inequality in relation to specific rights such as land or inheritance, relating them to the provisions set out in human rights treaties (most importantly CEDAW<sup>6</sup>) and the objectives of the BPFA<sup>7</sup>
- Gender-specific changes in policy, practice, ideas and beliefs are given which reflect the above analysis, and are linked to external targets on women's rights such as the BPFA, CEDAW and other human rights treaties.
- Approaches proposed are innovative eg finding new ways to challenge gender stereotyped attitudes, linking micro-level work on gender discrimination to macro level policy work, promoting institutional change on gender inequity, working with men on gender equality
- Plans made for gender-sensitive monitoring, evaluation and impact, with gendered indicators provided
- Plans made for addressing gender issues in organisational development of both Oxfam and partners

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<sup>6</sup> Convention on the elimination of all forms of discrimination against women, 1979

<sup>7</sup> Beijing Platform for Action, 4<sup>th</sup> World Conference on Women, 1995. See footnote 4 for an example of how to use CEDAW and BPFA to assess the status of women and shape project objectives

# **Guidelines on Campaigns and Gender Equality<sup>8</sup>**

## **Aims**

- Our campaigns will be effective in improving gender equality and will employ gender equality to support the achievement of our broad campaign goals.
- We will create a constructive and creative environment where campaign staff promote gender equality as an integral and priority issue for poverty and suffering.
- We will support and ‘champion’ best practice and successes on promoting gender equality in our campaigns and learn from our mistakes.

## **Checklist for Specific Areas of Campaigns**

### **Choice of Campaigns**

- Have you made an assessment of how well particular campaigns or wedge issues lend themselves to the promotion and achievement of gender equality?
- Does the contribution to gender equality of each issue feature as a criterion in the final choice of campaign?

### **Research**

- Does the research strategy identify how gender and social relations analysis will be integrated, and how sex-disaggregated data will be collected?
- Have you completed a gender and social relations analysis of the campaign theme as part of the initial research, and held a brainstorm with the campaign team to ensure the research results inform the design of the campaign early on?

### **Policy Objectives**

- Does the campaign have clear policy change objectives relating to gender equality, and an assessment of how the campaign will contribute to their achievement?

### **Media**

- Does our media strategy explicitly seek to profile gender in our messages, images, celebrities and activities as a means of communicating the campaign’s concerns, and the importance of gender equality?

### **Popular Campaigning**

- Do our popular campaign plans seek to profile gender in our broad messages, images, celebrities and activities as a means of communicating the campaign’s concerns, and the importance of gender equality?

### **Lobby**

- Do our lobby plans, materials and policy recommendations profile gender equality where this will strengthen our influence on our targets in the achievement of the campaign’s goals, including gender equality?

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<sup>8</sup> Checklist compiled by Oxfam GB Campaign Team, May 2002



**Allies**

- Does our strategy on allies reflect the profiling of gender equality in the campaign?

**Monitoring and Evaluation**

- Will our plans for M&E provide us with learning on campaigning on gender equality?
- Do we have information on how colleagues in other offices within Oxfam have tackled the issue of gender equality in campaign work?
- Are we using examples of good practice on gender equality in campaign work for marketing, advocacy and general reporting purposes?

## **Mainstreaming Gender in Policy Papers<sup>9</sup>**

The following are some practical suggestions for ways to integrate a gender analysis within Oxfam's policy work and the writing of policy papers.

1. Think about gender issues from the very beginning of any policy work, at the planning and research stage. All Oxfam's research should be informed by an analysis of gender and wider social relations.
2. Consider the way in which different groups in society are affected by the policies or issues addressed in your paper. Public policies, and the policy prescriptions Oxfam recommends, are not neutral in terms of their impact on women and men.
3. Try as far as possible to use facts and statistics, which are disaggregated by sex.
4. Think about the signals you send if gender issues are always last on a list, or last in a sentence, because this may reinforce perceptions that they are an add-on, or an after-thought, or less important than those which have gone before.
5. Be careful about the language used. A farmer is not necessarily 'he'. If using generic terms (such as 'small producers', 'migrants'), do you have information about whether these people are women or men, and about the gender issues involved? If there is no information to identify people as primarily women or primarily men, then it is good to say so.
6. Carry out a quick word search through your document using 'gender' or 'women', and consider the results.

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<sup>9</sup> From Oxfam GB Policy Papers Information Pack Annex 5: Editorial Standards for authors/editors of policy papers

## **Assessing Impact on Gender Equality<sup>10</sup>**

These guidelines can be used during the Annual Impact Reporting Process, for on-going monitoring work, or for detailed project evaluations.

Section 1 suggests indicators, which can be used to assess whether a project or programme has achieved change in terms of gender equality. Sections 2-5 explains how these can be used as part of Oxfam's Annual Impact Reporting process.

For further guidance on how to use these indicators (eg working with beneficiaries to define indicators) see 'Detailed Guide for Assessing Impact on Gender Equity' in the AIR Resources Pack 2001/2.

### **1. Dimensions and indicators of change**

There are five broad dimensions in which change can potentially occur as gender equality is strengthened. For each of these dimensions possible indicators are suggested. Indicators are ideally defined at the start of a project, preferably with the participation of beneficiaries, according to the local culture and context.

#### ***i) Have women and men achieved more equal participation in decision-making in public and private spheres?***

##### *Indicators*

- Where women have less negotiating power than men in economic decisions (eg use of resources, money, time) and other family decisions (eg number of children to bear, type of contraception, children's education) at household level, is this strengthened?
- Do women enjoy greater participation in the political processes of the community in situations where they were previously disenfranchised?
- Has the influence of women on decision-making in the project increased in relation to that of their male counterparts?

#### ***ii) Do women and men have more equal access to and control over economic and natural resources and basic social services?***

##### *Indicators*

- Where women have less access to and control over natural and economic resources (land, household finances, equipment, other assets) than men, has this increased?
- Do women have greater access to paid work and achieve equal pay for equal work with men (wage differentials decrease)?
- Do women share the workload more equally with men and have more time for themselves?

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<sup>10</sup> From 'Guide for Assessing Impact on Gender Equity for AIR 2001-2' available from the Programme Help Desk.

- Do women and girls have access to health services on an equal basis with men and boys, and according to their gender-specific needs (eg reproductive health)?
- Do girls enjoy equal access to schools with boys? Has the school environment becomes safer for girls and the curriculum less gender stereotyped?

**iii) Do fewer women suffer gender-related violence?**

- Has the project led to a decrease in violence against women, or has it caused or exacerbated violence, or the fear of violence?
- Has the number of women suffering personal incidents or threats of violence in the community or household been affected?

**iv) Have gender stereotypes and discriminatory attitudes towards women and girls been challenged and changed?**

*Indicators*

- Do men and women better understand how unequal power relations between them discriminate against women and keep them in poverty?
- Is women's unpaid and caring work better valued? Have changes in the traditional gender division of labour occurred with men taking on more household and caring work?
- Is greater value is attached to girls' education?
- Where violence against women is the accepted norm, is this increasingly rejected by the public, especially by men themselves?
- Are more men taking action to challenge discrimination against women?

**v) Women's empowerment.**

The process of women's empowerment means that women acquire the power to think and act freely, exercise choice, and fulfil their potential as full and equal members of society. It emphasises the notions of women as 'active agents of change' and of 'women's agency' ie women's ability to define their own goals and act upon them. *Indicators*

- Has women's self-esteem and self-confidence to influence social processes increased?
- Are women able to exercise their capacity for leadership?
- Are women increasingly organising to strengthen their voice and influence?

## **2. Gender Mainstreaming in the 5 impact criteria in the Annual Impact Reports (AIR)**

In the Annual Impact Reporting process there are 5 impact criteria. Criteria 3 is about progress towards enhanced gender equality: the indicators above can be used to make this assessment. In addition, gender needs to be addressed for the other impact criteria listed below. For each criterion consider the perspectives of both women/girls and men/boys, how any changes have affected gender relations and consider the questions listed below. Refer also to the indicators given above.

Note:

- You will need to assess which of the impacts you identify can be attributed to Oxfam's intervention and which are attributable to external factors.

- It is also important to identify negative impact ie where a project has increased discrimination against women or worsened gender relations. This is important so that steps can be taken to reverse the situation.

**Criteria 1: Impact on the lives of poor women, men, girls and boys**

- ❖ How did the impact described differently affect women/girls and men/boys?
- ❖ What was the impact of the project on gender relations?

Refer to the gender indicators above on decision-making (i), resources (ii), violence (iii) and empowerment (v).

**Criteria 2: Changes in policies, practices, ideas and beliefs**

- ❖ How did changes in policies and practices differently affect women/girls & men/boys?
- ❖ Were there changes in ideas and beliefs toward women and men?

Refer especially to the indicators on gender stereotypes and discriminatory attitudes (iv).

**Criteria 3: Progress towards enhanced gender equality**

- ❖ To what extent have women and men achieved more equal participation in decision-making processes in public and private spheres?
- ❖ To what extent have women and men achieved more equal access to and control over economic and natural resources and basic social services?
- ❖ To what extent are women suffering less gender-related violence?
- ❖ To what extent have gender stereotypes and discriminatory attitudes towards women and girls been challenged and changed?
- ❖ To what extent have women been empowered to think and act freely, exercise choice and fulfil their potential?

Refer to all indicators above.

**Criteria 4: Beneficiary involvement in the project**

- ❖ To what extent were women and men involved in management of the project in terms of: how many women/men, which women/men and their influence on decision-making? Consider the indicators on participation (i) and women's empowerment (v).

**Criteria 5: The likely sustainability of the changes**

- ❖ How did the nature of women's participation and the achievements on gender equity affect the sustainability of the whole project?
- ❖ How sustainable will any changes in gender relations be?

**Cost effectiveness**

- ❖ Did investments of resources in gender equality through improving gender analysis or ensuring women's participation a) increase overall project impact by harnessing the skills and capacities of women b) contribute to more equal gender relations?
- ❖ Where no investment was made what was the *cost* in terms of *decreased* impact?

### **3. Overall assessment of project impact on gender equality**

When you have completed assessing the project achievements against the indicators consider whether you rate the project objectives and/or achievements as:

- **Gender unaware** ie failed to distinguish between women and men's interests, reinforced existing gender relations, and did not support women active participation?
- **Gender aware** ie used a knowledge of gender differences to target/meet the practical needs of both women and men, but did not attempt to change existing gender relations?
- **Gender responsive** ie transformed the existing distribution of resources, responsibilities and power and thus led to a more equal relationship between women and men?

#### **4. How did the process of gender mainstreaming affect the impact?**

Then consider whether steps taken to integrate a gender perspective were effective or not by asking the following questions:

- Did the initial analysis identify gender inequality as an issue? Was gender sufficiently addressed in the TOR for advocacy/campaign research?
- Was this analysis translated into goals on gender for programme and campaign work?
- Did media and communication work reflect these goals on gender equity?
- If objectives on gender equality were set, how well did the impact respond to these objectives?
- What strategies were put in place to ensure that gender was integrated throughout the process of assessment, planning, implementation and monitoring?
- What insights about gender inequalities emerged during project implementation and how did the project respond to these?
- What institutional factors within Oxfam/partner helped or hindered this process (eg staff gender expertise, capacity-building, systems, management support, accountability)?

#### **5. Future plans**

Finally consider what will you do differently from now on to strengthen the way gender equality is addressed in:

- *Project management* (assessment, partner appraisal, planning, implementation, monitoring, evaluation)?
- *Institutional development* of Oxfam/partner (eg gender staff balance, leadership, recruitment, resources, budgets, lines of accountability, communications, networking, culture and attitudes)?

# **Part III**

## **Issue-specific Gender Considerations**

## **Humanitarian Work**

The following indicators were developed to guide gender-aware humanitarian response and protection work throughout the programme management cycle. A fuller discussion of the standards from which these indicators are drawn, their rationale and more detailed indicators can be found in 'Gender Standards for Humanitarian Response', Version 1, August 2001<sup>11</sup>. The standards are currently being piloted in various regional programmes.

### **1. Indicators for Gender-Aware Response**

#### **Assessment**

- Proportional representation of women and men on the team; including someone experienced in gender.
- Data is collected from women by women, given adequate time and space.
- Vulnerable groups are identified, consulted, included in the program.
- Data is disaggregated by sex, age, family composition, other relevant factors.
- Know how the crisis has affected men and women differently (employment, workloads, house-work, mobility, childcare, social networks, resources, fears, pressures, decision-making, etc)
- Baseline data is established to measure impacts and changes.

#### **Analysis**

- Resources are dedicated to addressing inequalities for girls and women.
- Impact indicators reflecting needs, interests and priorities, are developed by affected women and men.
- Planning options for access and control of resources, responsibility roles, and strategies for fairness are developed by affect women.
- Changes in men's and women's roles and work created by the crisis are identified, both positive & negative.
- Knowledge and beliefs of local women and men about gender inequity, causes, consequences, and remedies are recognized and considered in formulating baseline measures.

#### **Implementation**

- Objectives for technical and social programs are set together.
- Technical & social interventions start together, proceed together (~ not at the same pace)
- Opportunities for technical interventions to address male-female inequalities are found.
- Accurate information about programs is accessible to men and women.

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<sup>11</sup> This document was compiled for Oxfam GB by Deborah Clifton and is available from the Humanitarian Department. Contact Rosemarie McNairn, Gender and Representation Adviser, Humanitarian Department, for more information.



- Women beneficiaries manage programs within their traditional domains of activity.
- Advocacy activities promote women's rights and equality between women and men.
- Equal and/or proportional representation of women & men in decision-making are promoted.
- Strategies for improving fairness between girls and boys, women and men are in place.

### **Monitoring and Evaluation**

- Proportional participation and benefits to girls and boys, women and men are measured.
- Success of the program in meeting needs of girls and boys, women and men is monitored.
- Effect of program on reducing/changing stereotypes of girls & boys, women & men is monitored.
- Improvement in conditions and status of girls and women is monitored.
- Men's & women's workloads, control of and access to goods & services, is monitored for comparison with baseline data.
- Changes in women's ability to influence decisions and control resources are monitored.
- Budget distribution; use and net benefits to different segments of the community is monitored and reported.
- Staff and partners are held accountable for setting and achieving objectives relating to gender equity.

### **Participation and Control**

- Programs are clearly based on results and findings of consultations with affected women and men.
- Beneficiary management of, participation in and access to services is proportionally representative according to population profile (i.e. sex, age, ethnicity, etc.).
- Communication strategies developed at local level ensure equal participation of girls, boys, women & men.
- Concrete measures are implemented to reduce women's workloads, enabling their participation in management and decision-making.
- Concrete measures are implemented, to support men's increased domestic activity, enabling women's participation in management and decision-making.
- Local women's organizations encourage community participation, participate in program promotion, planning, and ongoing management.
- Female beneficiaries and women's organizations manage distribution whenever possible.
- Local women's associations and the Women's Ministry of the host government are involved and strengthened.
- Strategies promote the participation of girls and boys, women and men in programming into recovery and post-emergency stages.

## **2. Indicators for Protection**

### **Integration**

- Violence against women is assessed, monitored and documented through the program cycle.
- Assessments consider how shifting gender roles have made women more vulnerable to sexual exploitation, domestic violence and rape.
- Assessment examines the vulnerability of men and women to abduction and forced recruitment for military or prostitution purposes.

### **Awareness and training**

- UNHCR guidelines to counter sexual violence are widely disseminated, and followed.
- All staff and field partners know how to refer women and men seeking assistance or redress for human rights violations, including spousal violence.
- All staff know how to refer women and men seeking support, counselling, medical or contraceptive care for survivors of rape and sexual violence.
- Staff recognize that fear of harassment and rape forces women into forming alliances with soldiers and other men.
- Aid workers are aware of the extent to which crimes of violence including rape have increased during the crisis.
- Aid workers do not use prostitutes or engage in any form of bartered sex.

### **Implementation**

- Affected women, girls, men and boys identify protection problems and develop response strategies in all program areas.
- Specific steps are taken to ensure and increase personal safety and security of women, girls, boys and men.
- Information about resources to meet needs created by violence (e.g. counselling, legal, medical and material support available) is widely disseminated.
- Protection interventions and services to meet needs created by violence are based on and make use of local skills and resources.
- Accommodation, transportation and security are sufficient to enable women workers to do their jobs as safely as possible.

### **Reporting**

- All forms of human rights violations are monitored, reported, and referred according to policy set out in Oxfam's Emergency Response Manual
- Offences by officials, including humanitarian personnel and peacekeeping forces are reported according to Oxfam policy.

## **Livelihoods Work**<sup>12</sup>

In order to ensure that all livelihoods work contributes to increased gender equality, the following issues/processes should be addressed progressively.

### **1. At a minimum. Identify women and men's different needs.**

**Standard:** Does the project collect and monitor sex-disaggregated information about male and female beneficiaries, including the different livelihoods needs of women and men?

**Example:** In the Peruvian mountains the food security of some communities is dependent on llama-breeding, which is controlled by men, and guinea-pig breeding and vegetable gardening, which is controlled by women. Llamas provide the community with a long-term food bank; guinea-pigs and vegetables meet their short-term nutritional needs. Projects should support both women and men with their different contributions to the livelihood security of the household.

### **2. A common starting point: Women as beneficiaries**

**Standard:** Partner organisations usually begin thinking about gender in livelihoods by addressing non-economic barriers to women's livelihoods such as literacy, health, self-confidence, participation in committees and personal safety. If women are targeted in this way, does the project raise men's awareness about why women are being targeted, and if appropriate run parallel projects for men themselves?

**Example:** A women's committee of a small-scale producers association and a credit and literacy/numeracy initiative for women which are intended to increase women's organisation, skills and self-confidence.

### **3. Better practice: Women's access to and control over resources**

**Standard:** Does the project aim to increase women's access to and control over resources (land, tools, technology, animals, seed, savings and credit, household income), and thereby address women's economic roles and practices?

**Example:** A committee of female small-scale producers which advocates for training, equipment, and increasing their own control over productive land, so that they can improve their practices and stock for raising small animals.

### **4. Even better: The gendered economic roles of women and men**

**Standard:** Does the project analyse and challenge women's and men's gendered roles and practices in the economy including:

- the value that is given to caring and unpaid work (mainly done by women)?
- the relative negotiating power of women and men in economic decisions (over resources, time, money etc)?

The project should:

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<sup>12</sup> Contact Thalia Kidder and Antonio Hill, Programme Policy Team, for more information

- analyse and challenge the ideas, beliefs and practices surrounding these issues
- work with men as well as women to tackle these issues

**Examples:**

- A programme that helps the farmers association membership (women and men) analyse and change the gendered division of agricultural production eg some women beginning to raise cash crops or large animals; men promoting and tending backyard vegetable gardens (food security).
- Village committees begin to recognise and redress the burden of women's unpaid domestic labour by making community investments which reflect the need for infrastructure and equipment to support women's unpaid work eg corn-grinding mills, water stand pipes

**5. More advanced: Gender equity in control in markets**

**Standard:** Does the project attempt to change gender inequalities in marketing chains and markets?

**Examples:**

- In some parts of West Africa men control the marketing of poultry and fresh fruits (mangos). Although women produce and pick mangos, men transport them. In effect, men have captured the most lucrative points in the value chain between production and consumer.
- Solutions to such inequities might be for women to have more access to and control over the means of transportation for trading eg able to travel on buses or own trucks; women have access to credit that goes beyond working capital for petty trading eg for productive assets (trucks, stalls) or the processing of goods; women have the same access to infrastructure in markets as men (lockable stalls, access to water, better lighting); women move beyond perishable low-profit, low-volume items and challenge the sex-segregation of trading activities.

**6. Very advanced: The gendered impact of national economic policy**

**Standard:** Does the project identify gender biases in existing national or regional economic policies and practices, and identify policy changes that would lead to increased gender equality?

**Example:** National labour laws which give less protection and rights to temporary, part-time and home-workers (mostly women) than permanent full-time workers (more men).