Tool 19 Developing Gender-Responsive Education Projects and Programmes

Target audience: Policy-makers and planners, project/programme officers

The questions below are supposed to help you in analyzing the different phases of the project/programme cycle from a gender perspective. If the answer happens to be "no" in any case, you would need to act and intervene in order to change the answer to "yes."

Project/Programme Development and Implementation Process

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. How can 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

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

4. Are project/programme objectives explicitly related to both women's, men's, girls' and boys' immediate or practical needs?

5. Do the project/programme objectives also include the long-term strategic needs with a view to achieving gender equality in education?

6. Do these objectives adequately reflect women's, men's, girls' and boys' needs?

7. Have women and men of the project/programme target populations equally participated in setting those objectives?

8. Have there been any earlier efforts towards similar objectives?

9. How has the present proposal built on earlier activity/lessons learnt?

Identifying possible negative effects
10. Is there any risk that the project/programme might negatively affect the current situation/condition of the target population? If so, please explain.
11. What will be the effects of the project/programme on women and men, girls and boys in the short and longer term?

Implementation
1. Does the project/programme implementer\textsuperscript{42} have a gender-responsive organizational culture\textsuperscript{43} and a track record of empowering people, men and women, boys and girls?
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?\textsuperscript{44}
5. Does the project/programme include women and men, girls and boys who are disadvantaged?

Monitoring and Evaluation
Data requirements
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?

Data collection and analysis
5. Are the data collected at sufficient intervals so that necessary adjustments could be made during the project/programme?

\textsuperscript{42} Examples of implementers: NGOs, education research groups, community learning centres, parent-teacher organizations, teacher training colleges, school management teams, curriculum development teams.
\textsuperscript{43} 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.
\textsuperscript{44} 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.
6. Are the data fed back to project/programme personnel and beneficiaries in an understandable form and on a timely basis to allow adjustments?

7. Are women and men equally involved in the collection and interpretation of data?

8. Are data analyzed so as to provide guidance to the design of other projects/programmes?

**Scaling up good practices**

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**

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?