

GENDER MAINSTREAMING GUIDELINE FOR OROMIA NATIONAL REGIONAL STATE FORESTED LANDSCAPE PROGRAM (P156475)

FINAL REPORT

SUBMITTED TO:

OROMIA ENVIRONMENT, FOREST AND CLIMATE CHANGE AUTHORITY FINANCE, PROCUREMENT AND PROPERTY ADMINISTRATION DIRECTORATE

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> ADDIS ABAB, ETHIOPIA JULY 2020



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Acknowledgements

This Guideline on gender mainstreaming for Oromia National Regional State Forested Landscape Program (OFLP P156475) is prepared as part of the consultancy assignment on gender analysis and preparation of an action plan. The Guide is part of Oromia wide initiative to mainstream gender into all of OFLP's projects and programmes in Oromia. The project is financed by the World Bank fund and is being implemented by the Oromia Environment, Forest and Climate Change Authority (OEFCCA). The individual consultant would like to express his sincere gratitude to OEFCCA; OFLP; and the World Bank. The consultant would also like to acknowledge the contribution of those experts who have reviewed the draft document for their constructive comments. Last but not least, the consultant is thankful to the Oromia sectoral office heads and their gender departments at regional and district levels; community leaders; Abba Gadas, religious fathers; and sample farmers who have participated in this study for their genuine information.

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1. How to use this Guideline?

This Guideline is part of the consultancy assignment on gender analysis and preparation of an action plan to mainstream gender in the Oromia Forested Landscape Program (P156475). The consultancy assignment has four main purposes: (1) Gender analysis -with the aim to identify gaps in outcomes between women and men in a forest and forest relevant sector or project context. (2) Preparation of training plans -with the aim to design interventions to address the gaps between women and men; (3) Develop a gender action plan- with the aim to mitigate the constraints and design support mechanisms to measure changes in outcomes between women and men, and (4) preparation of gender mainstreaming Guideline. While the first three objectives were reported as one package, the last fourth objective is supposed to be reported as separate report as per ToR. However, this Guideline is meant to be read after reading the entire report of the consultancy work for its comprehensive understanding and application. Although the consultant is aware of the fact that OFLP programme activities were already designed and on the phase of implementation, this Guideline will help the formulation of projects from the outset throughout implementations, monitoring and evaluation. Thus, projects that have already begun and are under implementation can also benefit from the Guideline through the adjustment of ongoing and future activities to make them more gender-responsive.

2. Who is this Guideline for?

The Guideline is intended to help OFLP's staffs involved in environmental management interventions to apply a gender perspective to their work and, more specifically, to mainstream gender throughout the project cycle. The Guideline can also be useful for other sectoral bureaus at regional and local level, agencies, NGOs and private-sector partners, and individual experts who work closely with the OFLP on environmental management.

3. What is the goal of this Guideline?

It is increasingly recognized that sustainable development will be difficult to achieve if development efforts do not consider all relevant economic and social factors, including gender (UNDP, 2007). Thus, effective natural resource management approaches needs to emphasize the

different activities of household members and ensure that different uses and impacts related to natural resources are recognized and taken into account. However, environment and development initiatives do not always recognize women's knowledge or promote their interests. Thus, the goal of gender mainstreaming in the environment context is to widen the range of options and livelihoods available to women, as well as men, and to promote equitable and sustainable human development for all.

4. What are the objectives of Gender mainstreaming

The overall objective of mainstreaming gender within the OFLP projects is to have a gender sensitive project that provides a signal to measure gender-related changes in the society, politics, and economic participation etc. Gender mainstreaming in projects is about using participatory approached in all project stages. Gender mainstreaming aims to ensure that strategies and actions for ending discrimination at all levels and stages of the project cycle; taking into consideration men and women's needs, desires, ambitions when decisions are made and resources are allocated. The specific objectives of gender mainstreaming are:

- 1. Women participate equally with men as decision-makers in rural institutions and in shaping laws, policies and programmes
- 2. Women and men have equal access to and control over decent employment and income, land and other productive resources generated as the result of the OFLP projects;
- 3. Women and men have equal access to goods and services for agricultural development and to markets as the result of this OFLP project interventions.
- 4. Women's work burden is reduced at least by 30 percent through improved technologies, services and infrastructure such as improved cook stoves, biogas, piped water
- 5. At least 30% of rural land user women adopted sustainable land management practices as a result of the project after five years

5. Stages of Gender Mainstreaming

Institutional preparedness is a precondition for an effective gender mainstreaming (UNAIDs, 2015). Institutional preparedness means having the necessary system in place to drive gender mainstreaming in the project related activities. Following the UNAID (2015), this Guideline adopts a two-level framework for gender mainstreaming. While the first is institutional level, the second is at the program level gender mainstreaming as explained below.

5.1 Institutional level gender mainstreaming

Gender mainstreaming at the institutional level lays the foundation for gender mainstreaming at the project levels. At this first level, the challenge is getting people to understand, appreciate and accept the need for change (NCRFW, 2001). Thus, the issue of foundation formation for gender mainstreaming is as challenging as changing the deep rooted institutional culture. The culture of an institution will influence its mission and strategy, as well as its structures, procedures, information flows, recruitment processes, staff evaluations, reward systems, openness to participation, conflict resolution methods, and opportunities for staff creativity. Through a socialization process, male and female staff members learn – often unconsciously – to act according to the institutional culture in terms of clothing, relationships with managers and subordinates and communication styles, including the acceptable language and jokes. Thus, it is during this initial stage that the institution's level of gender awareness is heightened. Moreover, this stage sets the tone for appreciating the value added in committing to gender mainstreaming as one of the priority area. The figure below depicts the major interventions required to mainstream gender at the institutional level and its interface with the program level gender mainstreaming interventions.

5.2 Gender mainstreaming in Project cycle

Policy and top management support for gender mainstreaming is best reflected in the institution's programs, projects and activities. Gender mainstreaming need to be at the center of each project cycle consisting of: project identification, project design, project implementation as well as project monitoring and evaluations. While more discussion of gender mainstreaming at the

project level is reserved for later explanation, the following figure depicts the domains of gender mainstreaming at the two different levels introduced above.

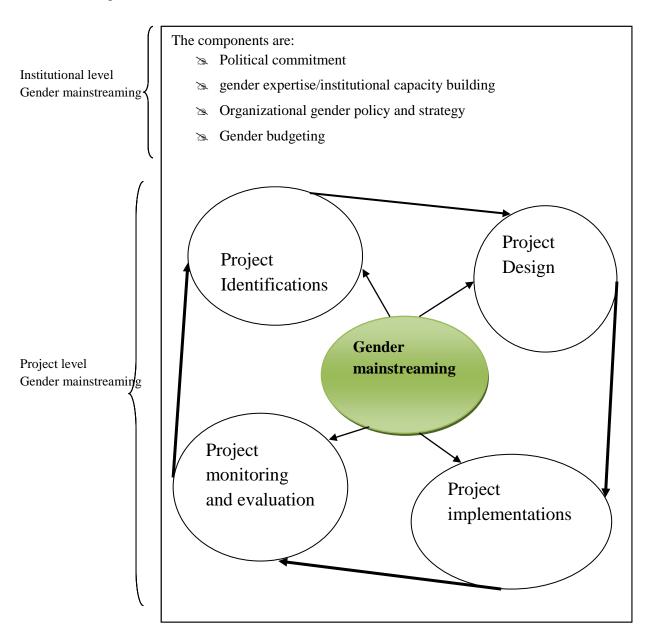


Fig. Gender mainstreaming stages Sources: Adapted from USAIDS (2015)

What are the measures needed at the institutional level of gender mainstreaming?

The first and most important measure is Political will. The leaders and management of the OFLP and other sectoral bureau heads and partner institutions should have a good understanding

and appreciation of the benefits of institutionalizing a culture of gender mainstreaming. Those institutional leaders should be ready to take responsibility for gender mainstreaming. The commitment for gender mainstreaming should be reflected in all documents and statements of the institution. Leadership should not only be seen to speak about gender mainstreaming but be ready to make sacrifices and commit resources to it. Leaders should be seen to align with global, international and national commitments on gender equality and human rights. The leaders need to take initiatives and act as champions in gender mainstreaming.

Development of Gender Policy, strategy and manuals: - OFLP and other project implementing partners at regional and district level bureau need to develop their own gender policy, strategy and manuals in line with the international and national gender policy frameworks. Such gender policy and strategy need to be developed with the knowledge, understanding and participation of all staff in the form of participatory approach. The policy should state in clear terms the goal of the institution as far as gender equality and gender mainstreaming is concerned. It should state its gender equality objectives and the wording should be gender sensitive. The gender policy, strategy and Guidelines needs to be translated into different languages and made easily available at all government levels.

Assignment of expertise for mainstreaming gender: - Highly skilled personnel will often be needed to conduct gender analytical research in order to be able to make gender responsive decisions and policies (UNAIDs, 2015). Thus, OFLP project implementing institutions need to recruit and assign highly skilled personnel as requirement for gender mainstreaming. Alternatively, the institution may consider assignment of senior staff as gender focal person/gender unit head. This is because it is more effective for a senior member of staff to take the leading role as this provides opportunities to liaise adequately with management of the institution. Such person should have TOR that forms the basis of appraisal of performance for gender-related targets. Measure should be put in place to ensure that no policy, Guideline, programme, project, or plan is developed or rolled out without the input of the gender focal person for the purpose of ensuring that such institutional documents are gender responsive. Furthermore, there is a need for training, retraining and mentoring of the existing staffs across

the OFLP implementing institutions. All institutional plans and performance reports must utilizes gender disaggregated data.

Gender Budgeting- The success of any gender mainstreaming effort depends to a large extent on the resources allocated to it. Thus, a dedicated budget is essential in order to implement gender equality focused programme and to ensure that gender concern is integral to all programmes and activities from the policy to the project level. This helps to ensure that gender mainstreaming does not remain a mere desire. The institutional leaders need to ensure that the activities required for gender mainstreaming are well synchronized with the resources it needs. For this, the institutional leaders and their gender focal persons need to receive gender budgeting training.

Partnership and collaborations- In addition to working closely with government sectoral bureaus at different levels, the OEFCCA/OFLP need to seek partnership and collaboration on gender mainstreaming with different universities and research institutions in its project areas. All public universities have gender units with earmarked budgets for promoting gender equality in their respective areas. These institutions can be considered for formation of partnership and collaborations on such issues as provisions of gender training, resource sharing (training rooms, vehicles, budget, and human resources) and continues research on the progress of gender mainstreaming in the OFLP programme activities. To this end, Metu University, Wollega University, Jimma University, Dembi Dollo University, Meda Walabu University, Bole Hora University and Haromaya University are some of public universities found in the programme areas of OFLP. Moreover, it could be wise to consider NGOs and other research institutions operating with gender as one of their mandates.

What measures are supposed to be taken to mainstream gender at project level?

Gender mainstreaming goes beyond simply having a specific women's component in a project or programme. In practice, good gender mainstreaming involves all stakeholders and partners, both women and men, to collectively tackle the issue at hand. This approach recognizes the need to use participatory methodologies (i.e. including both women and men) in order to address gender inequality and promote the advancement of women.

Gender mainstreaming at the project cycle serves to ensure that the intervention advances women's equal participation as decision makers in shaping the sustainable development of their societies and reduces gender inequalities in access to and control over the resources and benefits of development. These objectives are based on two principles: that women and men have different needs, roles, interests and access to resources and their benefits; and that women and men have to play equally important roles in achieving inclusive and sustainable industrial development. As a starting point, Table 1 provides detailed activities to be considered when mainstreaming gender during the formulation, implementation and evaluation of a project.

Table 1	Table 1 Project level gender mainstreaming									
	Project life cycle									
	Identification	(Re)-design ¹	Implementation	Monitoring & Evaluation ²						
Main Purpose	To identify a project idea that responds to the needs of women and men, and addresses any gender inequalities so that women and men can equally access, equally participate in, and equally benefit from the resources, services, capacity-building and other activities offered by the project.	To (re)-design a project that puts into considerations the roles and needs of women and men, and addresses any gender inequalities so that women and men can equally access, equally participate in, and equally benefit from the resources, services, capacity-building and other activities offered by the project.	To implement project activities that ensure women and men can equally access project resources and services, equally participate in project activities and decision-making processes, and equally benefit from training or other capacity-building activities offered by the project.	To ensure that women and men equally participate in monitoring and evaluation activities and that decision-making processes and data is collected on women and men so that gender impacts are tracked to assess if the project equally benefits women and men.						
Main Activities	1) Identify and define the general purpose and objectives of the project considering gender issues. Example: Ensure that the project idea will: improve gender relations, empower women socially, financially, and politically etc address women practical and strategic needs, and is gender inclusive. 2) Identify and assess gender needs and opportunities. Examples: consider gender division of labor in the project areas; consider the main income sources of men and women in the project areas; identify what needs and	 Both male and female need to equally participate starting from the project formulation. For this, consider capacity development of the community. Examples of specific actions to improve capacity development activities includes: Consult women at the outset of project formulation to determine whether capacity development activities will be useful at the household and community levels. Before selecting capacity development activities, convene stakeholders, particularly men, to explain and discuss with them the concept of gender equality and what they see as women's contribution to the project or programme. Consider the existing capacities, strengths and weaknesses of women in the community so as to design 	 Take actions to improve women's participation and decision-making power. Examples: Address the challenges women face when participating in policy-making, incomegenerating and community-level activities. Engage women stakeholders by planning activities and meetings at a time of day and in a location conducive to their schedules. Allow children to be present whenever possible. Maintain an open dialogue between women's advocacy groups and the government. Make the case for a stronger role for women in policy and decision-making by describing 	1. Collect sex disaggregated data to track gender equality results and assess gender impacts overtime. Examples: Determine if data are to be collected for regional statistics or project and programme decision-making. This will determine the scale and depth of efforts required. Design separate questionnaires for men and women within the household when possible and interview multiple adults of one household if feasible. Assess whether additional sex-disaggregated data collection approaches are required, such as in the design and implementation						

¹ Check list for gender mainstreaming at the project level is annexed (annex 1)

² Gender responsive evaluation questions and how to make evaluation gender mainstreamed are annexed (annex 2 and annex 3) respectively

- opportunities exists for men and women in the project areas;
- consider gender based difference in access to and control over resources in the project areas;
- consider gender difference in community decision making.
- 3) Identify possible negative and positive effects of the project on men and women

Examples:

- examine whether the project is likely to have the same positive and negative effects for men and women
- consider whether the project is likely to reduce women's access to and control over resources;
- examine what social, economic and political effects will the project have men and women differently.

- tailor-made training (i.e. construction and marketing of improved cooking stoves, biogas, saving, small business management, sustainable land use and management etc.).
- Consider what time of day is most conducive to women's schedules when holding capacity development trainings.
- Address the specific needs of women. For example, illustrate lessons through drawings or utilize hands on learning methods as they have lower literacy levels compared to their male counterparts.
- Consider how the use of technology and communication tools can be used to increase the dissemination of lessons (e.g. transmitting information via mobile phones; village posters with positive gender imagery).
- 2. Include strategies to ensure that women and male farmers will be adopting sustainable land management practices as a result of the project.
- Consider redesigning the project in line with the finding of gender gap analysis so as to integrate gender dimensions and contribute to the advancement of gender equality.

Examples:

In the project log framework, consider to include such objectives as "to increase gender equality in terms of access to and control over resources; to increase female

- the overall benefits to all members of the community and society.
- Reserve leadership and decision-making roles for women capable of taking on such roles, rather than simply counting the number of female participants during meetings and when forming boards or committees relevant to your project or programme.
- Invite female extension workers or hold women-only training sessions when conducting surveys or training activities to maximize female 2. participation and to allow participants to feel comfortable expressing their ideas on policy formation, income-generating community-level or other activities.
- 2. Improve the enabling environment for sustainable forest management and investment in Oromia.

Examples:

Providing capacity building and skills development to CBOs: promoting fire protection by providing firefighting equipment communities; promoting enrichment planting of degraded forests within the forest blocks managed by the CBOs; and supporting pruning, thinning, and climber-cutting

- of a questionnaire.
- Acquire more female enumerators in the interview teams to create a comfortable environment for female participants.
- When necessary, hold focusgroup discussions as a way to separate men and women into groups and interview them separately.
- Use the baseline data generated by the current comprehensive gender analysis to track changes over time.
- 2. Monitor access, participation, and benefits among women and men and incorporate remedial action that redresses any gender inequalities in project implementation.
- 3. Regularly report on how gender is mainstreamed and ensure that mid-term reviews, assessments, audits, etc. include gender as a specific criteria/component.
- 4. Ensure gender balance in evaluation team and recruit gender evaluation expert to be part of evaluation team. If this is not feasible, make sure at least one member of the evaluation team is knowledgeable about gender issues and gender mainstreaming.

- participation in community decision making; and to capitalize on indigenous knowledge of female in natural resources management"
- 4. For new projects, collect and analyze sex-disaggregated data and qualitative information to understand roles and needs of women and men. For ongoing projects, re-design the project documents in line with the comprehensive gender analysis study results conducted.
- (Re)-design project activities to meet the specific needs of women and men.

Example:

For capacity-building activities, ensure training curricula and tools are developed to accommodate the different education/skill levels that exists between women and men.

 Incorporate mechanisms to ensure gender balanced representation and participation in project activities and decision-making processes.

Example:

Targeted awareness raising activities to increase women's participation in project activities.

 Indicate how to remove constraints to equal gender participation in natural resources management; access and control over the resources.

Example: consider the existing Oromia rural land use and land

- of enriched areas.
- 3. Aim to change the current unbalanced gender relations and limited access and control over resources by the female as evidenced by the current comprehensive gender analysis in the field.
- 4. Target how to reduce women domestic workloads so as to ensure women and men can equally participate in the project activities.

Examples:

Expand alternative energy sources such as biogas and improved cook stoves and consider giving incentives for the rural women to access piped water so that they will save time for the project activities.

5. Ensure women and men can equally access project resources and services.

Example: Include targeted trainings for women or men who need to upgrade their skills in order to access new technologies provided by the project; take into account particular social or legal restrictions that may prohibit women or men from accessing resources, such as finance/credit. For example, consider initiating revision of rural land use policy, forest policy and extension policy.

- Ensure women and men are able to participate in monitoring and/or evaluation processes.
 - Example: If evaluation calls for interviews, ensure that both women and men can participate, taking into account transportation, language and time requirements.
- 6. Integrate gender-specific evaluation questions and components in the Evaluation ToR so that the evaluation report includes an assessment of gender equality results and impacts.
- 7. Identify good practices and lessons learned on project outcomes/outputs or activities that promote gender equality and/or women's empowerment.
- 8. Incorporate a gender dimension in project staff's performance appraisals (e.g. by incorporating gender related tasks in project staff's job descriptions).

- administration policy; Oromia forest policy; and extension strategy.
- 8. Take into account any adverse impacts or risks that may affect the equal access to, equal participation in and/or equal benefit from project activities among women and men.

Example:

Consider the existing cultural, institutional, economic and social barriers that would not allow women or men to access or participate in project activities equally with the male.

 Ensure equal opportunity for women and men in the management and implementation arrangements of project.

Example:

Create terms of reference (ToR) for project management that include gender sensitivity/ respect for diversity as a competency and/or include incentives for women to apply.

10. Allocate sufficient financial resources for gender equality and women's empowerment activities.

Example:

Recruit gender expert to ensure gender issues are addressed during implementation; conduct gender equality training; undertake a comprehensive gender analysis and baseline exercise in the field at project inception.

6. Make sure women and men can equally participate in project activities such as trainings or capacity building activities.

Example: consider different training sessions for male and women based on their convenience; consider hiring female trainers for the female trainees: include special transportation to address any security or distance challenges; ensure the number of women participants in the capacity building training is not less than 30% of those of the male participants.

7. Recruit gender expert or ensure at least one member of the project management team is knowledgeable about gender issues and gender mainstreaming.

Example: Ensure that the project coordinators and OFLP district level coordinating units have at least completed basic gender course or have taken intensive training on gender issues.

8. Engage with gender focal points in project areas (women's groups, associations, NGOs) as project counterparts and/or as gender advisors. Build capacity within the

11. Identify and consult with men and women/gender groups, associations or stakeholders on project formulation.

Example:

Consider consultation with "Hadha sike" "Abba Gada" women's Idir, women credit associations etc.

project team and among stakeholders to ensure gender-responsive implementation and the continued integration of a gender perspective within the sector/area of intervention after the project ends.

Example:

Involve gender focal point or gender/women-focused groups in "train the trainer" programmes and/or project monitoring activities to ensure sustainability.

Provide gender sensitization training to all project personnel and share environmental management gender mainstreaming guide.

Source: The format is adapted from (UNIDO, 2015)

6. Conclusions

Genuine gender mainstreaming starts with institutional preparedness. Such preparedness involves strong political commitment; issuance of policy statements affirming leader's commitment; assignment of the right person with the right educational background and experience to catalyze gender mainstreaming; allocation of sufficient budget, and seeking partnership and collaborations with other institutions with similar mandates. Gender mainstreaming should be at the centre of the project life cycle: identification, formulation, implementation, monitoring and evaluations. Stakeholder participation is a key element in problem identification, and attention to gender issues is important in this context so that it is not only men who have the time and opportunity to present problems and potential solutions. Framing questions, and listening the responses, in a gender-sensitive way, will reveal points where there are significant differences between men and women in terms of existing economic and social conditions, priorities for action, planning approaches, implementation abilities, training needs, and hoped-for outcomes. Thus, mainstreaming gender into project planning should begin with collection and analysis of sex-disaggregated data that can highlight significant social and economic variables. During project implementation stage, women are more likely to be underrepresented in environmental management projects at all levels. Thus, when building the project management team, think about having a gender-balanced team at different staff levels so as to ensure proper representation of women at different level. Gender mainstreaming is also part of project monitoring and evaluation. Standard monitoring and evaluation system should collect and report sex disaggregated information on all project components where possible and relevant. To this end, a baseline, including targets and benchmarks, should be identified at the formulation stage in order to effectively monitor and evaluate the impact of the project on women and men.

Annex 1: Gender mainstreaming checklist for projects

	Assessment issues	Yes	No	Partial
Analysis/Justification	1. Does the project explicitly address a gender issue or issues?			
	2. Does the background/context analysis of the project			
	examine:			
	(a) the different situations of women and men			
	(b) the impacts the project will have on different groups			
Data & Statistics	3. Will the project collect and use sex disaggregated data and qualitative information to analyze and track gender issues?			
Results Framework	4. Are outcomes, outputs and activities designed to meet the different needs and priorities of women and men?			
	5. Does the results framework include gender-responsive indicators, targets and a baseline to monitor gender equality results?			
Budget	6. Have adequate financial resources been allocated for the proposed gender activities (vis-à-vis per cent of total budget)?			
Stakeholders & Participation	7. Are women/gender focused groups, associations or gender units in partner organizations consulted/included in the project?			
	8. Does the project ensure that both women and men can provide inputs, access and participate in project activities (target at least 40 per cent of whichever sex is underrepresented)?			
Gender Capacities	9. Has a gender expert been recruited or does the project staff have gender knowledge and have gender related tasks incorporated in their job descriptions?			
	10. Will all project staff be sensitized to gender issues?			
Implementation arrangements	11. Is there gender balanced recruitment of project personnel and gender balanced representation in project committees?			
Monitoring &	Will the monitoring and evaluation of the project cover			
Evaluation	gender issues and monitor behavioral changes towards greater gender equality?			

Sources: Adapted from (UNIDO, 2015)

Annex 2. Gender-responsive evaluation questions³

The questions below will help evaluators to mainstream gender issues in their project evaluations.

1. Design stage

- Are the project and its activities in line with the national policies on gender equality and the empowerment of women?
- Were gender issues identified at the formulation stage?
- Did the project/programme design adequately consider the gender dimensions in its interventions? If so, how?
- Were adequate resources (e.g. funds, staff time, methodology, experts) allocated to address gender concerns?
- To what extent were the needs and priorities of women, girls, boys and men reflected in the design?
- Was a gender analysis included in a baseline study or needs assessment (if any)?
- If the project/programme is people-centered, were target beneficiaries clearly identified and disaggregated by sex, age, ethnicity and socio-economic group?
- If the project/programme promotes gender equality and/or women's empowerment, was gender equality reflected in its objective/s? To what extent are output/outcome indicators gender-disaggregated?

2. Implementation management

- Did project monitoring and self-evaluation collect and analyze gender-disaggregated data? Were decisions and recommendations based on the analyses? If so, how?
- Were gender concerns reflected in the criteria to select beneficiaries? If so, how?
- How gender-balanced was the composition of the project management team, the Steering Committee, experts and consultants and the beneficiaries?

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³ Adapted from (UNIDO, 2015)

If the project/programme promotes gender equality and/or women's empowerment, did the project/programme monitor, assess and report on its gender-related objective/s

3. Results

- Have women and men benefited equally from the project's interventions? Do the results affect women and men differently? If so, why and how? How are the results likely to affect gender relations (e.g. division of labour, decision-making authority)?
- In the case of a project/programme with gender-related objective/s, to what extent has the project/programme achieved the objective/s? To what extent has the project/programme reduced gender disparities and enhanced women's empowerment?
- How have the gender-related results contributed to the overall results of the project/programme?
- To what extent were the project's/programme's stakeholders aware of the project's/programme's gender-related objectives or interventions (if any)? To what extent are female and male stakeholders satisfied with the gender-related results?
- To what extent are the gender equality-related results likely to endure after project/programme completion?

Annex 3. Making evaluations gender-mainstreamed⁴

Gender issues should be considered in all steps of the evaluation process. Evaluation experts and evaluators are encouraged to use the following checklists for mainstreaming gender in project evaluations.

1. Preparing terms of reference (ToR)

- Gender issues should be mainstreamed in the ToR (e.g. scope, stakeholder involvement, team members, accountabilities, responsibilities, and deliverables).
- The ToR includes specific questions for gender assessments.
- Responsibilities for assessing gender results are clearly designated.

2. Recruiting consultants

⁴ Adapted from (UNIDO, 2015)

- The evaluation team leader has the capacity to integrate gender concerns into evaluation findings, conclusions and recommendations.
- Evaluation team members have sufficient gender expertise and/or a gender specialist is included in the team. If not, the evaluation team should receive a proper briefing on relevant gender issues to be addressed in the evaluation.
- The evaluation team is gender-balanced

3. Conducting the evaluation

- Tools, methods and gender equality indicators are identified and used to collect and analyze gender-disaggregated data and information (from both the desk review and field visit).
- The interviewing sample is representative of target groups (e.g. sex, age, ethnicity, and socio-economic groups).
- Appropriate time and resources are allocated to assess gender equality results

4. Report writing (recommendations and lessons learned)

- ➤ Gender equality-related results are presented with evidence.
- Factors contributing to (or hindering) the achievement of gender equality results are identified (from formulation, actual implementation and management).
- Answers for specific gender questions raised in the ToR are provided.
- Recommendations/lessons to improve project/programme performance on gender are included in the evaluation report, if appropriate.

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