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# UNDP TURKEY

# GENDER SCREENING TOOL FOR

# PROJECT DEVELOPMENT AND IMPLEMENTATION

Table of Contents

PROJECT DEVELOPMENT AND IMPLEMENTATION 3

Annex 1. Gender Equality Seal Checklist for Gender Review of Project Proposals 4

Annex 2. Gender Analysis Tool: 6

Annex 3. Identification of Key Inequality Issues Related with the Proposed Project 7

Annex 4. Desing Gender Activities in the Project 8

Annex 5. Quick Definitions on Gender Equality 9

References 18

# GENDER SCREENING TOOL FOR

# PROJECT DEVELOPMENT AND IMPLEMENTATION

**Please remember to prepare the Annex 4 for your project proposal together with a portfolio gender expert or the gender analyst (or take his/her approval) before filling in the LPAC check list.**

Additionally, in order to improve the gender responsiveness of our projects you may follow the below mentioned steps:

1. Discuses the project idea with gender advisor and/or gender focal team
2. Refer “How to develop gender sensitive project proposal” document and UNDP gender analysis guideline
3. Refer to the corporate Gender Equality Strategy of UNDP
4. Refer to the Gender Equality Strategy of UNDP Turkey Country Office
5. Refer to the  [Gender Equality resource space](https://intranet.undp.org/country/rc/intra/gender/SitePages/Home.aspx) hosted on the RBEC Knowledge Management Gateway to reach the documents related with the subject of the project proposal. Use the link: <https://intranet.undp.org/country/rc/intra/gender/SitePages/Home.aspx>
6. Prepare the proposal
7. Review the proposal by referring “Check list for gender review of project proposals” (Annex 1)
8. Organize a discussion session and ensure participation of gender advisor and a gender focal team member
9. Conduct design gender activity exercises with the moderation of gender advisor and a gender focal team member (annex 2, 3, 4)
10. Conduct a gender analysis for baseline information and situation analysis.
11. Ensure gender parity for the proposed team, meetings, consultation processes ect.
12. Refer to a gender expert who works specifically for the subject of the proposed project if needed.

## Annex 1. Gender Equality Seal Checklist for Gender Review of Project Proposals

**Situation analysis**

* Does the situation analysis take into account the different social, economic, cultural and political situations of men and women?
* Does the analysis reflect an awareness of the gender-differentiated impacts of socio-economic and development processes, particularly in the context of the proposed project?

**Data and statistics**

* Have data and statistics provided as background and/or justification for the project been disaggregated by sex? If not, has a reason (eg. non-availability of such data, inappropriateness of disaggregation against a particular indicator) been given for the omission?
* Is it proposed to address gender gaps in data as one of the activities under the project? For instance, has collection of sex-disaggregated data been specified in the proposal for baseline survey?

**Strategy**

* Does the proposed strategy specify how it will address the dimensions of gender inequality described in the analysis? If not, is there an explanation given of why this aspect has not been considered?
* Does the strategy include any measures to mitigate any possible negative gender impacts of the project?

**Monitoring indicators**

* Does the monitoring framework include measurable gender indicators appropriate to the intervention?

**Implementation**

* Have specific actions for gender equality been mandated (eg. specified percentage of seats reserved for women in decision-making bodies set up under the project, training programmes, study tours and other learning opportunities, job opportunities, equal wages)?

**Stakeholders and partners**

* Are women's organisations or women/gender units within larger institutions included among the stakeholders?
* Who are the implementing partners? Do they have experience/competence in implementing gender-responsive programmes? If not, then how is the capacity gap going to be addressed?

**Budget**

* Have adequate resources been provided for the proposed gender activities?
* Will it be possible to track the flow of these resources?

**Atlas Marker Score**

* What score has the CO assigned to this project on the Atlas Gender Marker?
* Does this score match your own assessment?

**Prodoc Review Summary Sheet**

The prodoc review should cover at least 20% of the total number of programmes in the CO portfolio, and should include projects under each of the practices/clusters.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Practice area**  **(Programme)** | **Project title** | **CO Gender Marker score** | **Assessment** | | | |  |  |
|  |  |  | **Women-**  **focused** | **Gender- focused** | **Gender responsive** | **Gender blind** | **Gender-adverse** | **Suggested Gender Marker Score** |
|  |  |  |  |  |  |  |  |  |
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*Women focused*: women are the main stakeholders/beneficiaries of the project and/or women's empowerment is specified as an objective,

*Gender Focused*: Project specifically addresses a gender issue and/or gender equality is specified as an objective.

*Gender Responsive:* Project recognises gender inequality and incorporates specific actions to ensure women's participation and/or access to benefits, although women are not primary stakeholders and gender equality is not a stated objective.

*Gender Blind:* Project does not recognise or respond to gender inequality in any way.

*Gender Adverse:* Project is likely to have an adverse effect on gender equality and/or women's situation.

## Annex 2. Gender Analysis Tool: please fill in with few points

|  |  |
| --- | --- |
| OBJECTİVE | |
| **What is the key objective of the project?** |  |
| **What 3 key issues are you trying to address?** |  |
| **Are these issues impacting differentially women and men?** |  |
| **What are the key gender inequality issues related with projects?**  **What factors contribute to gender inequality issues?**  demographic, economic, legal, institutional, environmental, cultural, religious, and attitudinal ones, etc  **Will the project address the gender equality issue(s)?** | . |
| **ACTİVİTİES** | |
| **What type of activities are planned or will be implemented?** |  |
| **What are the key project activities with direct social impact?**  **Who are the main beneficiaries of the project activities?** |  |
| **How the planned activities are going to address gender issues?**  **What action needs to be taken to include gender dimensions in planned activities?** |  |
| **What is women’s role in the area of project interventions and activities? (beneficheries, participants, project staff, decision makers etc.)** |  |
| **What information (study, reports, project analysis) do you have on the gender inequality issues related with the project?**  **What kind of sex and age disaggregated data do you have?** |  |

## Annex 3. Identification of key inequality issues related with the proposed project

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Micro Level**  Communities/ individuals- stakeholder analysis | **Meso ( medium level )**  Services | **Macro level**  Legislation policies/ budget |
| **1. Existing roles / activities in targeted community, institution**  Who does what?  Who decides?  Community work, community organization and activities?  Institution work and organization activities ? |  | What kinds of services are available? |  |
| **2.** **RESOURCES**  Who has control over which  resources e.g. land, money, credit,  skills, time, etc., and decision  making power over?  Who benefits more? | Who takes decisions? Who has access to resources? What skills women have? | Who has access to services? | Is there any policy in place that has impact on gender equality? (no, gender neutral, gender responsive, gender biased ) |
| **3. PRACTICAL / STRATEGIC NEEDS & CONTEXT**  What are the practical needs of women and men in the sector/context? (Individual, community, services )  What are the strategic needs of women and men in the sector/context? | What do they need to participate in activities? | What do they need to benefit from services? | What changes are needed at policy level? |

## Annex 4. Design Gender Activities in the Project

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **What is the key objective of the project?**  **GEWE (Gender Equality and Women’s Empowerment)\_**  **Other\_** | **Do you have gender expertise?**  **Staff with the gender expertise** | | **What is the outcome structure of your intervention?**  **Outcomes \_** | **What is /are the gender equality issue (s) the project will address / your project is implicated in? List maximum 3.**  **Participation/representation**  **Labour and employment**  **Access to resources and benefits from services**  **Rights**  **Violence**  **Norms, values and traditions …** |
| **Do you think that you will create/trigger a social change process that will have impact on women/girls and gender relations?**  **Yes. We have conducted gender impact assessment (based on first hand or secondary data)\_**  **No idea**  **No impact is expected to be made.** | **How the planned activities are going to address gender issues?**  **Outcome level\_**  **Output level\_**  **Activity level\_** | | | **Do you have a partner who (can) contribute to women’s empowerment and gender equality with whom you are collaborating for reasons other than GEWE?**  **Women organizations**  **Human rights organizations**  **Government institutions/organizations responsible from women empowerment**  **Professional associations**  **Business platforms/networks with public accountability mechanisms**  **Media**  **Public or semi-public organization**  **Universities / research institutes …** |
| **What gender indicators do you plan to use (qualitative, quantitative)?**  **Process indicators**  **Output indicators**  **Impact indicators**  **Do you plan to conduct impact assessment or any knowledge product on GEWE?**  **Yes..**  **No.** | | **What are the planned outcomes?**  **Gender-blind**  **Do-no-harm (conduct an assessment to avoid worsening gender inequalities and women’s condition)**  **Empowerment (take gender relations into consideration and try to be responsive to women’s needs)**  **Transformation (target creating change in inequitable gender relations** | | |

## Annex 5. Quick definitions on Gender Equality

**Gender**

“A concept that refers to the differences between males and females that are socially constructed, changeable over time and have wide variations within and between cultures. As opposed to biologically determined characteristics (sex), gender refers to learned behavior and expectations to fulfill one’s image of masculinity and femininity.”[[1]](#footnote-1)

“The socially constructed roles and relationships, personality traits, attitudes, behaviors, values, relative power and influence that society ascribes to the two sexes on a differential basis. Gender is relational and refers not simply to women or men but to the relationship between them” [[2]](#footnote-2)

“Refers to the socially constructed attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are context/time-specific and change- able.”[[3]](#footnote-3)

**Sexual identity and** **Sexual orientation**

“How one thinks of oneself in terms of attraction to the same sex or members of the other sex based on one’s own experiences, thoughts and reactions, rather than defining oneself based on the gender or sex of one’s sexual partner(s). Sexual orientation means the preference of one sex to another as a partner in sexual relations. Sexual orientation, also called sexual preference, reflects the opinion that people do not control or influence their sexual or romantic attractions. Sexual preference reflects the opinion that people can and do have the ability to control or influence their sexual or romantic attractions and their sexual orientation.”[[4]](#footnote-4)

**Transgender**

“The term transgender refer to a person whose behavior, thoughts or traits differ from society’s expectations for his or her sex. Transgenders include cross-dressers, transsexuals (people who physically switch sexes, usually through surgery, and undergo sex reassignment therapy), intersexed individuals, people whose external genitalia or internal reproductive systems fall outside the norms for either male or female bodies, gay men, lesbian women and bisexuals”[[5]](#footnote-5).

**Transsexual**

“The term transsexual refer to a person who experiences a mismatch of the biological sex he/she was born as and the biological sex he/she identifies as. A transsexual sometimes undergoes medical treatment to change his/her physical sex to match his/her sex identity through hormone treatments and/or surgical procedures”[[6]](#footnote-6).

**Gender Relations:**

“Gender relations are Hierarchical relations of power between women and men that tend to disadvantage women which are often accepted as ‘natural’ but are socially determined relations, culturally based, and are subject to change over time. They can be seen in a range of gendered practices, such as the division of labor and resources, and gendered ideologies, such as ideas of acceptable behavior for women and men. it interacts with other hierarchical social relations such as class, caste, ethnicity and race. ....Gender relations constitute and are constituted by a range of institutions, such as the family, legal systems or the market. They are a resource which is drawn on daily to reinforce or redefine the rules, norms and practices which govern social institutions. .....Hierarchical gender relations constrain development efforts. For example, rigidities in the gender division of labor limit the effective mobilization of women’s labor to support export production. Poverty reduction efforts are hampered where men use their authority to usurp control over resources targeted at women. Development strategies need to be informed by an analysis of gender relations and to support women’s own attempts to change the rules and practices which reinforce these gender hierarchies.”[[7]](#footnote-7)

**Gender Roles and Stereotypes**

“Gender roles indicates a set of prescriptions for action and behavior assigned to men and women by society according o cultural norms and traditions.” [[8]](#footnote-8)

“One‘s gender is therefore most often comprised of those roles and attributes that are not purely „natural“ or biologically determined, but are rather dictated by norms and traditions. Because gender is not biologically given, the attributes of both male and female gender can (and do) change over time and across cultures.”[[9]](#footnote-9)

“Gender stereotypes arise from (often outdated) presumptions about the roles, abilities and attributes of men and women. Most often, gender roles are not based on biological or physical imperatives, but rather result from stereotypes and presumptions about what men and women can and should do. Gender roles become problematic when a society assigns greater value to the roles of one gender – usually men‘s.”[[10]](#footnote-10)

**Gender Equality**

“Refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born male or female.”[[11]](#footnote-11)

“ Gender equality entails the concept that all human beings, both women and men, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles or prejudices. Gender equality means that the different behaviors, aspirations and needs of women and men are considered valued and favored equally”[[12]](#footnote-12).

“It indicates the equal treatment of women and men in laws and policies, and equal access to resources and services, including education, health and occupational positions, within families, communities and society”[[13]](#footnote-13).

“Equality exists when both men and women are attributed equal social value, equal rights and equal responsibilities, and have equal access to the means (resources, opportunities) to exercise these.”[[14]](#footnote-14)

Different forms of gender equality refered by the CEDAW *General Recommendation 25*, UN Doc A/59/38 can be summarized as follows

***Formal equality*** is the formal legal obligation of equal treatment of women with men. Formal (de jure) equality asserts that, as equals, women and men should be treated the same.

***Substentive Equality*** reqires the parties to take all appropriate measures to ensure substantive (de facto) equality between women and men, and to ensure the full development and advancement of women and the full realisation of the rights in *CEDAW*

***Transformative Equality*** is about changing the prevailing gender relations and the persistence of gender-based stereotypes. This includes transformation of institutions, systems and structures that cause or perpetuate discrimination and inequality and the modification or transformation of harmful norms, prejudices and stereotype.[[15]](#footnote-15)

**Gender equity**

“Gender equity indicates the Fairness and justice in the distribution of responsibilities and benefits between women and men. To ensure fairness, temporary positive measures must often be put in place to compensate for the historical and social disadvantages that prevent women and men from operating on a level playing field. Equity is a justice- based means—equality is the human rights-based result.”[[16]](#footnote-16)

“An equity approach implies that all development policies and interventions need to be scrutinized for their impact on gender relations. It necessitates a rethinking of policies and programmes to take account of men’s and women’s different realities and interests”[[17]](#footnote-17).

**Gender discrimination**

“The systematic, unfavourable treatment of individuals on the basis of their gender, which denies them rights, opportunities or resources… Women’s differential access to power and control of resources is central to this discrimination in all institutional spheres, i.e. the household, community, market, and state” [[18]](#footnote-18).

**Patriarchy**

“Patriarchy is the creation and maintenance of men’s social, ideological, sexual, political and economic dominance.... Not only the power of men in general over women in general but also the hierarchical character of male power and the ideological legitimating of this power as natural, normal, right, and just.....”[[19]](#footnote-19)

“Patriarchy is an ideological formation in which sexual and biological differences are transformed into social, economic, cultural and political sources of oppression. It is related with both the power relations between genders and the wider ideological structure, which is formed by these power relations. The materiality of patriarchy its dominant categories, such as men, women, masculinity or heterosexuality, are constructed in different forms of existence or its manifestation, which are changing due to existing material structures as well as political and ideological ones.”[[20]](#footnote-20)

**Sexism**

“The supposition, belief or assertion that one sex is superior to the other, often expressed in the context of traditional stereotyping of social roles on the basis of sex, with resultant discrimination practiced against members of the supposedly inferior sex.”[[21]](#footnote-21)

**Gender Responsive approach**

“Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration—recognizing the diversity of different groups of women and men.”[[22]](#footnote-22)

**Women’s Rights**

“As defined in CEDAW Article 1, ‘discrimination against women’ shall mean any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.”[[23]](#footnote-23)

**Women’s Empowerment**

“Women’s empowerment is the social, economic, political and legal enabling of women to act by granting or reinforcing rights, abilities and access to facilities, resources and equal participation previously denied or restricted.”[[24]](#footnote-24)

It is composed of “Women’s sense of self-worth; their right to have and to determine choices; their right to have access to opportunities and resources; their right to have the power to control their own lives, both within and outside the home; and their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally.”[[25]](#footnote-25)

**Gender Mainstreaming**

“Mainstreaming a gender perspective is the process of assessing the implication for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.”[[26]](#footnote-26)

“Gender mainstreaming is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and social spheres.“[[27]](#footnote-27)

**Gender Parity**

￼￼￼￼￼”Gender parity refers to the equal participation of women and men in terms of ration in any given situation. Parity is achieved when there are approximately equal numbers of men and women present or participating”[[28]](#footnote-28)

“Gender parity is for enabling equal opportunities in participation with a continuum respect to values such as integrity transparency, mutual respect, professionalism, and results orientation”[[29]](#footnote-29)

“It encourages women to participate and challenges any direct or indirect discrimination. Besides it allows the representation of the women’s needs and experiences within a given situation and makes the process more equalitarian”[[30]](#footnote-30).

**Gender Analysis**

“The systematic gathering and examination of information on gender differences and social relations in order to identify, understand and redress inequities based on gender.” [[31]](#footnote-31)

“Gender analysis is analysis of a situation or policy that pays specific attention to existing gender relations and potential gender differences. The goal of gender analysis is to make these often-overlooked differences and their effects visible”[[32]](#footnote-32). For making a gender analysis the issue we are dealing with doesn’t have to be directly related with women’s rights or gender equality. Any implementation or policy can have gendered effects and those needs to be analyzed to achieve better results.

“Gender analysis enable us to see if the proposed project or policy challenged existing inequalities between men and  women; involve both men and women equally in the process of implementation; clearly state gender equality objectives in the project design; gender issues, that were not identified directly at the project/policy design stage were addressed. It also enable us to evaluate to what extend gender equality objectives met unexpected or unintentional gendered effects of the project/policy”[[33]](#footnote-33).

**Gender Perspective or Gender Lens**

“Using a ‘gender perspective’ means approaching or examining an issue, paying particular attention to the potentially different ways that men and women are or might be impacted. This is also called using or looking through a ‘gender lens’. In a sense, it is exactly that: a filter or a lens that specifically highlights real or potential differences between men and women.”[[34]](#footnote-34)

**Practical and Strategic Gender Needs**

“Practical gender needs are identified by women as a response to an immediate perceived necessity, and usually relate to inadequacies in living conditions such as water provision, health care and employment. Strategic gender interests tend to challenge gender divisions of power and control, and traditionally defined norms and roles.”[[35]](#footnote-35)

“Practical Gender Needs (PGNs) are the immediate needs identified by women to assist their survival in their socially accepted roles, within existing power structures. Policies to meet PGNs tend to focus on ensuring that women and their families have adequate living conditions, but do not directly challenge gender inequalities, even though these needs may be a direct result of women’s subordinate position in society.

Strategic gender needs (SGNs), are those needs identified by women that require strategies for challenging male dominance and privilege. These needs may relate to inequalities in the gender division of labour, in ownership and control of resources, in participation in decision-making, or to experiences of domestic and other sexual violence. They seek to change women’s status and position in society in relation to men.”[[36]](#footnote-36)

Since it is difficult to distinguish so clearly between strategic and practical needs effective gender analysis should be conducted to all actions.

**Gender Questions**

“Gender questions“ are the starting point of any gender analysis. They seek to uncover the assumptions inherent in any statement or situation, and look below the surface to reveal hidden (potential or existing) differences between men and women. „Gender questions“ can only be asked once gender stereotypes and assumptions about gender roles have been acknowledged and overturned.”[[37]](#footnote-37)

“Basic gender analysis of any kind begins by asking “gender questions.” In other words, it begins by making informed guesses about possible gender differences.”[[38]](#footnote-38)

**Gender impact analysis.**

Gender impact analysis is a result oriented approach and “focuses on how existing or intended projects or policies will or do impact men and women differently”. [[39]](#footnote-39)

**Women in Development (WID) & Gender and Development (GAD)**

“The WID (or Women in Development) approach calls for greater attention to women in development policy and practice, and emphasizes the need to integrate them into the development process

The WID perspective evolved in the early 1970s from a ‘liberal’ feminist framework and was particularly influential in North America. It was a reaction to women being seen as passive beneficiaries of development. It marked an important corrective, highlighting the fact that women need to be integrated into development processes as active agents if efficient and effective development is to be achieved. Women’s significant productive contribution was made visible, although their reproductive role was downplayed. Women’s subordination was seen in terms of their exclusion from the market sphere, and limited access to and control over resources” [[40]](#footnote-40).

“Emphasis is usually on income-generating schemes that often reinforce women’s traditional roles and responsibilities. While the WID approach seeks to integrate women in the development process, it has often increased women’s workload and reinforced gender-based inequalities. Its focus on women as a separate group ignored the close and interdependent connections of social and power relations between men and women.

The shortcomings of the WID approach gave impetus to the development of the gender and development (GAD) approach, which recognizes that all development planning, policies and projects must reflect gender sensitivity about and gender awareness of the different roles that men and women play in societies, differences in their access to and control over resources and the differential impacts of development processes on them.” [[41]](#footnote-41).

“In contrast, the GAD (or Gender and Development) approach to development policy and practice focuses on the socially constructed basis of differences between men and women and emphasizes the need to challenge existing gender roles and relations. GAD emerged from a frustration with the lack of progress of WID policy, in changing women’s lives and in influencing the broader development agenda. GAD challenged the WID focus on women in isolation, seeing women’s ‘real’ problem as the imbalance of power between women and men. GAD approaches generally aim to meet both women’s practical gender needs and more strategic gender needs by challenging existing power relations.”[[42]](#footnote-42)

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