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Bangkok Office
Asia and Pacific Regional Bureau
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TOOL
22

Developing gender-responsive projects and programmes

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Table of Contents

Objectives

The objectives of this tool are to:

- provide trainees with a tool to help them assess the gender responsiveness of projects and programmes.

Key information
Setting the scene

Robust project and programme design are critical for effective education development interventions, and gender responsiveness should be an integral part. Project and programme design is not gender neutral, but often reflects broader social and cultural norms and expectations. Effective, gender-responsive design ensures that interventions take into consideration the different needs of male and female learners and participants, and respond constructively to reduce barriers to gender equality in education.

Self-study and/or group activity
Analyse a project from a gender perspective

- The questions in **Handout 1** will help you analyse different phases of the project/programme cycle from a gender perspective.[1]
- Choose a proposed or existing project/programme and work through the checklist to assess the project's gender responsiveness.
- If the answer to any of the questions is 'no', consider what you need to do to change the answer to 'yes'.

Extension activity

- Select one of the questions to which the answer was 'no'.
- Carry out action research. This should help you to investigate the issue in more detail, ideally with a range of stakeholders; plan and then implement actions to address the issue.

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1 Adapted from the Harvard Analytical Framework: Overholt, Anderson, Cloud and Austin. 1985. Gender Roles. in Development Project/Programmes, Kumarian Press, Connecticut.

Further reading

Global Partnership for Education and UNGEI. 2017. *Guidance for Developing Gender-Responsive Education Sector Plans.* Washington DC: GPE.

Handout 1

Project/programme development and implementation process				
	Yes	No	Don't know	Evidence
1. Are men and women equal participants, decision-makers and beneficiaries in all stages of the project/programme cycle (identification, design, implementation, monitoring and evaluation)?				
2. Does the project/programme ensure views and voices of women of different groups and status be taken into account, together with men, at all stages of the project/programme life-cycle?				

The following set of key questions could be used at each stage of the project/programme cycle:

Identification and design				
Assessing needs	Yes	No	Don't know	Evidence
1. Does the needs assessment explore the distinct needs and opportunities of women, men, girls and boys?				
2. Have women and girls been equally and directly consulted in identifying such needs and opportunities?				
3. Have men and boys been equally and directly consulted in identifying such needs and opportunities?				

Defining general project/programme objectives	Yes	No	Don't know	Evidence
1. Are project/programme objectives explicitly related to both women's, men's, girls' and boys' immediate or practical needs?				
2. Do the project/programme objectives also include the long-term strategic needs with a view to achieving gender equality in education?				
3. Do these objectives adequately reflect women's, men's, girls' and boys' needs?				
4. Have women and men of the project/ programme target populations equally participated in setting those objectives?				
5. Have there been any earlier efforts towards similar objectives?				
6. How has the present proposal built on earlier activity/lessons learnt?				
Identifying possible negative effects	Yes	No	Don't know	Evidence
1. Is there any risk that the project/ programme might negatively affect the current situation/condition of the target population? If so, please explain.				
2. What will be the effects of the project/ programme on women and men, girls and boys in the short and longer term?				
Implementation	Yes	No	Don't know	Evidence
1. Does the project/programme implementer[2] have a gender-responsive organizational culture[3] and a track record of empowering people, men and women, boys and girls?				

2   Examples of implementers: NGOs, education research groups, community learning centres, parent teacher organizations, teacher training colleges, school management teams, curriculum development teams.

3   An organization with a gender-responsive culture equally values the knowledge and skills of women and men, and facilitates their role as partners in decision-making. It employs, promotes and builds capacity of both.

2. If not, has the project/programme implementation team been given gender training?				
3. Has the implementation team been assisted to develop gender specific guidelines prior to the start of the project/programme?				
4. Are the risks, high-risk behaviours and vulnerabilities of men and women, boys and girls in the target group being appropriately addressed?[4]				
5. Does the project/programme include women and men, girls and boys who are disadvantaged?				

Monitoring and evaluation				
Data requirements	Yes	No	Don't know	Evidence
1. Does the monitoring checklist include clear gender mainstreaming requirements?				
2. Does the monitoring checklist include sex-disaggregation of information?				
3. Does the project/programme have sex-disaggregated baseline data, gender objectives, expected gender equality results and related indicators, so as to enable the project/programme team as well as the beneficiaries to carry out the gender audit and assessment at various stages of the project/programme life-cycle?				
4. Are women and men, girls and boys equally involved in designing the data requirements?				

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4   Examples of high-risk behaviours are behaviours that put children at risk of being infected with HIV/AIDS, being pulled into drug use or prostitution, and being vulnerable to violence or child labour.

Data collection and analysis	Yes	No	Don't know	Evidence
1. Are the data collected at sufficient intervals so that necessary adjustments could be made during the project/programme?				
2. Are the data fed back to project/programme personnel and beneficiaries in an understandable form and on a timely basis to allow adjustments?				
3. Are women and men equally involved in the collection and interpretation of data?				
4. Are data analysed so as to provide guidance to the design of other projects/programmes?				
Scaling up good practices	Yes	No	Don't know	Evidence
1. Is there a mechanism to ensure that positive lessons from the project/programme will be shared and used in other projects/programmes on a wider scale?				
If the project/programme involves training	Yes	No	Don't know	Evidence
1. Are the 'life experiences' of the female and male learners valued in the training?				
2. Are the content and methods appropriate for male and female learners?				
3. Are female and male learners able to use the knowledge/skills gained in the local labour market, in their communities, or in their homes?				
4. Is there a gender balance of both trainers and learners?				
5. Are follow-up (post-training) services provided to the learners/trainees, or are regular contacts made with them by the trainers?				

References

Overholt, C., Anderson, M.B., Cloud, K. and Austin, J.E. 1984. *Gender Roles in Development Project/ Programmes.* Connecticut: Kumarian Press.