OSCE

Organization for Security and Co-operation in Europe

Aide-Mémoire on Gender Mainstreaming Projects

1. Purpose

This Aide-Mémoire aims to provide you with a practical tool to gender mainstream the OSCE programmes and projects you plan, design, implement, monitor and evaluate. This practical tool is based on the project management cycle and is in line with the Ministerial Council Decision (MC.DEC/14/04) on the adoption of the 2004 OSCE Action Plan for the Promotion of Gender Equality.

2. Definitions

This section provides the definitions of some key gender issues related concepts that you need to know before you engage in the practical work of gender mainstreaming programmes and projects.

Gender is a term used to describe social roles for women and men. Gender is an identity that is learned, involves distinct experiences of women and men, changes over time, and varies across cultures. On the other hand, sex, identifies the biological differences between men and women.

> Example: A *gender* role is that women are expected to take care of the children and elderly and work without pay, while men are expected to work outside the home and earn money to sustain the family.

Gender equality is the absence of discrimination on the basis of gender in opportunities, in the allocation of resources or benefits, or in access to services. It is the full and equal exercise by men and women of their human rights. Gender disparities are inequalities or differences based on gender.

> Example: *Gender equality* is when a country has the same percentage of boys and girls who enroll and finish secondary education.

Gender mainstreaming is the process of assessing the implications for women and men of any planned action. It is a strategy for making women and men's concerns and experience an integral part in the design, implementation, monitoring and evaluation of policies and programmes. These may be policies, programmes or projects in all political, economic and social spheres.

> Example: In the OSCE project management context, gender mainstreaming implies that all projects formulated in the Politico-Military, Economic and Environmental and Human Dimension take into account their implications for women and men.

3. Why is gender mainstreaming relevant to project management

Gender mainstreaming is the globally accepted strategy for achieving gender equality. It is a means to an end, a tool we integrate into our project management cycle to further gender equality. Gender mainstreaming covers the whole project cycle because the concern for gender inequalities has to be analyzed in all situations and in every phase of the project intervention. Gender mainstreaming is a tool to ensure the following:

→ You do not exacerbate any existing gender inequalities through your project.

→ You assess whether your project objectives and outputs will have a differential impact on women and men, and if so, how your project can address this different impact.

→ You ensure that gender quality is a part of the *transformation* OSCE wishes to achieve. All OSCE projects pertain in one way or the other to "transformation" of political, military, economic, environmental, social or cultural institutions and structures. You will to the extent that it is applicable integrate gender equality into this transformation process.

Gender Mainstreaming Project Cycle Guide

STAGE	PROJECT PLANNING	
COMPONENTS OF THIS STAGE	**REQUIRED STEPS**	**GENDER SENSITIVE ELEMENTS**
Developing a project vision	▪ Developing preliminary ideas about what a project could serve to resolve or change	☞ Gain understanding of the specific culture and value system of the host country
Situation analysis	▪ Analyzing the situation will allow you to better understand the context in which your project will be implemented. There are different factors you will have to consider, including those that are political, social, cultural, historical and legal in nature.	☞ Pay attention to the gender-related dimension these political, social, cultural, historical and legal factors may have. ☞ Helpful sources of information here may include: Government legislation, government documents, research, donor-funded technical assistance, NGO activities.
Needs assessment	▪ Identification of strategic and practical needs inherent to the current situation	☞ Consult with women and men. Is there a gender balance in all institutions and bodies involved? If there is a strong gender imbalance among stakeholders, take measures to involve more of the underrepresented gender – be it men or women. ☞ Is gender expertise available? Helpful sources of information may include: Gender focal points, Gender section or unit in the organization, Local NGOs, Academics or researchers from universities, Policy analysts, Donor policy/mandate on gender equality ☞ Conduct a **Gender Analysis** to understand the following: • Division of labour :the ways in which women are producers and contributors in the area under review. • Women and men's access to and control over the resources • Women and men's decision-making mechanisms, opportunities to access services, business or political life ☞ Identify immediate needs of both men and women vis à vis the objective(s) of the project.

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COMPONENTS OF THIS STAGE	**REQUIRED STEPS**	**GENDER SENSITIVE ELEMENTS**
Participation analysis	▪ Stakeholders' analysis	☞ Distinguish between three types of stakeholders – beneficiaries, implementers (contributors) and third parties who might be affected by the project. ☞ To the extent that it is possible use gender-disaggregated data
	▪ Involving stakeholders in the process	☞ Be selective when choosing your implementing partner. How does the implementing partner ensure gender equality in their organization? ☞ Do they have an interest in integrating a gender perspective into the project? What is their motivation for promoting or opposing gender equality? ☞ When possible ask further the following questions: • Does the organization have a policy/action plan for promoting gender equality? • What activities has the Organization carried out on gender equality, or on women's rights in particular? ☞ To the extent that it is possible aim to have a balanced participation of women and men.

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STAGE	PROJECT FORMULATION	
COMPONENTS OF THIS STAGE	**REQUIRED STEPS**	**GENDER SENSITIVE ELEMENTS**
Identification of problems	▪ Identifying the core problem	☞ Underline what are the different implications for women and men. ☞ Aim to include gender experts in your team and consult the Gender Focal Point in your Mission.
Identification of project's objectives, outputs and activities	Defining the project's: · overall goal	☞ When applicable explain how does the programme/project goal contribute to improving any gender inequality issue
	· objectives (purpose)	☞ State the objectives and outline what changes they will bring about to women and men ☞ When applicable ask yourself the following questions: • Does this project contribute to the overall goal of gender equality • Will this objective bring about an improvement in the status of women?
	Describing the project's · Expected outputs (results)	☞ Determine how the project will concretely impact gender situation? ☞ State how the expected outputs respond to women and men concerns and needs
	· tasks (activities) and required inputs	☞ Design a plan that takes into account the contributions and needs of women and men in terms of activities, training, equipment etc.
Completing the Logical Framework Matrix	▪ Setting objectively verifiable indicators (OVIs)	☞ Define indicators that are gender sensitive, i.e. that measure what are the changes for both women and men.
	▪ Defining the means of verification	☞ Indicate what evidence you will use as a basis for measuring the changes for both women and men. When possible refer to sources of information containing gender disaggregated data
	▪ Stating important assumptions and risks	☞ State any gender inequalities and/or barriers to women's full participation in the project ☞ Consider any risk of increasing gender inequality

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COMPONENTS OF THIS STAGE	**REQUIRED STEPS**	**GENDER SENSITIVE ELEMENTS**
Work plan ***&*** ***Drafting the*** ***project proposal***	· Assigning responsibilities	☞ Include both men and women in the staff. ☞ Select adequate staff who can respond to different gender needs. ☞ Train the staff of the importance of gender mainstreaming. Coordinate with the Gender Focal Point
	· Calculating a budget	☞ If applicable include staff costs for a key individual to have co-ordination and oversight responsibilities for gender integration ☞ If applicable, anticipate costs for gender training for the implementing partners ☞ Verify if the donors are interested in financing the whole project (i.e. the gender activities)
	▪ Writing a project document	☞ Use gender sensitive language in writing the proposal.
Appra isal	▪ Verifying the design of the project	☞ Double-check if you have addressed culture and gender issues in your analysis and assessed the project impacts on gender roles.

STAGE	PROJECT IMPLEMENTATION & MONITORING	
COMPONENTS OF THIS STAGE	**REQUIRED STEPS**	**GENDER SENSITIVE ELEMENTS**
Managing	▪ Managing people, information and problems	☞ Improve the performance of the project by ensuring that the *management* is sensitive to and aware about existing gender differences, issues and inequalities and is willing to incorporate a gender perspective into strategies and actions. ☞ Communicate with the beneficiaries and seek their feedback in relation to cultural and gender issues
Monitoring progress	▪ Providing periodic and progress reports	☞ Regularly monitor and report feedback on the cultural and gender implications in the project

Gender Mainstreaming Project Cycle Guide

STAGE	PROJECT EVALUATION	
COMPONENTS OF THIS STAGE	**REQUIRED STEPS**	**GENDER SENSITIVE ELEMENTS**
Evaluation	▪ Evaluating the design of the project	☞ Organize a discourse with all the stakeholders *on the missed opportunities* with regard to: · the gender perspective in the implementation of your project · the relevance of your project to women's and men's needs · the stakeholders participation ☞ Identify obstacles the project have faced in addressing gender and cultural issues ☞ Test the original assumptions regarding project impacts on culture and gender roles
	▪ Evaluating project results	☞ Verify the effectiveness of your project through interviews with both men and women ☞ Analyze the extent to which project results have contributed to improving gender equality ☞ On the basis of the projects' implementation make recommendations with gender aspect
Lessons learnt	▪ Describing your experience	☞ Identify possible improvements, as well as positive experience with "introducing a gender perspective" in practice
Final report	▪ Submitting a final project report	☞ Describe the achievements while pointing out their gender aspect and/or impact