



GENDER MARKER TOOLKIT



STRENGTHENING GENDER
RESPONSIVE RESILIENT
INFRASTRUCTURE OF LOCAL
GOVERNMENT ENGINEERING
DEPARTMENT (LGED) IN
BANGLADESH

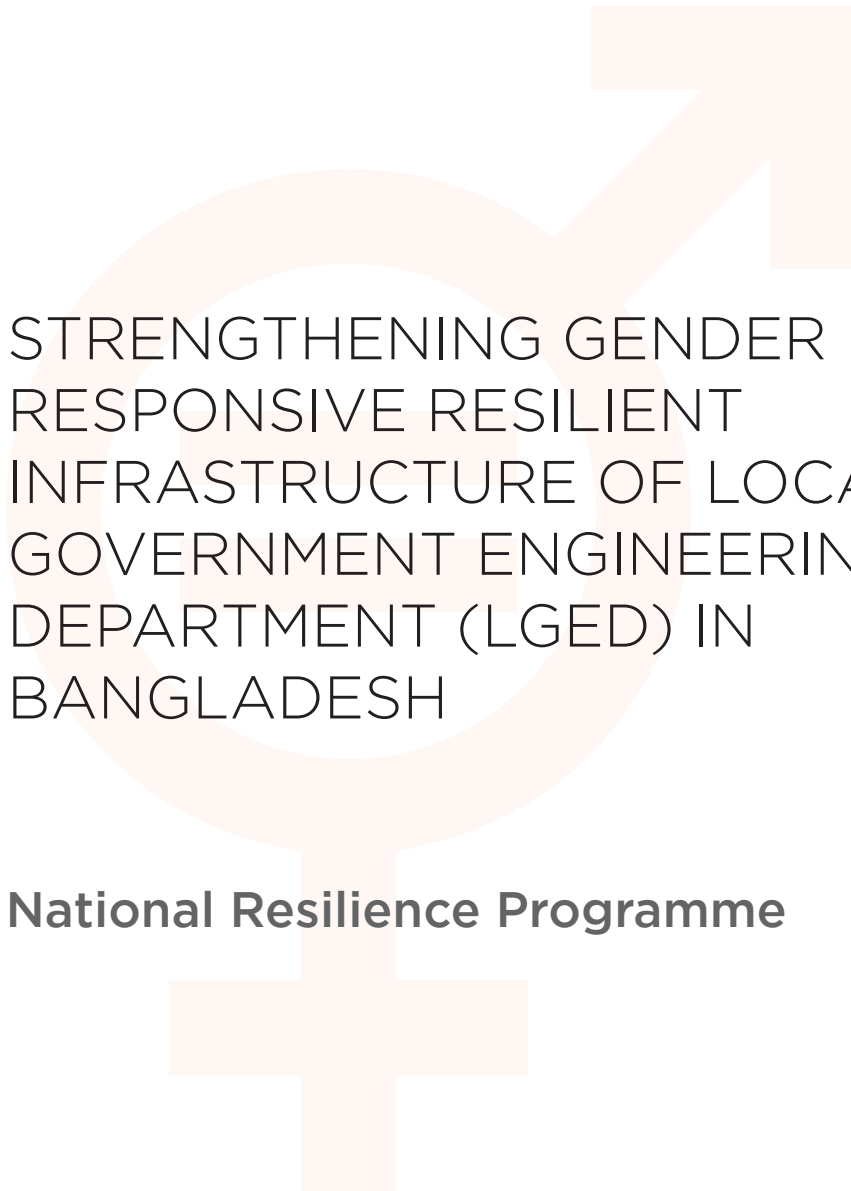
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National Resilience Programme

DECEMBER 2021



It is evident that in most societies there are differences and inequalities between women and men in role and responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Empowering women in all respects is thus crucial to ensure gender equality. This importance is duly recognized through the adoption of the United Nations Sustainable Development Goals (SDGs) such as Goals No. 5,8,9 and 11 and the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).

To promote this aspect, LGED has established an active and vibrant Gender Forum comprising 25 members of male and female engineers back in 2002. With the backup support of Gender Forum, LGED has formulated the Gender Equality Strategy and Action Plan in 2002 (updated in 2011) following the National Women Development Policy of the Government and subsequent sectoral Annual Development Plans are following this strategy and action plan.

National Resilience Program (NRP) is being implemented to provide technical assistance to LGED and other Government departments to achieve resilience through planning, designing and constructing of risk-informed, disability inclusive and gender responsive infrastructure systems. To attain the objectives of NRP, a Gender Marker Toolkit has been developed to strengthen and support the ongoing gender mainstreaming initiatives of LGED.

The LGED Gender Marker Toolkit provides a structured method to assess gender responsiveness for the past, present or future infrastructures projects. The unique characteristic of the toolkit is that it not only puts emphasis on gender equality between women and men but also includes issues of other marginalized or vulnerable social groups including adolescent girls, persons with disability, elderly people which will eventually

MESSAGE FROM LGED

contribute to the reduction of gender inequality and other forms of discriminations and drivers of marginalization in the society. We strongly believe that this toolkit will strengthen LGED's leadership role in enhancing awareness, skills and professional development to ensure gender responsiveness throughout all project stages and for all asset types that LGED deal with.

I like to convey a big thanks to Dr. Maureen Fordham who has led the process of development of this toolkit within a perilous pandemic situation.

Besides, I would like to convey my gratefulness to the Department of Women Affairs (DWA) for being a part of the long consultation process to develop this toolkit. Moreover, I would like to give my sincere thanks to the whole NRP team and LGED Gender Forum members for their relentless effort to end up with an excellent outcome of this toolkit.

Apart from that, I am also grateful to the responsible officials of UN Women and UNOPS for providing all kinds of technical support for bringing such innovative and effective ideas to produce such an important toolkit. Last but not the least, I am extending my gratitude to the Foreign, Commonwealth & Development Office (FCDO) and Swedish International Development Agency (SIDA) for providing funding support for this initiative under NRP.



(Md. Abdur Rashid Khan)
Chief Engineer
Local Government Engineering Department (LGED)



There is strong evidence that gender sensitive infrastructure pays long term dividends for advancing gender equality and empowering women. Despite this, infrastructure projects are often designed and implemented in a gender-neutral manner. Women, men, and other gender groups use public infrastructure differently, and their specific needs and priorities must be considered in infrastructural planning and investments. Gender mainstreaming in infrastructure designs enables us to maximize positive and equitable benefits – such as income- generating opportunities and access – while mitigating risks and threats. In this context, the National Resilience Programme (NRP) has led the development of a Gender Marker Toolkit for the Bangladesh Local Government Engineering Department (LGED) with technical support from UN Women and UNOPS.

This is a critical step forward for the Government of Bangladesh in fulfilling its commitment to gender equality under the Sustainable Development Goals. The toolkit is a key achievement of the NRP, as it is the first time a gender marker for assessing gender responsiveness of infrastructure projects has been adopted by a government agency in the Asia Pacific region. Bangladesh, once again, will be counted as a champion in showcasing new solutions for gender equality.

UN Women believes that this Gender Marker Toolkit will strengthen LGED's leadership role by enhancing the awareness and skill of its officials in ensuring gender responsiveness through all stages of a project and for all asset types. We hope that the NRP will take on the leadership in popularizing this toolkit, through the LGED, Department of Disaster Management, and Department of Women Affairs (DWA).

MESSAGE FROM UN WOMEN

UN Women stands ready to foster partnerships with community women leaders from diverse groups for infrastructure projects to ensure their needs, priorities and aspirations are considered and reflected in all stages and, critical sex, age, disability disaggregated data is collected and informs implementation and monitoring. A stronger leadership role by the Ministry for Women and Children Affairs (MoWCA) and DWA in NRP II will be key to taking this forward.

I would like to express our appreciation to Dr. Maureen Fordham who steered the development of this groundbreaking toolkit and to the LGED Team, especially Mr. Ahsan Habib, Additional Chief Engineer and Chair of Gender Forum of LGED, for his technical guidance. I would like to extend our gratitude to the entire NRP team, in particular LGED and DWA for their support and valuable feedback to the toolkit. I also want to acknowledge the technical expertise and support of the UN Women and UNOPS NRP teams for advancing this innovative effort.




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Infrastructure that works equally well for everyone will be transformational—for women, for economies and for society as a whole.¹

Context for developing this Toolkit

There is strong evidence that gender sensitive infrastructure pays long term dividends for advancing gender equality and empowering women. Despite this, infrastructure projects are often designed and implemented as if their impact is gender neutral. Women and men use public buildings and systems in different ways. This shapes their needs and priorities in ways that most traditional infrastructure investments have failed to take into account

¹ ANNA WELLENSTEIN and MANINDER GILL 2019 Making infrastructure work for both women and men, World Bank Blogs <https://blogs.worldbank.org/voices/making-infrastructure-work-both-women-and-men>.

This article was originally published by The Economist Intelligence Unit, as part of a research project supported by UNOPS: "The critical role of infrastructure for the Sustainable Development Goals" https://content.unops.org/publications/The-critical-role-of-infrastructure-for-the-SDGs_EN.pdf?mtime=20190314130614

– minimizing their effectiveness. This is the context for the creation of a Gender Marker for the Bangladesh Local Government Engineering Department (LGED) as part of the National Resilience Programme (NRP). In this, UN Women has led the provision of technical support to LGED together with UNOPS to develop a Gender Marker toolkit to support LGED in assessing the gender responsiveness of their infrastructure projects during design, implementation and maintenance of their infrastructure projects like roads, bridges, markets, bus terminals, cyclone shelters, functional buildings.

Key objectives

This Toolkit has been designed to strengthen and develop the gender work of LGED which already has a Gender Equity Strategy and Action Plan and an active Gender Forum. The Toolkit aims to raise awareness, understanding and skills in ensuring gender responsiveness throughout all project stages and for all asset types that the Bangladesh Local Government Engineering Department (LGED) works on. It also aims to strengthen LGED's influencer role with other Ministries and Departments.

Users of this toolkit

Primary users of the Toolkit are LGED engineers, project managers and decision makers throughout all project stages and asset types.

Benefits to use of this toolkit

Any LGED staff member involved in designing, planning, operating or monitoring LGED infrastructure projects can benefit from using the Gender Marker. It is designed to reinforce the inclusion gender and wider social inclusion have been considered throughout its work. It is also a tool for reflection on practice, with the aim of professional development over the longer term. Furthermore, the users of the Toolkit can be expanded to include those who work with LGED, whether contractors or other Government of Bangladesh Ministries or Departments, beneficiaries, users' groups as this will ensure gender responsive infrastructure is not siloed within LGED alone.

Format and structure of this toolkit

The Toolkit takes the user through 4 Project Stages and 5 sets of Major Indicators:

Project stages

1. Impact, needs & design assessment
2. Implementation & construction
3. Maintenance, operation & rehabilitation
4. Monitoring & evaluation

Major Indicators

- A. Gendered Data Collection & Analysis
- B. Targeted Activities and Actions
- C. Protection from S/GBV
- D. Participation and Influence
- E. Inclusive Monitoring and Evaluation Processes

These are supported by over 90 Key Indicators (KIs) in question form, about how to go about Impact, Needs & Design Assessment, Implementation & Construction, Maintenance, Operation, Rehabilitation, and Monitoring and Evaluation. These KIs are designed to stimulate thought and reflection but also to develop new ways of working with the aim to address gender inequality, not just in the projects themselves but also to partly address the wider social world which can often limit women's and other marginalized groups' opportunities.

For those with some gender training and experience, you can start with the Gender Marker itself in the next section which takes you through assigning scores and shows the whole Gender Marker in Word format. In practice, it will be easier to use the Excel Spreadsheet version to allow for easier calculations. Although it is possible to use the Gender Marker without the contextual material, it is recommended that everyone familiarizes themselves with the background to the Gender Marker and the extra knowledge and information that can be gained.

For those who are at an earlier stage of experience in gender matters in infrastructure, and for those who want a refresher, it is best to review all the support material before engaging with the Gender Marker.

The Gender Marker Toolkit contextual material begins with some basic questions about gender responsiveness in infrastructure engineering: WHY? WHEN? WHO? HOW? It then briefly describes the 4 major Project Stages (Impact, Need and Design Assessment; Implementation and Construction; Maintain, Operate, Rehabilitate; and Monitoring and Evaluation) and points to some key aspects for reflection. It introduces the 5 sets of Major Indicators for Gender Responsive Resilient Infrastructure which are the core components for raising awareness and knowledge. The complete set of KIs are set out in a reference table but also in an Excel Spreadsheet which forms the main Gender Marker tool to enable users to more easily add up their scores.

The LGED Gender Marker draws heavily on the foundational work by UNOPS and UN Women in the set of four *Guides on integrating gender into infrastructure development in Asia and the Pacific*. These are recommended reading as they contain a wealth of information and examples. They can be downloaded from UN Women's website:

<https://asiapacific.unwomen.org/en/digital-library/publications/2019/03/guides-on-integrating-gender-into-infrastructure-development>.

AND UND

Overview and context for a gender marker for infrastructure engineering

There is strong evidence to show that infrastructure is not gender neutral – it makes a difference to women and men, girls and boys.²

“[W]omen, the poor, racial minorities, and marginalized communities have the worst access to critical infrastructure services, and disproportionately bear the negative consequences”.³

² World Bank Institute (No Date) Annex on Gender and Infrastructure, Prepared by Cathy Gaynor and Mary Jennings https://wedc-knowledge.lboro.ac.uk/docs/research/WEJR7/Guest_-_PPPI_Gender_Annex.pdf

³ Matti Siemiatycki, Theresa Enright and Mariana Valverde 2019 The gendered production of infrastructure, Progress in Human Geography 1–18

“Infrastructure is not gender-neutral. Gaps in access to good infrastructure affect women disproportionately. Women need to have a voice in setting priorities in the design and the operation of infrastructure if it is to have the desired development impact.”⁴

Gender responsive resilient infrastructure pays long term dividends for advancing gender equality and empowering women.⁵ We also know that making infrastructure work for women as well as men⁶ has the potential to influence economic growth in a positive and highly remunerative way.⁷ Research has identified that all stages of an infrastructure project must address the safety and accessibility needs of all users⁸.

However, the majority of infrastructure projects fail to take all of those issues into account and, in so doing, limit their effectiveness. For example, women globally often have less access or freedom to drive cars or motor bikes. This means that they are more likely to walk, especially in rural settings. We must consider what are the specific needs of women in using rural roads and the infrastructure that supports them. These can range from shade areas for when women need to feed their babies or see to their young children or sufficient space to walk safely, away from traffic. In urban areas, women tend to be more reliant on public transportation. Indeed, women represent the largest share of public transport users around the world. If bus routes and other forms of public transport are far away from home or expensive, if there are no street lights, if there are no women’s toilets or spaces for women to attend to their personal needs such as breastfeeding, then this limits women’s access to opportunities and services including education, healthcare and employment.

Beyond access to services, the routine lack of women’s participation at all stages in infrastructure projects means gender inequality is routinely reinforced and infrastructure loses important potential inputs that could make them more effective and sustainable.

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- 4 ANNA WELLENSTEIN and MANINDER GILL 2019 Making infrastructure work for both women and men, World Bank Blogs <https://blogs.worldbank.org/voices/making-infrastructure-work-both-women-and-men>.
 - 5 World Bank 2006 Gender Equality as Smart Economics: A World Bank Group Gender Action Plan (Fiscal years 2007–10) <https://siteresources.worldbank.org/INTGENDER/Resources/GAPNov2.pdf>
 - 6 World Bank. 2010. Making infrastructure work for women and men: A review of World Bank infrastructure projects (1995-2009). Asian Development Bank. 2015. Balancing the burden? Desk review of women’s time poverty and infrastructure in Asia and the Pacific.
 - 7 McKinsey Global Institute. 2015. The power of parity: How advancing women’s equality can add \$12 trillion to global growth; McKinsey Global Institute. 2018. The power of parity: Advancing women’s equality in Asia Pacific.
 - 8 UNOPS & UN Women 2019 GUIDE ON INTEGRATING GENDER THROUGHOUT INFRASTRUCTURE PROJECT PHASES IN ASIA AND THE PACIFIC, page 9; and see Morgan G, Bajpai A, Ceppi P, Al-Hinai A, Christensen T, Kumar S, Crosskey S & O’Regan N. 2020 Infrastructure for gender equality and the empowerment of women. UNOPS, Copenhagen, Denmark <https://content.unops.org/publications/UNOPS-Infrastructure-for-Gender-Equality-and-the-Empowerment-of-women.pdf?mtime=20200914194443>

Costs and benefits

There are costs to being gender unaware and unresponsive in infrastructure development:

- ▶ The lack of participation of women and other social groups/end users in the early design and planning stages means infrastructure may result in less than optimum design characteristics and location choices;
- ▶ The structures being built may only serve a minority or select group – they may be less effective in their aim to deliver infrastructure services for all;
- ▶ There are opportunity costs⁹ (rarely calculated) in failing to reach the majority population;
- ▶ In a worst-case scenario, built structures may be dangerous to some groups (e.g. poorly lit or sited latrines which put women and girls at risk of violence).

More positively, there are benefits to being gender responsive and socially transformative:

- ▶ Inclusive design and planning provide added value by enhancing broad usability and reducing the need to retrofit existing or add additional infrastructure at a later stage;
- ▶ It can have spin off benefits to women and other marginalized groups, and provide greater community-wide benefits;
- ▶ Meeting the Sustainable Development Goals (SDG), including the principle to ‘leave no one behind’, Goal 5 on gender equality, and Goal 9 on inclusive industries, innovation and infrastructure;
- ▶ Contributing to poverty reduction, especially for women and other marginalized groups, for example by providing access to livelihoods through transport;
- ▶ Reducing violence against women and girls (VAWG) - the personal and social costs of violence to women and girls.

Mainstreaming and integrating gender into infrastructure is not only critical for ensuring benefits for both men and women but also for reducing gender inequality, which can include transforming gender relations and potentially improving women’s socioeconomic status over time.¹⁰

It fits well into a range of Sustainable Development Goals (SDGs)¹¹ such as Goals 5, 8, 9 and 11 (see Table 1 below), all of which are relevant to the desired outcomes of the application of the LGED Gender Marker.

9 Opportunity costs are the loss of other alternatives when one alternative is chosen.

10 OECD 2019.

11 UN Sustainable Development Goals <https://sdgs.un.org/>

Table 1. Selected Sustainable Development Goals (SDGs) of Particular Relevance for the Gender Marker

Goal 5	Achieve gender equality and empower all women and girls	<p>Target 5.2: Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.</p> <p>Target 5.5: Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.</p>
Goal 8	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	<p>Target 8.5: By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value.</p>
Goal 9	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation	<p>Target 9.1: Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all.</p>
Goal 11	Make cities and human settlements inclusive, safe, resilient and sustainable	<p>Target 11.2: By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons.</p> <p>Target 11.3: By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries.</p>

However, the challenges are great. Just looking at the issue of safe and accessible transport (Target 11.2), Thynell (2016) states¹², Ministries of Transport and Environment, city administrators and other relevant agencies “lack the requisite knowledge about local needs to address the gender aspects of mobility” (page 73). Women typically make more frequent and shorter journeys than men and often at different (off-peak) times (page 74). Transport systems are often designed to meet the needs of men rather than, or additional to, the needs of women. By comparison, women tend to travel at different times, for different reasons, in different ways, and with fewer financial resources (page 79). For example, due to additional

¹² Thynell (2016)

unpaid care responsibilities predominantly undertaken by women relating to, for example, care of children and the elderly, women are more likely to undertake non-linear transport. Women face risks of gender-based violence (GBV), including every day, chronic harassment in public, which the infrastructure of cities (and elsewhere) does little to address, and in some instances, can contribute to the impunity of perpetrators.

At various points, the Gender Marker Toolkit highlights the diversity of women so that a range of overlapping social characteristics are kept in mind when mentioning the inclusion of women. For example, some women with disabilities can face additional barriers in accessing infrastructure or in taking part in discussions about its design. Sometimes, the potential extra cost of consultation is used as a reason not to consider such design elements or decisions about where to site infrastructure but the additional cost of ensuring that new infrastructure is universally accessible, that is accessible to persons with disabilities, has been found to be relatively small. The World Health Organization and the World Bank (2011) estimate that for new construction, full compliance with accessibility standards would require approximately 1% of total cost.¹³

Bangladesh Context: LGED

Definition, purpose and key aspects of the LGED Gender Marker

A gender maker is a self-assessment tool for measuring and tracking the gender responsiveness of various activities¹⁴, in this case, LGED infrastructure projects. Although it includes a numerical scoring system, it produces indicative data rather than precise statistics and qualitative descriptions of actions. Ultimately, it supports gender equality outcomes that could or do arise directly or indirectly from LGED activities. LGED already has a Gender Equity Strategy and Action Plan and an active Gender Forum. The Asset Management Policy of LGED emphasizes that gender needs to be integrated into the planning, design and operation of assets, reducing vulnerabilities realised through increased female participation and engagement.

The development of the LGED Gender Marker is part of the many activities of the Bangladesh National Resilience Programme.¹⁵ The LGED Gender Marker is designed to be a usable tool to ensure gender responsiveness is an integral part of all stages of infrastructure engineering. This toolkit aims to reinforce the need to think differently in infrastructure engineering practice so that every stage is viewed through a gender lens.

¹³ Agarwal, A.; Steele, A. Disability elements for infrastructure programmes. Evidence on Demand, UK (2016) viii + 31 pp. DOI: 10.12774/eod_hd.march2016.agarwaletal https://assets.publishing.service.gov.uk/media/57a08954ed915d3cfd0001c4/EoD_HDYr3_21_40_March_2016_Disability_Infrastructure.pdf. Page 19

¹⁴ See: UNSDG 2013 Gender Equality Marker - Guidance Note, UNSustainable Development Group <https://unsdg.un.org/download/308/492>; IASC 2021 Gender With Age Marker, Inter-Agency Standing Committee <https://www.iascgenderwithagemarker.com/en/home/>

¹⁵ The National Resilience Programme (NRP) <http://www.nrpb.org/nrp.php>. The Gender Marker was developed after a review of key literature (see a selection of sources below) and consultation with key partners (UN Women, UNOPS, LGED, and other relevant Ministries and groups). An initial (zero draft) LGED Gender Marker for Infrastructure Projects was developed out of consultations, a half day Workshop (see slides in Annex 2) and using the UNOPS/UN Women Asia Pacific guidelines. Key indicators and appropriate methods were identified to a point where this Toolkit could be developed. This is planned to be reviewed during a Training Workshop (date to be confirmed).

Gender Responsiveness in Infrastructure Engineering: Why? When? Who? How?

Why? – LGED is concerned with developing and managing local infrastructure to improve socio-economic conditions, promote local governance, reduce poverty and act as an agent of change at the local level¹⁶. Part of that work is concerned with addressing gender inequalities, which may impact on local people’s abilities to benefit from LGED’s work. LGED has already made great strides in incorporating gender responsive approaches in what it does.¹⁷ LGED has instituted a Gender and Development Forum and a Gender Strategy and Action Plan. To further this work, LGED aims to incorporate this Gender Marker for Infrastructure Projects in order to bring a standard approach to their projects by promoting gender inclusion in the way they design, build, manage, operate and maintain their infrastructure.

It is important to understand the reasoning behind the need for the Gender Marker. Any infrastructure project can be either a) exclusionary in its design, construction or management (because it does not consider how different types of people may or may not be able to use it or benefit from it); b) generally satisfactory (because it is reasonably useful for most but not all people); or c) of positive benefit to everyone and especially those who might normally be excluded or disadvantaged (such as women with children, the elderly, or people with a disability). Going beyond the technical needs of a project can bring far greater social benefits if those involved give some thought to the wider context.

When? – It may be tempting to believe that those elements should be carried out by someone else but the Gender Marker shows how, with a little thought and practice, **you** can make a difference at every stage: from the earliest design and planning elements, through construction and operation. It is important to consider gender responsiveness at the earliest stages, before plans have become fixed and difficult to change.

The Gender Marker should be applied across all project stages as set out below. We have identified four major project stages to make the Gender Marker user-friendly. It is understood that there are a number of sub-stages under each major heading which cannot all be identified here. However, the application of the marker is designed to ‘change hearts and minds’ so that users should soon become more aware and able to apply a gender responsive lens to any project element they are faced with.

¹⁶ [http://www.lged.gov.bd/site/page/602c531f-acf4-4aab-a358-bb80acdc3356/-](http://www.lged.gov.bd/site/page/602c531f-acf4-4aab-a358-bb80acdc3356/)

¹⁷ ADB 2017 Institutionalizing Gender Equality: Urban Development Experience Of The Bangladesh Local Government Engineering Department, August 2017, Asian Development Bank <https://www.adb.org/sites/default/files/publication/360356/institutionalizing-gender-equality-bangladesh.pdf>

Who? – Who is it you need to consider? While broad categories of people can be identified, the actual people will depend on the local context of the project. Don't assume everyone will use the infrastructure in the same way or have the same level of access to it. Women and men have different patterns of use at different times or in different locations; people with disabilities want to be independent like the rest of us, so we can consider how infrastructure can be accessed more easily by people with physical or learning disabilities so they don't have to rely on others for everything; certain social groups may be generally excluded or marginalized from much of everyday life (people of different social standing or caste, migrants, those who are destitute), facing heightened discrimination their possibilities become limited. Are there possibilities in your infrastructure project for these groups to benefit from the use of the infrastructure or from being part of the construction team? The earliest planning stages should identify the social groups that should be considered for your particular project in your location.

Any LGED staff member involved in designing, planning, operating or monitoring LGED project work can gain insights and understanding through applying the Gender Marker Major Indicators and their Key Indicators. The Gender Marker can be used to review existing projects or project stages and it can be used to improve the gender responsiveness of the design and planning of new projects.

How? – You may already be aware of some gender issues but may not know what you can do about it. The Gender Marker is not just a tool for scoring what has been done; it is also a tool to help people learn and improve their professional skills as they work their way through considering the Major Indicators (see below). While this toolkit cannot cover everything, it provides some suggestions and case studies to get you started.

The whole process can seem very complex and overwhelming at the start, but it has been simplified down into 4 sets of Project Stages:

1. IMPACT, NEEDS AND DESIGN ASSESSMENT
2. IMPLEMENTATION AND CONSTRUCTION
3. MAINTAIN, OPERATE, REHABILITATE
4. MONITORING AND EVALUATION

and 5 sets of Major Indicators:

- A. GENDERED DATA COLLECTION & ANALYSIS
- B. TARGETED ACTIVITIES AND ACTIONS
- C. PROTECTION FROM S/GBV
- D. PARTICIPATION AND INFLUENCE
- E. INCLUSIVE MONITORING AND EVALUATION PROCESSES

We describe all these components in more detail below.

Check Your Understanding

1. Why is a gender marker necessary in infrastructure projects?
2. Name two ways that infrastructure can be gender blind.¹⁸
3. List 3 types of people who can be negatively impacted by gender blind infrastructure and describe how.

“Moving away from gender-blind infrastructure design, to one that ensures responsiveness to women’s rights and needs is essential not only to eradicate poverty, but to reignite and accelerate progress for the achievement of the 2030 Agenda as a whole”

Phumzile Mlambo-Ngcuka in Morgan et al 2020¹⁹



18 By 'gender blind' we mean not distinguishing between different genders. See also the definition in Appendix 7: Continuum of Gender Mainstreaming in the Context of Transport.

19 Morgan G, Bajpai A, Ceppi P, Al-Hinai A, Christensen T, Kumar S, Crosskey S & O'Regan N. 2020 Infrastructure for gender equality and the empowerment of women. UNOPS, Copenhagen, Denmark.

INTEGRATING GENDER INTO INFRASTRUCTURE PROJECT PHASES AND KEY INDICATORS OF THE GENDER MARKER

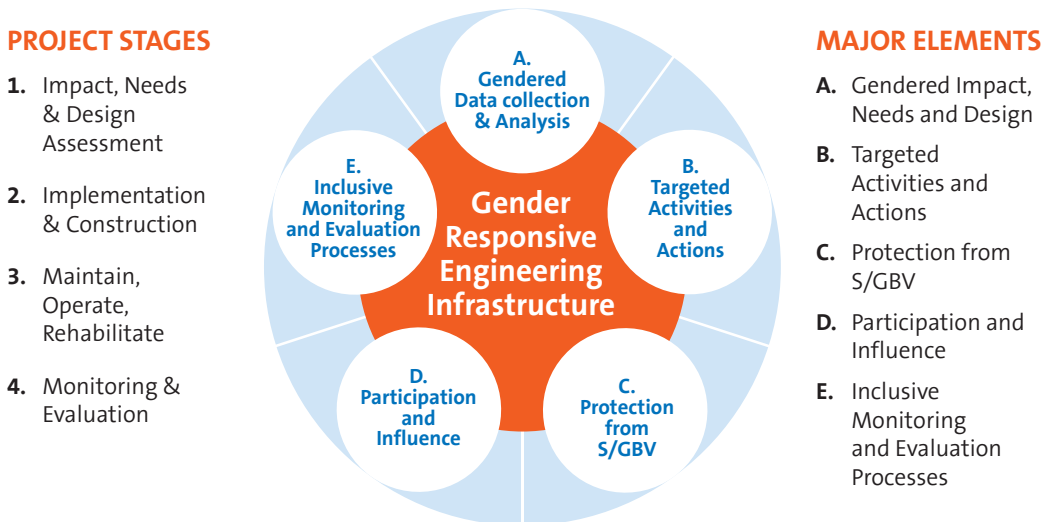
All around the world, infrastructure engineering is mostly gender blind. However, for a sustainable and equitable future, infrastructure engineering must be gender responsive in all it does.

In this section we elaborate what we mean by the 4 Project Stages and the 5 sets of Major Indicators. Project stage descriptors draw heavily on UN Women / UNOPS 2019 GUIDE ON INTEGRATING GENDER THROUGHOUT INFRASTRUCTURE PROJECT PHASES IN ASIA AND THE PACIFIC.²⁰

²⁰ The text here is based on UN Women / UNOPS 2019 Guide On Integrating Gender Throughout Infrastructure Project Phases In Asia And The Pacific <https://asiapacific.unwomen.org/en/digital-library/publications/2019/03/guides-on-integrating-gender-into-infrastructure-development>

FOUR PROJECT STAGES

Figure 1: The Gender Marker Structure



1. Project Design and Preparation

Impact, Needs and Design Assessment

Once a new infrastructure project is conceived, this stage of the project life cycle refers to transforming that idea into a series of practical steps to design and prepare for a project. UNOPS underlines that “The design process is the most crucial component of the infrastructure life cycle to ensure that infrastructure meets the needs of all end users, in particular women and girls. If their needs are not incorporated in the design, the likelihood of creating gender-blind infrastructure increases. Therefore, designers must take a stand to ensure that all their work is gender-responsive.”²¹ This stage includes important elements such as:

- Identifying outcomes and impacts,
- Conducting a gender analysis,
- Drafting a gender action plan (GAP),
- Carrying out stakeholder and community engagement to ensure the participation of women and marginalized and socially excluded groups,

21 Morgan G, Bajpai A, Ceppi P, Al-Hinai A, Christensen T, Kumar S, Crosskey S & O’Regan N. Infrastructure for gender equality and the empowerment of women. UNOPS, Copenhagen, Denmark <https://content.unops.org/publications/UNOPS-Infrastructure-for-Gender-Equality-and-the-Empowerment-of-women.pdf?mtime=20200914194443>, Page 28. See also: World Bank 2020 Handbook for Gender-Inclusive Urban Planning and Design <https://www.worldbank.org/en/topic/urbandevelopment/publication/handbook-for-gender-inclusive-urban-planning-and-design>

- Engaging gender equality and social inclusion specialists,
- Training project staff,
- Developing an environmental and social impact assessment (ESIA), and
- Designing a resettlement action plan (RAP), if necessary,
- The project's long-term viability must also be assessed.

It is important to have gender included in this early stage of a project, because too many important decisions get made which cannot easily be changed. For example, it is important to ask questions about whose needs will be best served by the planned project? Will the design work for different social groups? Here it is important to think broadly beyond 'women' to consider older women, pregnant or lactating women, working women, destitute women, women with a disability, women from different backgrounds, etc. Elements of these many groups will influence the decision making. It isn't enough for the project designers and planners to guess what will work; it is important to include the various stakeholders in the decision making from the start. This means the timeline for planning needs to be extended to ensure enough preparatory actions are taken. These should get easier and more streamlined as gender responsiveness gets firmly embedded in practice and as people build up their expertise and connections with gender experts who can help.

“Gender-responsive infrastructure design solutions must give due element to the needs of all end users, in particular women and girls, and alleviate gender-based disparities in access to basic services. This is accomplished by carrying out a gender analysis and preparing a gender action plan during the planning stage to identify the specific needs of women, girls, men and boys and incorporating those needs into the infrastructure design. For example, gender-responsive design elements may include: the inclusion of breastfeeding rooms in public or office buildings; making certain that streets, walkways and public spaces are well-lit; and ensuring that the design of toilet facilities provides safe, private facilities for menstrual hygiene management, including running water, soap and a private space to clean or dispose of used menstrual materials. Infrastructure design professionals should seek to incorporate design solutions that maximize positive impacts and avoid negative impacts on the ability of women and girls to access services and economic opportunities.”²²

22 Morgan G, Bajpai A, Ceppi P, Al-Hinai A, Christensen T, Kumar S, Crosskey S & O'Regan N. Infrastructure for gender equality and the empowerment of women. UNOPS, Copenhagen, Denmark <https://content.unops.org/publications/UNOPS-Infrastructure-for-Gender-Equality-and-the-Empowerment-of-women.pdf?mtime=20200914194443>, Page 29

Project financing and budgeting

This stage of the project life cycle ensures that gender-sensitive and socially inclusive design components and the steps laid out in the GAP, ESIA, and RAP are fully financed for the entirety of the project. This involves aligning the project budget with proposals laid out during the design and preparation phase and allotting sufficient resources (human and financial) for the later phases of implementation, operations and maintenance, and project monitoring. This is a form of gender responsive budgeting.²³ The Government of Bangladesh incorporated gender responsive budgeting more than a decade ago. However, it may not be as effective as planned due to a lack of sex disaggregated data or a lack of expertise in those applying it.²⁴

One of the most concrete ways that gender responsiveness can be shown is through the allocation of funding. So, it is important that the work that the Government of Bangladesh has already done in championing gender responsive budgeting should be shown to be having an impact throughout all engineering infrastructure project stages. Box 1 gives an example of this problem and a recommendation for its resolution.

Box 1: Challenges in Gender Responsive Budgeting

Challenge 3. Gender analysis of the main activities of the ministries/divisions as conducted in the MTBF is not having any real influence on the allocation of funds to advance gender equality and the empowerment of women. During the project design phase, in most cases ministries/divisions undertake activities without consideration of how men and women are going to benefit from them. It is only when the activities are identified and approved, post design, that analysis takes place on how they might impact men and women. In this situation women's needs are not incorporated in designing projects/programmes, and therefore funding allocations and actual expenditures are not categorically earmarked for enhancing the advancement of women's rights.

Recommendation: In the true spirit of gender responsive budgeting, one would expect project and programme design to address women's needs and priorities, and that budget allocation and expenditure of funds would take place accordingly. In this respect, the role of the Planning Commission needs to be strengthened. In addition, a mechanism should be put in place to address funding priorities for projects and activities designed to benefit women specifically. Such an incentive system needs to be incorporated into the mechanisms for determining allocations of funds for the line ministries. (Page 4).

Source: Dr Kaniz Siddique 2013 A Case Study of Gender Responsive Budgeting in Bangladesh, Commonwealth Secretariat https://consultations.worldbank.org/sites/default/files/consultation-template/update-world-bank-group-gender-strategy-consultations/submissions/grb_papers_bangladesh_updf_final.pdf

23 Gender Budgeting analyses the budget for its effect on gender equality. Gender budgets are not separate budgets for women, or ones which spend the same amount on women and men, but budgets which recognise the different situations and needs of women and men. See 'Gender budget accelerating women empowerment in BD', The Daily Observer <https://wbg.org.uk/resources/what-is-gender-budgeting/>

24 UN Women Asia and the Pacific 'Governance, national planning and budgeting for gender equality' <https://asiapacific.unwomen.org/en/countries/bangladesh/national-planning>. See also Kaniz Siddique 2013 A Case Study of Gender Responsive Budgeting in Bangladesh https://consultations.worldbank.org/sites/default/files/consultation-template/update-world-bank-group-gender-strategy-consultations/submissions/grb_papers_bangladesh_updf_final.pdf and Stephenson, Mary-Ann 2018 'A Guide to Gender-Responsive Budgeting', Oxfam International <https://oxfamilibrary.openrepository.com/bitstream/handle/10546/620429/gt-guide-gender-responsive-budgeting-280218-en.pdf;jsessionid=506F502930E00988AEFC4C815678BA48?sequence=13>

Check Your Understanding

1. List 3 activities to incorporate gender responsiveness in the earliest (design) stages of infrastructure projects.
2. Describe in your own words what gender responsive budgeting means.

2. Procurement and contracts

Implementation and Construction

This stage of the project life cycle considers how to effectively mainstream gender equality and social inclusion in each step of the procurement and contracts process, including planning and the definition of requirements, sourcing, solicitation, evaluation, award/contract finalization and issuance, and contract management. Specifically, this phase includes affirmative action for women and other marginalized and socially excluded groups in activities related to procurement and contracts.

Project implementation

This stage of the project life cycle involves the day-to-day implementation activities for the infrastructure project, including construction and supervision and delivering project outputs to the agreed scope, schedule, budget, and quality requirements. It involves ongoing consultation with a gender equality and social inclusion specialist and implementation of activities outlined in the GAP, ESIA, and RAP.²⁵

Paid work has been recognized as an emancipatory factor for female construction workers but this positive gain must be cemented by vigilance over many exploitative and inequitable factors in everyday work environments.²⁶ The technical aspects must not overshadow the need to ensure inclusivity of social groups and targeting actions to benefit them. While project managers may consider Health and Safety of the workforce in traditional ways, they may not consider safety from violence when working on site. These are all essential to encourage more women to apply to work on site and to keep them safe while they are there.

Check Your Understanding

1. How do you think gender responsiveness can be ensured during implementation and construction? List 3 ideas of your own or from your reading.
2. What benefits do you think consulting a gender equality and social inclusion specialist could bring in this stage of a project?

²⁵ GAP = Gender Action Plan; ESIA = Environmental and Social Impact Assessment; RAP = Resettlement Action Plan.

²⁶ Page 985 in Tanzina Choudhury (2013) Experiences of women as workers: a study of construction workers in Bangladesh, *Construction Management and Economics*, 31:8, 883-898.

3. Project Operations and Maintenance

Maintenance, Operation, Rehabilitation

This stage of the project cycle complements implementation by operating GAP, ESIA, and RAP activities. This phase also specifically considers managing the project's workforce, i.e. creating human resource policies and practices that foster commitments to gender equality and social inclusion. Together, these strengthen capacity building in gender and other social groups (e.g. related to age, disability, and other marginalization or exclusion categories.)

In the Bangladeshi Sunamganj Community Based Resource Management Project (SCBRMP),²⁷ women had opportunities to work on block making when the project decided to use concrete blocks in the construction. As the blocks were made locally, this benefited women who could fit the work in around their traditional household tasks. Women also had an important role in the longer term in routine maintenance and care of trees which bordered the rural road building project. Monitoring and evaluation processes throughout this stage can keep gender responsiveness in project managers' minds. Women who work outside the home have to face many barriers and so having policies to address women's specific needs and potential harassment or violence, or unequal wages can make a significant difference in women's work experiences.

Check Your Understanding

1. Using the [Bangladeshi Sunamganj Community Based Resource Management Project \(SCBRMP\)](#) as an example, what other ways can you think of to address gender inequality in this stage of an engineering infrastructure project?

4. Project Monitoring & Evaluation (M&E)

This last stage of the project cycle considers the project's operational and financial closure. Gender responsive monitoring and evaluation (M&E) is a key aspect, in addition to ensuring local capacity for maintaining the final infrastructure. Lessons learned and best practices are documented in reports that monitor contributions to gender equality and social inclusion. Making them inclusive is one way to give women and other socially marginalized groups an opportunity to contribute to the process. This can be from the start of the project, at key points along the process, at the close of the project, or all three. It is important to see M&E as embedded throughout the project stages and not just at the end; this can provide opportunities to introduce small changes in practice which may make significant differences to the social outcomes.

²⁷ IFAD. 2008. Making a difference in Asia and the Pacific, Newsletter issue No. 20: Constructing flood resistant roads links village lives and livelihoods in Bangladesh. Rome. Also, summarized in: FAO 2010 Women in infrastructure works: Boosting gender equality and rural development! Gender and Rural Employment Policy Brief #5 <http://www.fao.org/3/i2008e/i2008e05.pdf> where it is worth reading the other examples from other countries which also have good ideas and practices.

Table 2: Differences between conventional and participatory evaluation approaches

	Conventional Evaluation	Participatory Evaluation
Why	Accountability, usually summary judgements about the project to determine if funding continues	To empower local people including women, to initiate, control and take corrective action
Who	External experts	Community members, project staff, facilitator
What	Predetermined indicators of success, principally cost and production output	People identify their own indicators of success
How	Focus on “scientific objectivity” distancing of evaluators from other participants; uniform complex procedures; delayed limited access to results	Self evaluation; simple methods adapted to local culture; open immediate sharing of results through local involvement in evaluation processes
When	Midterm and completion	Any assessment for program improvement; merging of monitoring and evaluation, hence frequent small evaluations

Gender Markers have frequently been used to score a project proposal for its inclusion of gender concerns ahead of funding decisions being made. Experience of using them in this way suggested that people would often find ways of attaining the highest score but without following through during the lifespan of a project; in this way the final outcomes were limited. The IASC Gender with Age Marker²⁸ decided it was more beneficial to use the Gender Marker as a learning and development tool and avoid the danger of people using it as a ‘tick box’ exercise. This means, even if a low score is achieved, this can still be used positively to alert the user to the need to address the gaps and improve the remaining work. Thus, the LGED Gender Marker can be used similarly, in different ways, at any stage of the project cycle.

While M&E can be reduced to a purely technical exercise carried out by technical specialists, a gender responsive approach would aim to be participatory throughout. Table 1 compares

²⁸ See <https://interagencystandingcommittee.org/system/files/iasc-gam-information-sheet.pdf> and see the resource list at the end.

two approaches: conventional and participatory.²⁹ A case study of this in action can be seen in a road building project in Sunamganj Bangladesh³⁰ which has involved the community in planning the programme of work, monitoring the construction and ensuring maintenance. At least two of the members are women which could be improved upon for real gender responsiveness.

Check Your Understanding

1. Describe the difference between monitoring and evaluation.
2. What are the most important issues for you in using a participatory approach? Can you give examples from any projects of your own or others?
3. How can you ensure diverse groups of women become involved in the inclusive M&E process?

FIVE SETS OF MAJOR INDICATORS

In addition to the four Project Stages outlined above, there are four sets of Major Indicators of Gender Responsive Resilient Infrastructure that must be considered for any Project Stage. These are:

A. Gendered Impact, Needs and Design

This indicator considers whether there has been or will be a basic level of gender analysis or whether it has gone beyond the basics to a more detailed and considered gender analysis. It highlights the collection and analysis of Sex and Age Disaggregated Data (SADD). An extra mark can be awarded if it includes an Inclusive Social Impact Assessment (SIA). This indicator is asking assessors to reflect on whether the infrastructure design meets the needs and constraints of all users.

Check Your Understanding

1. Consider some of the challenges of finding or collecting Sex and Age Disaggregated Data (SADD).
2. How might you engage both women and men and a range of other social groups in the design stage of an infrastructure project.

29 From Participatory Monitoring and Evaluation Systems: Improving the Performance of Poverty Reduction Programs and Building Capacity of Local Partners By Rolf Sartorius and sourced from Narayan (1993) <https://issat.dcaf.ch/mkd/download/29864/419401/Participatory%20M&E%20systems%2006Rolf-Latest.pdf>. See also CARE 2014 Participatory Monitoring, Evaluation, Reflection and Learning for Community-based Adaptation: A revised manual for local practitioners; https://insights.careinternational.org.uk/media/k2/attachments/CARE_PMERL_revised_manual.pdf; and PLA Notes 31: Participatory Monitoring and Evaluation Guest Editors Mae Arevalo, Irene Guijt and Kiko Saladores <https://pubs.iied.org/pdfs/6131IIED.pdf>.

30 IFAD Making a Difference in Asia and the Pacific, Newsletter Issue 20: March-April 2008 <https://www.ifad.org/newsletter/pi/20.htm#2> (IFAD - The International Fund for Agricultural Development)

B. Targeted Activities and Actions

This Major Indicator is designed to probe whether projects will or have included actions that are specifically targeted to the needs and interests of a range of social groups, as appropriate. It supports the continuing consideration of different user needs throughout the Project Stages.

Check Your Understanding

1. How will you decide which groups to target?
2. How might you deal with any community level conflicts which might arise when one or more social groups is targeted?

C. Protection from S/GBV

Infrastructure projects do not normally consider Sexual and Gender Based Violence (S/GBV) issues and so this Major Indicator ensures risks and possible solutions are included throughout. This may just include basic awareness, such as considerations of harassment in the workplace, and also whether the infrastructure itself might reduce or exacerbate gender based violence. Marks can be awarded for S/GBV training for all levels of worker, for safe reporting mechanisms and for protection against misuse of the infrastructure after completion.

Check Your Understanding

1. Consider the full range of impacts of Sexual and Gender Based Violence by exploring what other Ministries or Departments or NGOs are doing.

D. Participation and Influence

This Major Indicator is a reminder that of women, and marginalized and socially excluded groups should be included, as appropriate, throughout project processes. It addresses opportunities for such groups, not only to have their voices heard, but also acted upon. Marks can also be awarded for wider participation with other parts of government and the wider community, and for protection against elite capture of the project benefits.

Check Your Understanding

1. Can you tell the difference between consultation and participation? What are they?
2. Inclusive and participatory processes often take longer; how will you ensure you can still keep the project on time?

E. Inclusive Monitoring and Evaluation (M&E) Processes

M&E can be seen as a purely technical issue but this Major Indicator aims to reward considerations of inclusion and ensuring that M&E is activated throughout all project stages and not just at the end. This is to enable women and other vulnerable or marginalized groups can be part of the process throughout. It also highlights gender audit as a good practice by awarding one mark if present.

Check Your Understanding

1. Appendix 6.4 gives a definition of a gender audit. Follow up the [source document from EIGE](#) and add further to the description to improve understanding.

At every Project Stage and for every Major Indicator there are Key Indicators (KIs) (see Appendix 6.3) in the form of questions to help users assign a score.



TO THE MARKER

Each of the five Major Indicators are divided into five subsections which can receive a score of up to 5. In order to decide whether to assign a score, each of these subsections is supported by a number of Key Indicators (KIs) in question form to help the user think through whether the subsection has considered a range of factors. Although there are many Key Indicators, they are still only indicative and not exhaustive. There is a complete list of KIs in Appendix 6.4 and they provide many useful ideas for improving your general level of gender responsiveness. In the Gender Marker, these KIs have been adapted slightly to fit the needs of the different project stages.

The structure of the Gender Marker is as follows:

- ▶ If a project achieved the maximum full score (which is unlikely) then the assessed project would achieve 100 points. This is broken down as follows:
- ▶ Each of the four Project Stages will be assessed for gender responsiveness across all five Major Indicators.
- ▶ Each of the four Project Stages can achieve a maximum score of 25.
- ▶ Each of the Major Indicator sub sections can achieve a maximum score of 5 and these are broken down into 5 sections (a – e) which can score a maximum of 1 point each.
- ▶ For every section scored, evidence should be provided to support the score. For example, minutes of meetings; reports; personal statements from users; etc.

The LGED Gender Action Plan (see Appendix) should also be reviewed for more examples.

It is not necessary or expected at this time that projects will gain maximum or very high scores (although some may). What the Gender Marker does is to identify gaps and poor practices and provide suggestions for making projects more gender responsive or transformative. However, in many cases, it may not be feasible because the projects were not designed or financed with this level of gender responsiveness or transformation in mind. This should be seen as a long-term process which will gradually improve the gender responsiveness and transformative nature of projects and contribute to improvements in gender equality and the empowerment of women.

Although the Gender Marker is included here in Word format for information, it is better to use it in the associated Excel spreadsheet format.

GENDER MARKER SCORING FOR ENGINEERING INFRASTRUCTURE

1. IMPACT, NEEDS & DESIGN ASSESSMENT

A. Gendered Data Collection & Analysis (<5)		Basic gender analysis. Detailed gender analysis. Collection and analysis of SADD. Inclusive Social Impact Assessment (SIA). The infrastructure design meets the needs and constraints of all users.
a	Has the project’s gender analysis been conducted by a gender expert? If a needs assessment mission team exists, is it balanced by sex and diversity and does it include a gender expert? Has a literature review has been conducted to identify available reports on gender equality for the locations where the project is to take place and are the findings are incorporated into the proposal or plan? Have gender and diversity been integrated in the situation analysis, problem tree analysis, and theory of change exercises (as appropriate), ensuring participation of men and women? Has an analysis been carried out regarding how vulnerable groups such as ethnic and religious minorities, persons with disabilities, and sexual and gender minorities access, control, and own any resources related to the project?	1 <i>If one or more items is included, score 1</i> Notes:

b	Have different types of people been counted (e.g. Sex and Age Disaggregated Data - SADD) and costed (Project Financing and Budgeting)? Has gender budgeting been carried out? Consider requesting expert advice from a gender expert. Have sex-disaggregated statistics been collected before the project began to analyse the gendered dimensions of the sector (e.g., labour force participation and employment data, time use, access to training and skills development, access to financial services, legal framework including inheritance and property laws, community leadership)?	1	<i>If one or more items is included, score 1</i> Notes:
c	Have community men's and women's skills been mapped? Has the gendered division of labour and its changes been analysed? Has women's and men's current work within and outside their homes been analysed in the project area, keeping in mind how the project could affect this?	1	<i>If one or more items is included, score 1</i> Notes:
d	Have gender targets and physical design features been specified? Has design and siting taken into element how men, women, boys, and girls in the affected corridor will be impacted by construction and operation, including safety, gender-based violence (GBV), and human trafficking? Has a project gender action plan (GAP) been formulated, including specific mentions of any quotas, targets, implementing parties, and monitoring mechanisms?	1	<i>If one or more items is included, score 1</i> Notes:
e	Has a project gender action plan (GAP) been formulated, including specific mentions of any quotas, targets, implementing parties, and monitoring mechanisms?	1	<i>If one or more items is included, score 1</i> Notes:
Subtotal		5	

B. Targeted Activities and Actions (<5)		Actions are targeted to the needs and interests of a range of social groups, as appropriate.	
a	Have all relevant genders, ages and vulnerable social groups been targeted specifically in the planning?	1	<i>If one or more items is included, score 1</i> Notes:

b	<p>Have differences in likely impacts and needs of both women and men been targeted in the earliest stages? Have any specifically vulnerable groups or groups with particular needs been identified for specific targeting? Have designs taken into account special needs and indicators, including access for persons with disabilities. Is access for people with disabilities written into the contract terms etc.? During the planning phase, have gender risks and opportunities related to procurement needs and product specifications been assessed?</p>	1	<p><i>If one or more items is included, score 1</i> Notes:</p>
c	<p>If there are any foreseen or unintended negative impacts on men, women, boys, or girls, or relationships among them, has the project scope been modified to limit these disadvantages, especially for women and girls? Has project-related displacement of people and communities been avoided or minimized, and if resettlement is unavoidable, has it been carried out in a culturally appropriate manner, ensuring that women have access to equal financial compensation and property rights? Has special assistance been provided for particularly vulnerable people and social groups, and has support been provided in the case of loss of economic activities? Can the proposed project solution be operated and maintained by both women and men?</p>	1	<p><i>If one or more items is included, score 1</i> Notes:</p>
d	<p>Does the project's solution address water, health, hygiene, security and sanitation aspects, especially for women? Does the project's solution address water, health, hygiene, security and sanitation aspects, especially for women? Does the design include well-placed public toilet facilities that are separate for males and females, safe, private, and with running water to ensure dignified menstrual hygiene management (MHM) for women and girls?</p>	1	<p><i>If one or more items is included, score 1</i> Notes:</p>

e	Have project managers committed to equal working conditions and adequate facilities for healthy and safe work for all employees regardless of gender, race, ethnicity, sexual orientation, ability, etc.? Have employment targets been established for women in construction and other sector jobs by the project? Have the office and project worksite been designed with sufficient provisions for resting and feeding areas for pregnant and nursing mothers? Do professional development and career advancement opportunities meet the needs of, are accessible to, and are used by, both men and women?	1	<i>If one or more items is included, score 1</i> Notes:
Subtotal		5	

C. Protection from S/GBV (<5)		Including basic awareness, considerations of harassment in the workplace, how the infrastructure itself might reduce or exacerbate gender based violence, training of all levels of worker, safe reporting and protection of misuse of the infrastructure after completion.	
a	Have designs taken into account the safety of staff and future users of the infrastructure in relation to GBV prevention?	1	<i>If one or more items is included, score 1</i> Notes:
b	Has design and siting taken into consideration how men, women, boys, and girls in the affected corridor will be impacted by construction and operation, including safety, gender-based violence (GBV), and human trafficking? Are there specific provisions in place for contractors and subcontractors to integrate gender equality into their work, such as enforcement of sexual harassment policies? Has a project gender action plan (GAP) been applied, including specific inclusion of protection from violence (S/GBV)??	1	<i>If one or more items is included, score 1</i> Notes:

c	Are all staff trained on sexual harassment awareness and how to respond to situations of sexual harassment? Have gender-sensitive campaigns been implemented to create awareness and prevent GBV? Has the dignity of women and other socially excluded groups been respected in all materials? Are internal communications also gender sensitive? Is there a gender policy and zero tolerance policy on sexual harassment, violence, and abuse of workers and community members, in addition to requirements for equal pay and non-discrimination towards women?	1	<i>If one or more items is included, score 1</i> Notes:
d	Is there a plan for fair and respectful violation reporting, investigation, and resolution process implemented to create an environment conducive to addressing and resolving complaints?	1	<i>If one or more items is included, score 1</i> Notes:
e	Have measures been taken to ensure the final infrastructure is not used for human trafficking and/or labour or sexual exploitation?	1	<i>If one or more items is included, score 1</i> Notes:
Subtotal		5	

D. Participation and Influence (<5)		Including a range of social groups, as appropriate, throughout project processes, opportunities to have their voices heard and acted upon, wider participation with other parts of government and the wider community, protection against elite capture of the project benefits.	
a	Are there appropriate opportunities for both women and men staff members to be employed in project management and decision making positions? Have gender-based gaps in women's ability to speak up and participate been identified with a plan to support the development of confidence and leadership skills? Is there a set quota (e.g. 30%) for women's representation at all levels of project staffing (i.e. support level, technical and managerial level, and project decision-making)?	1	<i>If one or more items is included, score 1</i> Notes:

b	Have targets been set for women's participation and the participation of other socially- excluded groups (persons with disabilities, youth, and others) in any training provided for skilled work related to the project? Have different age groups been considered and included where appropriate? E.g. from infants, young children, adolescents, reproductive years, to elderly/ widows? Have different age groups of people from the community been provided with targeted opportunities to benefit from labour and direct and indirect services for construction?	1	<i>If one or more items is included, score 1</i> Notes:
c	Have male and female community members, leaders, and future users of the infrastructure (including vulnerable groups such as ethnic and religious minorities, PLWD been consulted and involved as decision makers in the early design and planning stage? Have you ensured women's participation in identification of location of infrastructure and type/kind of infrastructure to be built? Have their views been incorporated into the gender analysis and project design? Are there plans for both women and men to participate in project management positions? Have project managers ensured that women and men can equally access project resources and services and can equally participate in project activities such as trainings or capacity-building activities? Have project managers ensured that women and men can equally access project resources and services and can equally participate in project activities such as trainings or capacity-building activities?	1	<i>If one or more items is included, score 1</i> Notes:
d	Has the Department coordinated and cooperated with other Ministries, Departments and relevant groups as appropriate, down to grassroots level? Have working relationships been established with relevant stakeholders and gender focal points (women's groups, associations, NGOs) as project counterparts and/or gender advisers?	1	<i>If one or more items is included, score 1</i> Notes:
e	Are there mechanisms to ensure that the project resources or benefits are not controlled or taken over by dominant groups, subgroups, factions, or individuals within/outside the community?	1	<i>If one or more items is included, score 1</i> Notes:
Subtotal		5	

E. Inclusive Monitoring and Evaluation Processes (<5)		Ensuring M&E is activated throughout project stages and not just at the end, enabling women and other vulnerable or marginalized groups can be part of the process throughout, highlighting a gender audit as a good practice	
a	Has a gender responsive and inclusive M&E plan been factored into the earliest project stage and been shared with everyone who needs to aware of its requirements? Has a gender focal point or gender equality specialist been engaged for consultation and review on an ongoing basis? Has every person on the project been trained in gender mainstreaming?	1	<i>If one or more items is included, score 1</i> Notes:
b	Does the M&E plan include sex-disaggregated indicators? Have monitoring and evaluating impacts/benefits been identified for the previously identified social groups?	1	<i>If one or more items is included, score 1</i> Notes:
c	Is there a plan for regular monitoring of the gender action plan implementation and progress? Is this a participatory and inclusive process? Has ongoing monitoring been planned to follow-up regarding the gender equitable design standards? Does this include both male and female community engagement?	1	<i>If one or more items is included, score 1</i> Notes:
d	Has availability of information and communications technology (ICT) been checked and planned for to promote community engagement in monitoring and evaluation (e.g, online anonymous sex-disaggregated surveys that can be accessed by mobile phone or at an Internet kiosk so users and/or employees can provide experience and feedback)? Are there gender-sensitive conflict resolution and grievance mechanisms in place?	1	<i>If one or more items is included, score 1</i> Notes:
e	Has a gender audit has been planned?	1	<i>If one or more items is included, score 1</i> Notes:
Subtotal		5	
Section total (/25)		25	

2. IMPLEMENTATION & CONSTRUCTION

A. Gendered Data Collection & Analysis (<5)			Inclusion of basic or detailed gender analysis; SADD in all implementation activities
a	Has the project's gender analysis been conducted by a gender expert? If a needs assessment mission team exists, is it balanced by sex and diversity and does it include a gender expert? Has a literature review been conducted to identify available reports on gender equality for the locations where the project is to take place and are the findings incorporated into the proposal? Have gender and diversity been integrated in the situation analysis, problem tree analysis, and theory of change exercises, ensuring participation of men and women?	1	<i>If one or more items is included, score 1</i> Notes:
b	Have different types of people been counted (e.g. Sex and Age Disaggregated Data - SADD) and costed (Project Financing and Budgeting)? Has gender budgeting been carried out? Consider requesting expert advice from a gender expert. Have sex-disaggregated statistics been collected before the project began to analyse the gendered dimensions of the sector (e.g., labour force participation and employment data, time use, access to training and skills development, access to financial services, legal framework including inheritance and property laws, community leadership)?	1	<i>If one or more items is included, score 1</i> Notes:
c	Have community men's and women's skills been mapped? Has the gendered division of labour and its changes been analysed? Has women's and men's current work within and outside their homes been analysed in the project area, keeping in mind how the project could affect this?	1	<i>If one or more items is included, score 1</i> Notes:
d	Have gender targets and physical design features been specified? Has design and siting taken into account how men, women, boys, and girls in the affected corridor will be impacted by construction and operation, including safety, gender-based violence (GBV), and human trafficking? Has a project gender action plan (GAP) been formulated, including specific mentions of any quotas, targets, implementing parties, and monitoring mechanisms?	1	<i>If one or more items is included, score 1</i> Notes:

e	Has a project gender action plan (GAP) been formulated, including specific mentions of any quotas, targets, implementing parties, and monitoring mechanisms?	1	<i>If one or more items is included, score 1</i> <i>Notes:</i>
Subtotal		5	

B. Targeted Activities and Actions (<5)		Actions are targeted to the needs and interests of a range of social groups, as appropriate.	
a	Have gender aspects been actioned in project procurement needs? E.g. women-owned/operated businesses been attracted? Is there any capacity-building for any applicants that may require it? Does the procurement policy mandate that all procured products (hardware and software), goods, and services must conform to accessibility requirements?	1	<i>If one or more items is included, score 1</i> <i>Notes:</i>
b	If there are any foreseen or unintended negative impacts on men, women, boys, or girls, or relationships among them, have the project actions been modified to limit these disadvantages, especially for women and girls? Has any ongoing project-related displacement of people and communities been avoided or minimized, and if resettlement is unavoidable, has it been carried out in a culturally appropriate manner, ensuring that women have access to equal financial compensation and property rights? Has special assistance been provided for particularly vulnerable people and social groups, and has support been provided in the case of loss of economic activities?	1	<i>If one or more items is included, score 1</i> <i>Notes:</i>
c	Have employment targets been established for women in construction and other sector jobs by the project? Have both men and women and persons with disabilities been provided with targeted opportunities to benefit from labour and direct and indirect services for construction? Have community skills gap mapping, management and budgeting skills building and training been facilitated to target both women and men as committee members and as paid O&M workers?	1	<i>If one or more items is included, score 1</i> <i>Notes:</i>

d	Are there clear activities and actions focusing on the specifically vulnerable groups or groups with particular needs identified for specific targeting? Have project managers committed to equal working conditions and adequate facilities for healthy and safe work for all employees regardless of gender, race, ethnicity, sexual orientation, ability, etc.?	1	<i>If one or more items is included, score 1</i> Notes:
e	Does the working environment include well-placed toilet facilities that are separate for males and females, safe, private, and with running water to ensure dignified menstrual hygiene management (MHM)? Have the office and project worksite been designed with sufficient provisions for resting and feeding areas for pregnant and nursing mothers? Do professional development and career advancement opportunities meet the needs of, are accessible to, and are used by, both men and women? Are there gender-sensitive conflict resolution and grievance mechanisms in place?	1	<i>If one or more items is included, score 1</i> Notes:
Subtotal		5	

C. Protection from S/GBV (<5)		Including basic awareness, considerations of harassment in the workplace, how the infrastructure itself might reduce or exacerbate gender based violence, training of all levels of worker, safe reporting and protection of misuse of the infrastructure after completion.	
a	Is there a gender policy and zero tolerance policy on sexual harassment, violence, and abuse of workers and community members, in addition to requirements for equal pay and non-discrimination towards women? Are all staff trained on sexual harassment awareness and how to respond to situations of sexual harassment? Have gender-sensitive campaigns been implemented to create awareness and prevent GBV?	1	<i>If one or more items is included, score 1</i> Notes:

b	Do implementation and construction activities take into account the safety of staff and future users of the infrastructure, including GBV prevention? Are there specific provisions in place for contractors and subcontractors to integrate gender equality into their work, such as enforcement of sexual harassment policies? Has the dignity of women and other socially excluded groups been respected in all materials? Are internal communications also gender sensitive?	1	<i>If one or more items is included, score 1</i> Notes:
c	Is there ongoing consideration of how construction and operation may be impacting men, women, boys, and girls in the affected corridor, including safety, gender-based violence (GBV), and human trafficking? Have measures been taken to ensure the final infrastructure is not used for human trafficking and/or labour or sexual exploitation?	1	<i>If one or more items is included, score 1</i> Notes:
d	Is there a fair and respectful violation reporting, investigation, and resolution process implemented to create an environment conducive to addressing and resolving complaints?	1	<i>If one or more items is included, score 1</i> Notes:
e	Is the project gender action plan (GAP) being applied, including specific mentions of any quotas, targets, implementing parties, and monitoring mechanisms?	1	<i>If one or more items is included, score 1</i> Notes:
Subtotal		5	

D. Participation and Influence (<5)	Including a range of social groups, as appropriate, throughout project processes, opportunities to have their voices heard and acted upon, wider participation with other parts of government and the wider community, protection against elite capture of the project benefits.
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a	Have gender equality and social inclusion experts been involved in project implementation?	1	<i>If one or more items is included, score 1</i> Notes:
b	Is there a set quota (e.g. 30%) or targets set or women's representation at all levels of project staffing (i.e. support level, technical and managerial level, and project decision-making)? KI 61. Have women from the community been provided with targeted opportunities to benefit from labour and direct and indirect services for construction?	1	<i>If one or more items is included, score 1</i> Notes:
c	Have different age groups been considered and included where appropriate? E.g. from infants, young children, adolescents, reproductive years, to elderly/widows? Have men been specifically included in the gender aspects? Have different age groups of people from the community been provided with targeted opportunities to benefit from labour and direct and indirect services for construction?	1	<i>If one or more items is included, score 1</i> Notes:
d	Are there appropriate opportunities for both women and men to participate in project management positions? Have project managers ensured that women and men and any socially-excluded groups (persons with disabilities, youth, and others) can equally access project resources and services and can equally participate in ongoing project activities such as trainings or capacity-building activities? Have gender-based gaps in women's ability to speak up and participate been identified with a plan to support the development of confidence and leadership skills? Have different social groups been included and can they influence decision making? Have project managers ensured that women and men and any socially- excluded groups (persons with disabilities, youth, and others) can equally access project resources and services and can equally participate in ongoing project activities such as trainings or capacity-building activities?	1	<i>If one or more items is included, score 1</i> Notes:

e	Is there ongoing monitoring of the O&M plan and O&M committee to ensure it is inclusive of women, men and any socially- excluded groups (persons with disabilities, youth, and others)? Are impacts/benefits for diverse social groups been included throughout and the groups/individuals had opportunities and safe mechanisms to complain and be heard? Are there mechanisms to ensure that the project resources or benefits are not controlled or taken over by dominant groups, subgroups, factions, or individuals within/ outside the community? Has the project gender action plan (GAP) been applied, including specific mentions of any quotas, targets, implementing parties, and monitoring mechanisms?	1	<i>If one or more items is included, score 1</i> <i>Notes:</i>
Subtotal		5	

E. Inclusive Monitoring and Evaluation Processes (<5)		Ensuring M&E is activated throughout project stages and not just at the end, enabling women and other vulnerable or marginalized groups can be part of the process throughout, highlighting a gender audit as a good practice	
a	Has a simple gendered M&E plan been implemented?	1	<i>If one or more items is included, score 1</i> <i>Notes:</i>
b	Have monitoring and evaluating impacts/ benefits been identified for the previously identified social groups? Have women, elderly, children, third gender, people living with disabilities (PLWD), and other socially excluded groups, as identified in the situation analysis and according to cultural appropriateness been included in opportunities to share their views as part of the ongoing monitoring? Are there sex-disaggregated indicators that specifically measure achievement of gender equality criteria and have they provided a norm of reference to compare against set standards? Has a gender audit has been completed? Has a gender focal point or gender equality specialist been engaged for consultation and review on an ongoing basis? Has regular contract management reporting included monitoring and reporting of performance against gender mainstreaming requirements?	1	<i>If one or more items is included, score 1</i> <i>Notes:</i>

c	Is overall project implementation gender-sensitive (i.e. communication, security, budget, procurement, human resource. Has there been regular monitoring of the gender action plan implementation and progress? Has all collected and analysed data been sex-disaggregated for project activities and outputs? Has the completion report (if appropriate) embedded gender throughout the report layout and identified gender-related benefits and achievements produced by the project (using gender-disaggregated data, indicators, and statistics)? Have best practices and lessons learned concerning gender-related aspects been documented so they can be applied to new projects?	1	<i>If one or more items is included, score 1</i> <i>Notes:</i>
d	Have employee satisfaction surveys been disaggregated by sex? Are there gender-sensitive conflict resolution and grievance mechanisms in place?	1	<i>If one or more items is included, score 1</i> <i>Notes:</i>
e	Has information and communications technology (ICT) been harnessed to promote community engagement in monitoring and evaluation (e.g. online anonymous sex-disaggregated surveys that can be accessed by mobile phone or at an Internet kiosk so users and/or employees can provide experience and feedback)?	1	<i>If one or more items is included, score 1</i> <i>Notes:</i>
Subtotal		5	
Section total (/25)		25	do the function later when sure of row numbers

3. MAINTENANCE, OPERATION, REHABILITATION

A. Gendered Data Collection & Analysis (<5)		Inclusion of basic or detailed gender analysis; SADD in all implementation activities	
a	Has the project's gender analysis been conducted by a gender expert? If a needs assessment mission team exists, is it balanced by sex and diversity and does it include a gender expert? Has a literature review been conducted to identify available reports on gender equality for the locations where the project is to take place and are the findings incorporated into the proposal? Have gender and diversity been integrated in the situation analysis, problem tree analysis, and theory of change exercises, ensuring participation of men and women?	1	<i>If one or more items is included, score 1</i> Notes:
b	Have different types of people been counted (e.g. Sex and Age Disaggregated Data - SADD) and costed (Project Financing and Budgeting)? Has gender budgeting been carried out? Consider requesting expert advice from a gender expert. Have sex-disaggregated statistics been collected before the project began to analyse the gendered dimensions of the sector (e.g., labour force participation and employment data, time use, access to training and skills development, access to financial services, legal framework including inheritance and property laws, community leadership)?	1	<i>If one or more items is included, score 1</i> Notes:
c	Have community men's and women's skills been mapped? Has the gendered division of labour and its changes been analysed? Has women's and men's current work within and outside their homes been analysed in the project area, keeping in mind how the project could affect this?	1	<i>If one or more items is included, score 1</i> Notes:
d	Have gender targets and physical design features been specified? Has design and siting taken into element how men, women, boys, and girls in the affected corridor will be impacted by construction and operation, including safety, gender-based violence (GBV), and human trafficking? Has a project gender action plan (GAP) been formulated, including specific mentions of any quotas, targets, implementing parties, and monitoring mechanisms?	1	<i>If one or more items is included, score 1</i> Notes:

e	Has a project gender action plan (GAP) been formulated, including specific mentions of any quotas, targets, implementing parties, and monitoring mechanisms?	1	<i>If one or more items is included, score 1</i> Notes:
Subtotal		5	

B. Targeted Activities and Actions (<5)		Actions are targeted to the needs and interests of a range of social groups, as appropriate.	
a	Have gender aspects been actioned in project procurement needs? E.g. women-owned/operated businesses been attracted? Is there any capacity-building for any applicants that may require it? Does the procurement policy mandate that all procured products (hardware and software), goods, and services must conform to accessibility requirements?	1	<i>If one or more items is included, score 1</i> Notes:
b	If there are any foreseen or unintended negative impacts on men, women, boys, or girls, or relationships among them, have the project actions been modified to limit these disadvantages, especially for women and girls? Has any ongoing project-related displacement of people and communities been avoided or minimized, and if resettlement is unavoidable, has it been carried out in a culturally appropriate manner, ensuring that women have access to equal financial compensation and property rights? Has special assistance been provided for particularly vulnerable people and social groups, and has support been provided in the case of loss of economic activities?	1	<i>If one or more items is included, score 1</i> Notes:
c	Have employment targets been established for women in construction and other sector jobs by the project? Have both men and women and persons with disabilities been provided with targeted opportunities to benefit from labour and direct and indirect services for construction? Have community skills gap mapping, management and budgeting skills building and training been facilitated to target both women and men as committee members and as paid O&M workers?	1	<i>If one or more items is included, score 1</i> Notes:

d	Are there clear activities and actions focusing on the specifically vulnerable groups or groups with particular needs identified for specific targeting? Have project managers committed to equal working conditions and adequate facilities for healthy and safe work for all employees regardless of gender, race, ethnicity, sexual orientation, ability, etc.?	1	<i>If one or more items is included, score 1</i> <i>Notes:</i>
e	Does the working environment include well-placed toilet facilities that are separate for males and females, safe, private, and with running water to ensure dignified menstrual hygiene management (MHM)? Have the office and project worksite been designed with sufficient provisions for resting and feeding areas for pregnant and nursing mothers? Do professional development and career advancement opportunities meet the needs of, are accessible to, and are used by, both men and women? Are there gender-sensitive conflict resolution and grievance mechanisms in place?	1	<i>If one or more items is included, score 1</i> <i>Notes:</i>
Subtotal		5	

C. Protection from S/GBV (<5)		Including basic awareness, considerations of harassment in the workplace, how the infrastructure itself might reduce or exacerbate gender based violence, training of all levels of worker, safe reporting and protection of misuse of the infrastructure after completion.	
a	Is there a gender policy and zero tolerance policy on sexual harassment, violence, and abuse of workers and community members, in addition to requirements for equal pay and non-discrimination towards women? Are all staff trained on sexual harassment awareness and how to respond to situations of sexual harassment? Have gender-sensitive campaigns been implemented to create awareness and prevent GBV?	1	<i>If one or more items is included, score 1</i> <i>Notes:</i>

b	Do implementation and construction activities take into account the safety of staff and future users of the infrastructure, including GBV prevention? Are there specific provisions in place for contractors and subcontractors to integrate gender equality into their work, such as enforcement of sexual harassment policies? Has the dignity of women and other socially excluded groups been respected in all materials? Are internal communications also gender sensitive?	1	<i>If one or more items is included, score 1</i> Notes:
c	Is there ongoing consideration of how construction and operation may be impacting men, women, boys, and girls in the affected corridor, including safety, gender-based violence (GBV), and human trafficking? Have measures been taken to ensure the final infrastructure is not used for human trafficking and/or labour or sexual exploitation?	1	<i>If one or more items is included, score 1</i> Notes:
d	Is there a fair and respectful violation reporting, investigation, and resolution process implemented to create an environment conducive to addressing and resolving complaints?	1	<i>If one or more items is included, score 1</i> Notes:
e	Is the project gender action plan (GAP) being applied, including specific mentions of any quotas, targets, implementing parties, and monitoring mechanisms?	1	<i>If one or more items is included, score 1</i> Notes:
Subtotal		5	

D. Participation and Influence (<5)		Including a range of social groups, as appropriate, throughout project processes, opportunities to have their voices heard and acted upon, wider participation with other parts of government and the wider community, protection against elite capture of the project benefits.	
a	Have gender equality and social inclusion experts been involved in project implementation?	1	<i>If one or more items is included, score 1</i> Notes:

b	Is there a set quota (e.g. 30%) or targets set or women's representation at all levels of project staffing (i.e. support level, technical and managerial level, and project decision-making)? Have women from the community been provided with targeted opportunities to benefit from labour and direct and indirect services for construction?	1	<i>If one or more items is included, score 1</i> <i>Notes:</i>
c	Have different age groups been considered and included where appropriate? E.g. from infants, young children, adolescents, reproductive years, to elderly/widows? Have men been specifically included in the gender aspects? Have different age groups of people from the community been provided with targeted opportunities to benefit from labour and direct and indirect services for construction?	1	<i>If one or more items is included, score 1</i> <i>Notes:</i>
d	Are there appropriate opportunities for both women and men to participate in project management positions? Have project managers ensured that women and men and any socially- excluded groups (persons with disabilities, youth, and others) can equally access project resources and services and can equally participate in ongoing project activities such as trainings or capacity-building activities? Have gender-based gaps in women's ability to speak up and participate been identified with a plan to support the development of confidence and leadership skills? Have different social groups been included and can they influence decision making? Have project managers ensured that women and men and any socially- excluded groups (persons with disabilities, youth, and others) can equally access project resources and services and can equally participate in ongoing project activities such as trainings or capacity-building activities?	1	<i>If one or more items is included, score 1</i> <i>Notes:</i>

e	Is there ongoing monitoring of the O&M plan and O&M committee to ensure it is inclusive of women, men and any socially- excluded groups (persons with disabilities, youth, and others)? Are impacts/benefits for diverse social groups been included throughout and the groups/individuals had opportunities and safe mechanisms to complain and be heard? Are there mechanisms to ensure that the project resources or benefits are not controlled or taken over by dominant groups, subgroups, factions, or individuals within/ outside the community? Has the project gender action plan (GAP) been applied, including specific mentions of any quotas, targets, implementing parties, and monitoring mechanisms?	1	<i>If one or more items is included, score 1</i> Notes:
Subtotal		5	

E. Inclusive Monitoring and Evaluation Processes (<5)		Ensuring M&E is activated throughout project stages and not just at the end, enabling women and other vulnerable or marginalized groups can be part of the process throughout, highlighting a gender audit as a good practice	
a	Has a simple gendered M&E plan been implemented?	1	<i>If one or more items is included, score 1</i> Notes:
b	Have monitoring and evaluating impacts/benefits been identified for the previously identified social groups? Have women, elderly, children, third gender, people living with disabilities (PLWD), and other socially excluded groups, as identified in the situation analysis and according to cultural appropriateness been included in opportunities to share their views as part of the ongoing monitoring? Are there sex-disaggregated indicators that specifically measure achievement of gender equality criteria and have they provided a norm of reference to compare against set standards? Has a gender audit has been completed? Has a gender focal point or gender equality specialist been engaged for consultation and review on an ongoing basis? Has regular contract management reporting included monitoring and reporting of performance against gender mainstreaming requirements?	1	<i>If one or more items is included, score 1</i> Notes:

c	Is overall project implementation gender-sensitive (i.e. communication, security, budget, procurement, human resource. Has there been regular monitoring of the gender action plan implementation and progress? Has all collected and analysed data been sex-disaggregated for project activities and outputs? Has the completion report (if appropriate) embedded gender throughout the report layout and identified gender-related benefits and achievements produced by the project (using gender-disaggregated data, indicators, and statistics)? Have best practices and lessons learned concerning gender-related aspects been documented so they can be applied to new projects?	1	<i>If one or more items is included, score 1</i> Notes:
d	Have employee satisfaction surveys been disaggregated by sex? Are there gender-sensitive conflict resolution and grievance mechanisms in place?	1	<i>If one or more items is included, score 1</i> Notes:
e	KI 89. Has information and communications technology (ICT) been harnessed to promote community engagement in monitoring and evaluation (e.g, online anonymous sex-disaggregated surveys that can be accessed by mobile phone or at an Internet kiosk so users and/or employees can provide experience and feedback)?	1	<i>If one or more items is included, score 1</i> Notes:
Subtotal		5	
Section total (/25)		25	do the function later when sure of row numbers

4. MONITORING & EVALUATION (M&E)

A. Gendered Data Collection & Analysis (<5)		Basic gender analysis. Detailed gender analysis. Collection and analysis of SADD. Inclusive Social Impact Assessment (SIA). The infrastructure design meets the needs and constraints of all users.	
a	Has a project gender action plan (GAP) been documented and applied, including specific mentions of any quotas, targets, implementing parties, and monitoring mechanisms?	1	<i>If one or more items is included, score 1</i> Notes:
b	Has the project's gender analysis been conducted by a gender expert? Has a literature review been conducted to identify available reports on gender equality for the locations where the project is to take place and are the findings incorporated into the proposal? Have gender and diversity data been integrated into project processes?	1	<i>If one or more items is included, score 1</i> Notes:
c	Have different types of people been counted (e.g. Sex and Age Disaggregated Data - SADD) and costed (Project Financing and Budgeting)? Has gender budgeting been carried out? Consider requesting expert advice from a gender expert. Have sex-disaggregated statistics been collected before the project began to analyse the gendered dimensions of the sector (e.g., labour force participation and employment data, time use, access to training and skills development, access to financial services, legal framework including inheritance and property laws, community leadership)?	1	<i>If one or more items is included, score 1</i> Notes:
d	Is there documentation that community men's and women's skills have been mapped? Has the gendered division of labour and its changes been analysed and documented? Has women's and men's current work within and outside their homes been analysed in the project area, keeping in mind how the project could affect this?	1	<i>If one or more items is included, score 1</i> Notes:

ASSIGNING SCORES TO THE GENDER MARKER

e	Have the application of gender targets and physical design features been documented? Is there documentation of how men, women, boys, and girls in the affected corridor have been or will be impacted by construction and operation, including safety, gender-based violence (GBV), and human trafficking? Has a project gender action plan (GAP) been applied and documented, including specific mentions of any quotas, targets, implementing parties, and monitoring mechanisms?	1	<i>If one or more items is included, score 1</i> <i>Notes:</i>
Subtotal		5	

B. Targeted Activities and Actions (<5)		Actions are targeted to the needs and interests of a range of social groups, as appropriate.	
a	Have differences in likely impacts and needs of both women and men been monitored and documented over the project?	1	<i>If one or more items is included, score 1</i> <i>Notes:</i>
b	Have any specifically vulnerable groups or groups with particular needs been identified for specific targeting? If there are any foreseen or unintended negative impacts on men, women, boys, or girls, or relationships among them, has the project scope been modified to limit these disadvantages, especially for women and girls and has this been documented? Has a project gender action plan (GAP) been applied, including specific mentions of any quotas, targets, implementing parties, and monitoring mechanisms?	1	<i>If one or more items is included, score 1</i> <i>Notes:</i>
c	Have the office and project worksite been designed with sufficient provisions for resting and feeding areas for pregnant and nursing mothers? Has access for people with disabilities been enabled in the workplace/worksites? Can the proposed project solution be operated and maintained by both women and men and any socially- excluded groups (persons with disabilities, youth, and others)? Can the proposed project solution be operated and maintained by socially- excluded groups (persons with disabilities, youth, and others)?	1	<i>If one or more items is included, score 1</i> <i>Notes:</i>

d	Have employment targets been established for women in construction and other sector jobs and been monitored throughout the project? Do professional development and career advancement opportunities meet the needs of, are accessible to, and are used by, both men and women? Have project managers committed to equal working conditions and adequate facilities for healthy and safe work for all employees regardless of gender, race, ethnicity, sexual orientation, ability, etc.? Have different people received the appropriate resources, services, information & opportunities?	1	<i>If one or more items is included, score 1</i> Notes:
e	Have both men and women from the community been provided with targeted opportunities to benefit from labour and direct and indirect services for construction? Has project-related displacement of people and communities been avoided or minimized, and if resettlement is unavoidable, has it been carried out in a culturally appropriate manner, ensuring that women have access to equal financial compensation and property rights? Has special assistance been provided for particularly vulnerable people and social groups, and has support been provided in the case of loss of economic activities?	1	<i>If one or more items is included, score 1</i> Notes:
Subtotal		5	

C. Protection from S/GBV (5)		Including assessing basic awareness, considerations of harassment in the workplace, how the infrastructure itself might reduce or exacerbate gender based violence, training of all levels of worker, safe reporting and protection of misuse of the infrastructure after completion.	
a	Is there a documented gender policy and zero tolerance policy on sexual harassment, violence, and abuse of workers and community members, in addition to requirements for equal pay and non-discrimination towards women? Is there documentation that the dignity of women and other socially excluded groups been respected in the working environment? Are internal communications gender sensitive?	1	<i>If one or more items is included, score 1</i> Notes:

b	Are there documented provisions for contractors and subcontractors to integrate gender equality into their work, such as enforcement of sexual harassment policies and documented? Is there documentation that all staff have been trained on sexual harassment awareness and how to respond to situations of sexual harassment? Have gender-sensitive campaigns been implemented and documented to create awareness and prevent GBV?	1	<i>If one or more items is included, score 1</i> Notes:
c	Is there a fair and respectful violation reporting, investigation, and resolution process implemented to create an environment conducive to addressing and resolving complaints?	1	<i>If one or more items is included, score 1</i> Notes:
d	Have measures been taken to ensure the final infrastructure is not used for human trafficking and/or labour or sexual exploitation?	1	<i>If one or more items is included, score 1</i> Notes:
e	Has a project gender action plan (GAP) been applied and documented, including specific mentions of any quotas, targets, implementing parties, and monitoring mechanisms?	1	<i>If one or more items is included, score 1</i> Notes:
Subtotal		5	

D. Participation and Influence (<5)		Including a range of social groups, as appropriate, throughout project processes, opportunities to have their voices heard and acted upon, wider participation with other parts of government and the wider community, protection against elite capture of the project benefits.	
a	Has women's participation been ensured and documented throughout? Is there a set quota (e.g. 30%) for women's representation at all levels of project staffing (i.e. support level, technical and managerial level, and project decision-making)?	1	<i>If one or more items is included, score 1</i> Notes:

b	Have men been specifically included in the gender aspects? Is there documentation that male and female community members, leaders, and future users of the infrastructure (including vulnerable groups in context such as ethnic and religious minorities, PLWD have been consulted? Have their views been incorporated into the gender analysis? Have targets been set for women's participation and the participation of other socially- excluded groups (persons with disabilities, youth, and others) in any training provided for skilled work related to the project?	1	<i>If one or more items is included, score 1</i> Notes:
c	Are there documented opportunities for both women and men to participate in project management positions? Is there documentation that project managers have ensured that women and men can equally access project resources and services and can equally participate in project activities such as trainings or capacity-building activities? Have gender-based gaps in women's ability to speak up and participate been identified with a plan to support the development of confidence and leadership skills?	1	<i>If one or more items is included, score 1</i> Notes:
d	Have different social groups (e.g. women, elderly, children, third gender, people living with disabilities (PLWD), and other socially excluded groups as appropriate) had the opportunity to share their views and influence decision making? Are impacts/benefits for diverse social groups been included throughout and the groups/individuals had opportunities and safe mechanisms to complain and be heard?	1	<i>If one or more items is included, score 1</i> Notes:
e	Is there documentation of an established O&M plan and O&M committee to ensure that community O&M structures are strong and ready for the full transition to community management before project closure?	1	<i>If one or more items is included, score 1</i> Notes:
Subtotal		5	

E. Inclusive Monitoring and Evaluation Processes (<5)		Ensuring M&E is activated throughout project stages and not just at the end, enabling women and other vulnerable or marginalized groups can be part of the process throughout, highlighting a gender audit as a good practice
a	Has a gender inclusive M&E been carried out and documented? Has a gender focal point or gender equality specialist been engaged for consultation and review on an ongoing basis? Has all collected and analysed data been sex-disaggregated for project activities and outputs? Has a project gender action plan (GAP) been applied, including specific mentions of any quotas, targets, implementing parties, and monitoring mechanisms?	1
b	Is there documentation that every person on the project has been trained in gender mainstreaming? Has a gender audit has been completed? Is there documentation of sex-disaggregated indicators that specifically measure achievement of gender equality criteria? Has there been regular monitoring of the gender action plan implementation and progress?	1
c	Have employee satisfaction surveys been disaggregated by sex? Are there gender-sensitive conflict resolution and grievance mechanisms in place? Is overall project implementation gender-sensitive (i.e. communication, security, budget, procurement, human resource	1
d	Have monitoring and evaluating impacts/ benefits been identified and documented for the previously identified social groups?	1
e	Have best practices and lessons learned concerning gender-related aspects been documented, shared, and able to be applied to new projects?	1
Subtotal		5
Section total (/25)		25
Overall Gender Marker Score (<100)		100



IONS

The LGED Gender Marker provides a structured method to assess past, existing or new engineering infrastructure projects for their gender responsiveness. It also provides guidance on typical questions to ask any LGED user as they plan a new project and as a check on progress throughout the project's life. While gender is at the core of the Marker, it also broadens out to consider other marginalized or vulnerable social groups, including women and men, adolescent girls, persons with disability, elderly people, other gender identities, and other marginalized groups. In this way, LGED can contribute to the reduction of gender inequality and other forms of discrimination and drivers of marginalization as it carries out its work.

The Gender Marker should be seen as a 'living document' which can be updated and expanded as LGED staff use it and find new aspects to include.

APPENDIX 6.1 References & Further Reading

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APPENDIX 6.2 The Gender Marker Scoring Structure (in tabular form)

See the accompanying Gender Marker in Excel Spreadsheet form for easiest calculation of your scores.

1. IMPACT, NEEDS & DESIGN ASSESSMENT				
Gendered Data Collection & Analysis	Targeted Activities and Actions	Protection from S/GBV	Participation and Influence	Inclusive Monitoring and Evaluation Processes
a = 1	a = 1	a = 1	a = 1	a = 1
b = 1	b = 1	b = 1	b = 1	b = 1
c = 1	c = 1	c = 1	c = 1	c = 1
d = 1	d = 1	d = 1	d = 1	d = 1
e = 1	e = 1	e = 1	e = 1	e = 1
Possible 5	Possible 5	Possible 5	Possible 5	Possible 5
Possible section total of 25				

2. IMPLEMENTATION & CONSTRUCTION				
Gendered Data Collection & Analysis	Targeted Activities and Actions	Protection from S/GBV	Participation and Influence	Inclusive Monitoring and Evaluation Processes
a = 1	a = 1	a = 1	a = 1	a = 1
b = 1	b = 1	b = 1	b = 1	b = 1
c = 1	c = 1	c = 1	c = 1	c = 1
d = 1	d = 1	d = 1	d = 1	d = 1
e = 1	e = 1	e = 1	e = 1	e = 1
Possible 5	Possible 5	Possible 5	Possible 5	Possible 5
Possible section total of 25				

3. MAINTENANCE, OPERATION & REHABILITATION				
Gendered Data Collection & Analysis	Targeted Activities and Actions	Protection from S/GBV	Participation and Influence	Inclusive Monitoring and Evaluation Processes
a = 1	a = 1	a = 1	a = 1	a = 1
b = 1	b = 1	b = 1	b = 1	b = 1
c = 1	c = 1	c = 1	c = 1	c = 1
d = 1	d = 1	d = 1	d = 1	d = 1
e = 1	e = 1	e = 1	e = 1	e = 1
Possible 5	Possible 5	Possible 5	Possible 5	Possible 5
Possible section total of 25				

4. MONITORING & EVALUATION				
Gendered Data Collection & Analysis	Targeted Activities and Actions	Protection from S/GBV	Participation and Influence	Inclusive Monitoring and Evaluation Processes
a = 1	a = 1	a = 1	a = 1	a = 1
b = 1	b = 1	b = 1	b = 1	b = 1
c = 1	c = 1	c = 1	c = 1	c = 1
d = 1	d = 1	d = 1	d = 1	d = 1
e = 1	e = 1	e = 1	e = 1	e = 1
Possible 5	Possible 5	Possible 5	Possible 5	Possible 5
Possible section total of 25				

Possible Gender Marker Total Score of 100

APPENDIX 6.3 The Key Indicators (KIs)

KEY INDICATORS (KIs)

These are a list of questions to ask yourself to indicate the level of gender responsiveness at each project stage. On the basis of your answers (which you will support by providing evidence) you can provide the appropriate scores in the Gender Marker spreadsheet.

- KI 1. Is the focus purely on engineering and technical parameters without sufficient consideration of the users and the context? Then score 0.
- KI 2. If a needs assessment mission team exists, is it balanced by sex and diversity and does it include a gender expert?
- KI 3. Has a literature review been conducted to identify available reports on gender equality for the locations where the project is to take place and are the findings incorporated into the proposal?
- KI 4. Have you ensured women's participation in identification of location of infrastructure and type/kind of infrastructure to be built? Have differences in likely impacts and needs of both women and men been considered?
- KI 5. Has the project's gender analysis been conducted by a gender expert?
- KI 6. Have any specifically vulnerable groups or groups with particular needs been identified for specific targeting?
- KI 7. Have gender and diversity been integrated in the situation analysis, problem tree analysis, and theory of change exercises, ensuring participation of men and women?
- KI 8. Have community men's and women's skills been mapped?
- KI 9. Have women's and men's practical and strategic gender needs and changes in access and control over resources been analysed?
- KI 10. Has the gendered division of labour and its changes been analysed? Has women's and men's current work within and outside their homes been analysed in the project area, keeping in mind how the project could affect this?
- KI 11. Have different types of people been counted (e.g. Sex and Age Disaggregated Data - SADD) and costed (Project Financing and Budgeting)? Has gender budgeting been carried out? Consider requesting expert advice from a gender expert.
- KI 12. Have sex-disaggregated statistics been collected before the project began to analyse the gendered dimensions of the sector (e.g., labour force participation and employment data, time use, access to training and skills development, access to financial services, legal framework including inheritance and property laws, community leadership)?

- KI 13. Have sex-disaggregated data, statistics and indicators been used in the project proposal?
- KI 14. Have male and female community members, leaders, and future users of the infrastructure (including vulnerable groups in context such as ethnic and religious minorities, PLWD[1]) been consulted and involved as decision makers in the design and planning stage? Have their views been incorporated into the gender analysis and project design?
- KI 15. Has a detailed SIA been carried out? This can be a version of PRA (Participatory Rural Appraisal). Scores will be awarded for the initial appraisal of all groups, even if they are not all included throughout the project process because the proposed intervention may not be required for all social groups.
- KI 16. Has an analysis been carried out regarding how vulnerable groups such as ethnic and religious minorities, persons with disabilities, and sexual and gender minorities access, control, and own any resources related to the project?
- KI 17. Has a project gender action plan (GAP) been formulated, including specific mentions of any quotas, targets, implementing parties, and monitoring mechanisms?
- KI 18. Has project-related displacement of people and communities been avoided or minimized, and if resettlement is unavoidable, has it been carried out in a culturally appropriate manner, ensuring that women have access to equal financial compensation and property rights? Has special assistance been provided for particularly vulnerable people and social groups, and has support been provided in the case of loss of economic activities?
- KI 19. Have gender targets and physical design features been specified?
- KI 20. Is the building or structure fit for purpose for the widest group of users? E.g. women at different life stages, people with disabilities or other vulnerable or marginalized groups. Can they benefit from the structure as much as other users? This is not so much an engineering issue (engineering principles cannot be compromised) but a social inclusion check.
- KI 21. If there are any foreseen or unintended negative impacts on men, women, boys, or girls, or relationships among them, has the project scope been modified to limit these disadvantages, especially for women and girls?
- KI 22. Has design and siting taken into consideration how men, women, boys, and girls use the infrastructure in different ways?
- KI 23. Does the design include well-placed public toilet facilities that are separate for males and females, safe, private, and with running water to ensure dignified menstrual hygiene management (MHM) for women and girls?
- KI 24. Does the project's solution address water, health, hygiene, security and sanitation aspects, especially for women?

- KI 25. Has design and siting taken into consideration how men, women, boys, and girls in the affected corridor will be impacted by construction and operation, including safety, gender-based violence (GBV), and human trafficking?
- KI 26. Have designs taken into account the safety of staff and future users of the infrastructure, in addition to GBV prevention?
- KI 27. Have designs taken into account special needs and indicators, including access for persons with disabilities?
- KI 28. Have the office and project worksite been designed with sufficient provisions for resting and feeding areas for pregnant and nursing mothers?
- KI 29. Can the proposed project solution be operated and maintained by both women and men?
- KI 30. Has access for people with disabilities been written into the contract terms etc?
- KI 31. Does the procurement policy mandate that all procured products (hardware and software), goods, and services must conform to accessibility requirements?
- KI 32. The activities have not been socially inclusive. Inclusive social groups refer to: women, elderly, children, third gender, people living with disabilities (PLWD), and other socially excluded groups, as identified in the situation analysis and according to cultural appropriateness.
- KI 33. The recruitment is gender blind.
- KI 34. The procurement process is gender blind.
- KI 35. Are there appropriate opportunities for both women and men to participate in project management positions?
- KI 36. Have project managers committed to equal working conditions and adequate facilities for healthy and safe work for all employees regardless of gender, race, ethnicity, sexual orientation, ability, etc.?
- KI 37. Have employment targets been established for women in construction and other sector jobs by the project?
- KI 38. Have different people received the appropriate resources, services, information & opportunities?
- KI 39. Have gender aspects been considered in the design of project procurement needs? E.g. women-owned/operated businesses been attracted? Have sustainability criteria been included in the bid evaluation criteria? Is there an expectation of contractor capacity-building of applicants that may require it?

- KI 40. Have procuring entities established award criteria that are appropriate and accessible to businesses owned by women or other socially excluded groups? E.g. contracting a bidder that offers “value for money” rather than a bidder who offers the lowest price? Have requests for proposals included explicit language encouraging bids from businesses owned by women and other socially excluded groups?
- KI 41. During the planning phase, have gender risks and opportunities related to procurement needs and product specifications been assessed?
- KI 42. Have planned actions included processes for reduction/prevention of GBV?
- KI 43. Are there specific provisions in place for contractors and subcontractors to integrate gender equality into their work, such as enforcement of sexual harassment policies?
- KI 44. Are all staff trained on sexual harassment awareness and how to respond to situations of sexual harassment? Have gender-sensitive campaigns been implemented to create awareness and prevent GBV?
- KI 45. Is there a gender policy and zero tolerance policy on sexual harassment, violence, and abuse of workers and community members, in addition to requirements for equal pay and non-discrimination towards women?
- KI 46. Is there a fair and respectful violation reporting, investigation, and resolution process implemented to create an environment conducive to addressing and resolving complaints?
- KI 47. Has the Department coordinated and cooperated with other Departments and relevant groups, down to grassroots level?
- KI 48. Have gender equality and social inclusion experts been involved in project implementation?
- KI 49. Has every person on the project been trained in gender mainstreaming?
- KI 50. Have project managers ensured that women and men can equally access project resources and services and can equally participate in project activities such as trainings or capacity-building activities?
- KI 51. Is overall project implementation gender-sensitive (i.e. communication, security, budget, procurement, human resources)?
- KI 52. Have measures been taken to ensure the final infrastructure is not used for human trafficking and/or labour or sexual exploitation?
- KI 53. Have community skills gap mapping, management and budgeting skills building and training been facilitated to target both women and men as committee members and as paid O&M workers?

- KI 54. Have an O&M plan and O&M committee been established early on in project start-up to help cultivate relationships, trust, hone skills, and build institutions to ensure that community O&M structures are strong and ready for the full transition to community management before project closure?
- KI 55. Before project closure, has community readiness for O&M responsibilities been assessed, ensuring that women have the leadership skills needed to thrive and that men are encouraged to develop attitudes and norms supportive of women in leadership roles?
- KI 56. Have targets been set for women's participation and the participation of other socially- excluded groups (persons with disabilities, youth, and others) in any training provided for skilled work related to the project?
- KI 57. Do professional development and career advancement opportunities meet the needs of, are accessible to, and are used by, both men and women?
- KI 58. Is a strong community-based O&M committee (50% men and 50% women) in place for consultation/oversight and is there a succession plan that ensures all facilities (including Menstrual Hygiene Management-friendly WASH and sustainable lighting) are serviced and operable?
- KI 59. Have working relationships been established with relevant stakeholders and gender focal points (women's groups, associations, NGOs) as project counterparts and/or gender advisers?
- KI 60. Has little or no effort been made to include representative social groups? Have these groups had little or no opportunity to make an input to the intervention?
- KI 61. Have women from the community been provided with targeted opportunities to benefit from labour and direct and indirect services for construction?
- KI 62. Is there a set quota (e.g. 30%) for women's representation at all levels of project staffing (i.e. support level, technical and managerial level, and project decision-making)?
- KI 63. Have gender-based gaps in women's ability to speak up and participate been identified with a plan to support the development of confidence and leadership skills?
- KI 64. Have different age groups been considered and included where appropriate? E.g. from infants, young children, adolescents, reproductive years, to elderly/widows?
- KI 65. Have different age groups of people from the community been provided with targeted opportunities to benefit from labour and direct and indirect services for construction?
- KI 66. Have men been specifically included in the gender aspects?

- KI 67. Have both men and women from the community been provided with targeted opportunities to benefit from labour and direct and indirect services for construction?
- KI 68. Have different social groups been included and can they influence decision making?
- KI 69. Has the dignity of women and other socially excluded groups been respected in all materials? Are internal communications also gender sensitive?
- KI 70. Have women, elderly, children, third gender, people living with disabilities (PLWD), and other socially excluded groups, as identified in the situation analysis and according to cultural appropriateness been included in opportunities to share their views?
- KI 71. Have gender targets and physical design features been specified?
- KI 72. Is access for people with disabilities been written into the contract terms etc.?
- KI 73. Does the procurement policy mandate that all procured products (hardware and software), goods, and services conform to accessibility requirements?
- KI 74. Have working relationships been established with relevant stakeholders and gender focal points (women's groups, associations, NGOs) as project counterparts and/or gender advisers?
- KI 75. Have monitoring and evaluating (M&E) impacts/benefits been considered?
- KI 76. Has (at least) a simple gendered M&E been planned and/or carried out, but not linked to situation analysis, or participation and influence requirements?
- KI 77. Have employee satisfaction surveys been disaggregated by sex?
- KI 78. Has the completion report embedded gender throughout the report layout and identified gender-related benefits and achievements produced by the project (using gender-disaggregated data, indicators, and statistics)?
- KI 79. Have monitoring and evaluating impacts/benefits been identified for the previously identified social groups?
- KI 80. Has there been regular monitoring of the gender action plan implementation and progress?
- KI 81. Has a gender focal point or gender equality specialist been engaged for consultation and review on an ongoing basis?
- KI 82. Has all collected and analysed data been sex-disaggregated for project activities and outputs?
- KI 83. Has a gender audit has been completed?

- KI 84. Has ongoing monitoring included follow-up regarding gender equitable design standards with male and female community engagement?
- KI 85. Have best practices and lessons learned concerning gender-related aspects been documented, shared, and applied to new projects?
- KI 86. Are there sex-disaggregated indicators that specifically measure achievement of gender equality criteria and have they provided a norm of reference to compare against set standards?
- KI 87. Has regular contract management reporting included monitoring and reporting of performance against gender mainstreaming requirements?
- KI 88. Are impacts/benefits for diverse social groups been included throughout and the groups/individuals had opportunities and safe mechanisms to complain and be heard?
- KI 89. Has information and communications technology (ICT) been harnessed to promote community engagement in monitoring and evaluation (e.g, online anonymous sex-disaggregated surveys that can be accessed by mobile phone or at an Internet kiosk so users and/or employees can provide experience and feedback)?
- KI 90. Are there gender-sensitive conflict resolution and grievance mechanisms in place?
- KI 91. Are there both formal and informal confidential ways to channel work-related grievances (e.g. suggestion box, mediator, workers' representative), including potential gender-based grievances?
- KI 92. Does the project go beyond sex-disaggregated data to collect gender-related statistics (i.e. data that explains power relationships between men and women and minority groups beyond the numbers)?
- KI 93. Are there mechanisms to ensure that the project resources or benefits are not controlled or taken over by dominant groups, subgroups, factions, or individuals within/outside the community?

APPENDIX 6.3 Case Examples

RURAL ROAD INFRASTRUCTURE

a. Constructing flood-resistant roads links village lives and livelihoods in Bangladesh

“Sunamganj is one of the poorest districts in Bangladesh. Lack of local roads, and the seasonal flooding that damages them, prevents people from bringing their produce to market, children from attending school, people from getting to the hospital and often farmers from bringing harvested crops home. Roads built by the IFAD-supported Sunamganj Community-Based Resource Management Project, which began in 2003, have solved this problem in a number of innovative ways.

About 86 per cent of the people living in Sunamganj District participate in the nine-year IFAD-supported project – landless, marginal and landholding households with less than 2.5 acres of land. The high incidence of poverty is attributed in part to low cropping intensity, since the area remains under water for about five to six months during the year. Undeveloped roads also contribute to the poverty of the area.

The infrastructure component of the Sunamganj Community-Based Resource Management Project focuses on building village roads to connect communities with the main road network. At the same time, the component has two special features to more specifically address the problem of poverty and flooding, as well as sustainability.

First, the project builds roads that are made of concrete rather than bitumen. Concrete can withstand flooding. It is now supporting the construction of two types of reinforced concrete roads – 2.6 metres and 2 metres wide – which permit smaller vehicles to transport produce but prevent heavier vehicles that can destroy the roads from using them. By being submersible, these roads do not require high embankments. This reduces cost, removes the need to acquire more land for embankments, and does not disrupt the natural flow of flood waters (disruption of flood waters can create local drainage problems and result in embankments being washed out).

Second, the project supports the participation of local communities in the work. Although the roads are built by local contractors, the community is involved in planning the programme of work, monitoring the construction and ensuring maintenance. The work is organized through the Infrastructure Management Committee (IMC), whose seven to nine members come from community organizations established by the project. At least two of the members are women.

The component also includes planting trees on the shoulders of embankments. The project selected the poorest women of the community to routinely maintain trees and shoulders. Each one km of road engages two women who are paid BDT 50 (US\$0.7) per day.

In collaboration with the Local Government Engineering Department (LGED) *upazila* (sub-district) engineer, the IMC is trained by the project's engineer to check the quality of materials, concrete mixing processes, thickness of the concrete, placement of reinforcing bars and curing after casting.

Two members of the IMC supervise construction activities and ensure the quality of work. In cases of irregularity, they first notify the LGED field supervisor. If the problem continues, they contact the project. IMCs have raised many issues that were resolved immediately. On four occasions IMCs had to temporarily stop the work because of major irregularities. Consequently, they succeeded in making contractors work according to the terms of their contracts.

Last year the project introduced another innovation. Instead of employing contractors to build roads using reinforced concrete, the project employed its community groups known as Labour Contracting Societies (LCSs) to undertake construction of roads made of concrete blocks (see photo). Omitting reinforced concrete saves the cost of expensive steel. (Lateral reinforcing bars can be added later in places where there is evidence of subsidence.) Many local women make the concrete blocks.

Construction through LCSs increases community involvement and generates employment. Most blocks are produced between September and November – a period when little other work is available. During this period, many poor households have to reduce food consumption and borrow money from moneylenders to survive. The project enables them to earn rather than borrow during this period. Communities are also learning new skills. By piloting this innovative scheme, the project helped build 4.5 km of roads.

Communities are pleased with the roads and give significant credit to the project's community organizations involved in building them. The roads have linked fields and fishing areas to homesteads, and homesteads to markets, schools and clinics. To date, the project has built 69 roads amounting to 93.5 km and connecting 148 villages in six *upazilas*.

Sheikh Md. Mohsin, Project Director,
Sunamganj Community-Based Resource Management Project

Source: IFAD Making a Difference in Asia and the Pacific, Newsletter Issue 20: March-April 2008 <https://www.ifad.org/newsletter/pi/20.htm#2> (IFAD - The International Fund for Agricultural Development) and see also: <http://cdn.ipsnews.net/Library/2017/08/DSCN1433.jpg>

b. The Second Bangladesh Rural Transport Improvement Project

“The Second Bangladesh Rural Transport Improvement Project (RTIP II) provides rural communities with improved access to social services and economic opportunity and builds the capacity of government institutions to better manage rural transport infrastructure. Implementing agency: Local Government Engineering Department

RTIP II builds on the success of the preceding RTIP I project covering 26 districts that comprised *upazila* and union roads' improvement, periodic maintenance of *Upazila* roads, construction

bridges/culverts on rural roads, improvement/construction of rural markets, and rural jetties. The project interventions created approximately 50,000 person-years of employment in project areas, out of which 30% were for poor women. The improved roads have made it easier for children to go to school, for expectant mothers to reach hospitals in an emergency and for both local farmers and consumers to reach markets. Study results showed that the average travel times and transportation costs had been reduced by more than 50%. RTIP II has expanded the coverage to improve road connectivity in the countryside. The project aims to maintain and improve approximately 5,250 km of union and upazila roads in 26 districts for better rural connectivity.

The project is also improving and developing 33 growth center markets, which are rural population's centers of economic activity. In each of these markets, a number of shops are reserved for women traders in Women's Marketing Sections (WMS)."

Source: World Bank 2016 Better Road Connectivity Creates More Jobs <https://www.worldbank.org/en/news/feature/2016/11/22/better-road-connectivity-brings-women-empowerment>

c. Road building brings gender benefits

"On an earthen road in the remote upazila of Bakergonj in Barisal, Rina is laying bricks with two other women and a man. The red brick wall, which is half done, will eventually protect and separate the road from a pond next to it. The road is raised as an embankment 60 inches above normal flood levels as a measure against severe storm surges due to climate change.



The roads are made in such a way that the local community continues to be interconnected during very high tides or floods. In the past, the population was cut off from schools, markets and medical centres. But more importantly, the roads are pathways to cyclone shelters, a shield against recurrent tropical storms that have hit the area and killed thousands over the years.

Rina is a member of a LCS-group (Labour Contracting Societies) of 30 women workers in the area rebuilding earthen roads in the community. She and the rest of the group have been underway with the work for two months now – others have done it for years. The workload is heavy and the sun burns relentlessly during the day. But for the average wage of 250 taka per day, the exhaustion is worth it. Months before she started as an LCS-member, Rina had to rely on her husband for financial needs. Three months ago her husband left her and their three kids to go to Dhaka searching for a better life. Without income and four mouths to feed, Rina



signed up as an LCS-member and got approved by LGED. Now, the future for Rina’s children looks a bit brighter:

“Now I can buy proper food and make sure that they get the right nutrition so they can grow strong and live a good life,” she explains.

“This job is accepted by my family and the community. I can feel proud about earning,” she says. Acceptance by other villagers in the local community means that the women do not have to fear harassment or isolation.

The LCS project has managed to ensure that this line of work is widely seen as a source of decent employment. Mainly because the work makes their community more resilient to disasters caused by climate change. Now Rina is saving up to buy a cow so she can sell the milk on the local market and generate an additional income.”

Source: DANIDA Building roads for a brighter future DENMARK IN BANGLADESH, Ministry of Foreign Affairs of Denmark <https://bangladesh.um.dk/about-us/news/newsdisplaypage.aspx?newsID=C7CB4FC0-3BA6-4B60-A8FC-F1396A4A2819>

d. Women working on local government engineering department (LGED) development work including completion of the construction of bridges, culverts, new roads, schools, haats, bazars, buildings, upazila resource centres and cyclone centres.

Such work at the rural level “has improved the infrastructure, which, in turn, has reduced transport cost, improved the market system and increased the production and marketing facilities of agricultural products. All these have ushered in socio-economic development in different project areas, he added.”



This photo shows female labourers working on a road project in Subarnachar upazila of Noakhali. Source: INDEPENDENT PHOTO

Source: METRO 2018 LGED implements massive development work, The Independent 2 November, 2018 <http://www.theindependentbd.com/post/172917>

e. Growth Centres incorporating separate sanitation facilities for women and men



"A 'growth centre' with multiple facilities has been constructed at Baheratoil Market in Tangail's Sakhipur upazila, much to the happiness for the buyers and sellers in the traditional market in the remote rural area.

The arrangements include a shed with four corners for the female sellers, separate corners for selling meat, fish, and vegetables, a slaughterhouse, tube-well, electric motor and water tank, an office room for the market management committee, concrete pavements inside the market, and **separate toilets for men and women.**"

Local Government and Engineering Department (LGED) built the centre and Japan International Cooperation Agency provided the funding.

Source: The Daily Star 2019 Village market gets 'growth centre' with multiple facilities, November 24, 2019
<https://www.thedailystar.net/country/news/village-market-gets-growth-centre-multiple-facilities-1831177>

f. Transport

“Women and men have different capabilities to participate in the design and delivery of transport infrastructure and services. Women have less access to employment generated in the transport sector (in construction and maintenance, transport services, and transport agencies) due to under-representation in engineering, cultural issues over women working outside the home, and difficulties of organising childcare. Women are underrepresented amongst transport professionals implying that their views and needs are not adequately reflected in policy, planning and infrastructure design (see Figure 1). Women experience difficulties in accessing financial capital due to insecure access to productive assets as well as restricted access to resources such as land. Accordingly, women are typically underrepresented amongst contractors and transport operators.”³¹

There are different levels of approach to incorporating a gender perspective, from gender blind to gender transformative. There are choices to be made about how to pitch a range of project activities and the extent to which the whole project makes this kind of gender responsiveness central or marginal. Box x describes what is meant for these different levels of approach.

This source has many other good examples to draw upon and adapt for wider uses.

31 Source: Tanzarn, N (2019). Guidelines for Mainstreaming Gender in Rural Transport, GEN2157A. London: ReCAP for DFID https://assets.publishing.service.gov.uk/media/5e18b4eee5274a06b8fa0ad0/Tanzarn-2019-GuidelinesforMainstreamingGenderinRural_Transport-ReCAP-GEN2157A-190618.pdf Page 6.

APPENDIX 6.4 Further Support Material

Below is a selection of support materials for a series of activities which have been mentioned in the Gender Marker Toolkit. They are just a sample of the many resources available to you online but they are included to give you some further ideas about how you can make your work practices more inclusive and gender responsive.

1. Gender Analysis

a. What is a gender analysis?

For a good explanation of a gender analysis, see UNICEF's 2018 GENDER TOOLKIT


Box 2: What is a gender analysis?

1. WHAT is a gender analysis?


Gender analysis is defined in different ways in different contexts. At its most basic level, **gender analysis is the collection and analysis of quantitative data (numbers, percentages, proportions, ratios) and qualitative information (preferences, beliefs, attitudes, behaviours, values, scope, etc.) through gender lens.**

It is a systematic methodology for examining the differences in roles and norms between women and men, girls and boys; the different levels of power they hold; their differing needs, constraints and opportunities; and the impact of these differences in their lives.


A gender analysis is consisted of **three basic components**:



Gender- and sex-disaggregated data and information (both quantitative and qualitative)




Analysis (what does the information mean)



Gender perspectives (analyse the differences between women and men, girls and boys)

Remember, "analysis" can occur on many different levels. It can be an analysis that can be done at desk when planning a programme or a project, or it can be an in-depth research and analysis that can be contracted out with partners and communities.



Source: UNICEF's 2018 GENDER TOOLKIT: Integrating Gender in Programming for Every Child in South Asia, UNICEF REGIONAL OFFICE FOR SOUTH ASIA <https://www.unicef.org/rosa/research-and-reports> Page 23

b. Gender Audit from EIGE

A gender audit is a tool to assess and check the institutionalisation of gender equality into organisations, including in their policies, programmes, projects and/or provision of services, structures, proceedings and budgets.

<https://eige.europa.eu/gender-mainstreaming/methods-tools/gender-audit#:~:text=What%20is%20gender%20audit%3F,proceedings%20and%20budgets%20%5B1%5D.>

c. Gender Audit from SIDA

Sida’s Gender Toolbox provides knowledge, tools and inspiration on how to operationalize gender equality in Swedish development cooperation. A solid knowledge and method base is more important than ever due to an increased focus on gender equality in development cooperation, in Sweden and globally.

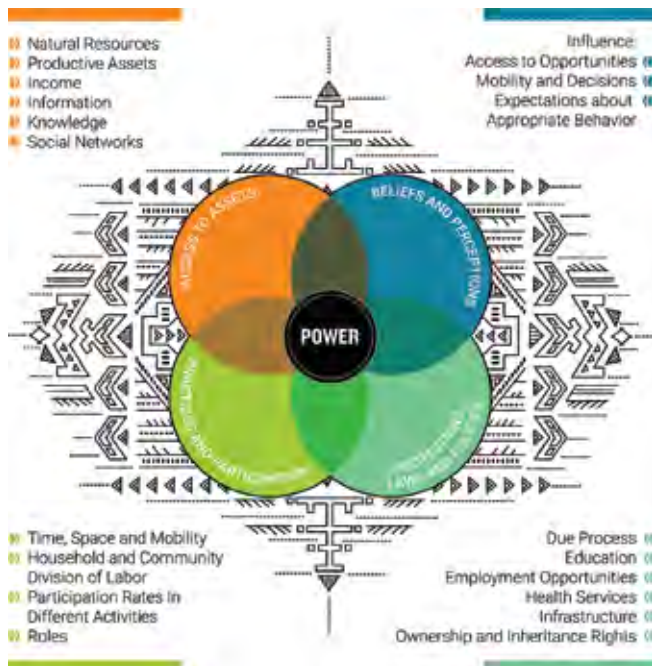
<https://www.sida.se/en/for-partners/methods-materials/gender-toolbox>

d. Figure 2 – the gender analysis framework

JHPIEGO’s gender analysis framework (GAF) provides a structure for organizing information about gender roles and relations. Figure 1 is one example of a GAF. It provides a way to systematize information about gender differences across different domains of social life, and to examine how these differences affect the lives and health of men, women, boys, and girls.

<https://gender.jhpiego.org/analysistoolkit/gender-analysis-framework/>

Figure 2: JHPIEGO’s Gender Analysis Framework (GAF)



2. Participatory Techniques and Methods

a. PARTICIPATION IN DECISION MAKING.

- **Involvement:**

Participation in decision making means people are involved. This means that people are or can be active participants in infrastructure engineering initiatives. Participation might take different forms: it is not limited to 'sitting in meetings'. Citizens might also be involved and active when effective mechanisms for representative participation are in place. People can consciously decide not to be actively involved. What matters is that they can be involved, if they wish to be.

- **Voice/influence:**

Participation in decision making happens when people have voice and influence. This means being able to input to agenda setting, being able to speak out, feeling motivated and capable to stand in front of relevant institutions. People having a voice can advocate for issues that matter to them, promoting change.

- **Accountability:**

Accountability allows people to influence infrastructure engineering processes even when they choose not to participate directly at all stages. Accountability means that: 1) institutions inform people about their entitlements and resources, plans, decisions; 2) citizens are in a position to have a say and to give feedback; 3) their feedback is responded to or acted upon. (page 4)

Source: adapted from: INCRISD 2014 Inclusive Disaster Risk Management: A Framework and Toolkit for DRM Practitioners www.incrisd.org

b. Assessments

- Is the practice itself designed to be inclusive?
- Does it show to what extent excluded people are now participating in decision making?
- Does it say how? Through what processes?
- With what accountability? With what representation?
- Are excluded people involved in designing the assessment?
- Are the results of the assessment shared transparently, to allow all stakeholders - and in particular excluded people - to participate in decision making?
- Does it show what barriers need to be over- come for inclusion and safety?
- Does it identify what mechanisms can remove barriers, which ones might aggravate it?
- Does it explore what is needed to sustain the gains?

- Are barriers that might prevent people from participating in the assessment addressed? For example, timing is carefully defined and activities are chosen so that women who might be prevented from participating can also have a say.
- Does it explore who is exposed, to what risk, and to what extent?
- What power do different people have? How can they use it to prioritise and address threats?
- Does it recognise what barriers to inclusion and safety different people face?
- Does it show and justify who needs to be involved in DRM work?
- Does the assessment employ diverse tools and methods – of a participative nature - to involve diverse people, and to recognise the existing diversity threats, attitudes, power - within the community and outside?
- Are assessment teams diverse?
- Does it explore how existing (indigenous or not) approaches to risk management are being tailored for different people, at different levels to respond to disaster? How do they respond to the risks faced by different groups?
- Does it show how they respond to the challenges and barriers encountered by the people at risk, in particular the most excluded? Which ones could be improved?
- Does it identify who could be put at risk by an intervention and how harm can be avoided? (do no harm)
- Does it show if such approaches are flexible and whether there are other options that could better serve the diverse groups and the diverse threats?
- Are methodologies tailored to ensure participation by all (for example, designing special assessment activities suitable for children...)?

Source: Adapted from INCRISD 2014 *Inclusive Disaster Risk Management: A Framework and Toolkit for DRM Practitioners* www.incrisd.org

c. Evaluations

- Is the practice itself designed to be inclusive?
- Does it show to what extent the practice involved people – in particular the most excluded ones at risk- in decision making?
- Does it enquire how excluded people were brought on board? What decisions were they able to influence? How? With what representation, accountability?
- Does it discuss with what effect? How did this transform their power?
- Did excluded people participate in the design of the evaluation?
- Were results of the evaluation shared in a transparent way, allowing excluded people to participate in decision making on actions following the findings and recommendations?
- Does it show to what extent barriers to inclusion are removed or at least tackled? With what effect? If this transformed people’s power? Reduced risk and exclusion?

- Does it ask what measures were taken to sustain the gains?
- Does it identify remaining barriers? New ones that emerged? For whom?
- Does it show what capacity the programme had to recognise diversity of characteristics / hazards/power/threats?
- Does it enquire what diverse groups, institutions, sectors, levels were addressed by the intervention?
- Does it explore if there was a diversity of risks? And which other characteristic / threats had emerged as relevant for DRM in the course of the programme/project?
- Does it ask if diversity of barriers to inclusion and safety was acknowledged?
- Were barriers that might prevent people from participating in the evaluation addressed? For example, seasonal activities were considered, to ensure that evaluations happen at a time when excluded people most exposed to risk can actively participate?
- Did the evaluation employ diverse tools and methods – of a participative nature - to involve diverse people: they can better express what changes they experienced regarding the risk they face, and on their power to reduce it?
- Were evaluation teams/contributions diverse in nature?
- Was diversity of people, power, risks, barriers, information types and sources, levels, sectors and institutions reflected when defining the evaluation criteria and expected outcomes?
- Did the evaluation stay open to unexpected findings, as an opportunity to recognise diversity that might not have been addressed by the interventions?
- Does it ask how practices and approaches were adapted to respond to specific hazards, challenges and barriers encountered by different people?
- Were they flexible? What other options could have been employed?
- Does it explore how the programme addressed local sensitivities and avoided doing harm?
- Were methodologies tailored to ensure that diverse people could have a say in the evaluation (for example, ad hoc participatory activities are designed to better invite honest feedback from different groups...)?
- Were local sensitivities addressed when defining evaluation activities, to avoid the fact that some participants might be put at risk for expressing their opinion (or feel afraid of doing so)?

Source: Adapted from INCRISD 2014 **Inclusive Disaster Risk Management: A Framework and Toolkit for DRM Practitioners** www.incrisd.org

d. Participatory Rural Appraisal (PRA)

For some detailed guidance on participatory rural appraisal processes (this focused on small scale water resource projects) see:

3. Practical and Strategic Gender Needs/Interests

When we consider including gender in our projects, we can do so in different ways with very different typical outcomes. Box x includes some ways to consider this (from gender blind to gender transformative in the transport context) but it is quite common to read about practical gender needs and strategic gender interests.

a. Practical and strategic gender needs

Practical gender needs are:

- A response to an immediate perceived necessity.
- Formulated from concrete conditions.
- Derived from women's positions within the gender division of labour (i.e. the women's role).
- Do not challenge the subordinate position of women, although they arise out of it.
- Mainly arise from and reinforce women's reproductive (domestic- and family-related) and productive (work outside the home or paid work) role.

Practical gender needs may include:

- Water provision.
- Health care.
- Livelihoods and income generation.
- Housing and basic services.
- Family food provision.

They are needs shared by all household members yet identified specifically as practical gender needs of women, as it is women who assume responsibility for meeting these needs.

Strategic gender needs:

- Are formulated by an analysis of women's subordination in society, often fuelled by harmful gender and social norms.
- When addressed, they should lead to the transformation of the gender division of labour.
- Challenge the nature of the relationship between men and women;
- Aim to overcome women's subordination.

Strategic gender needs may include:

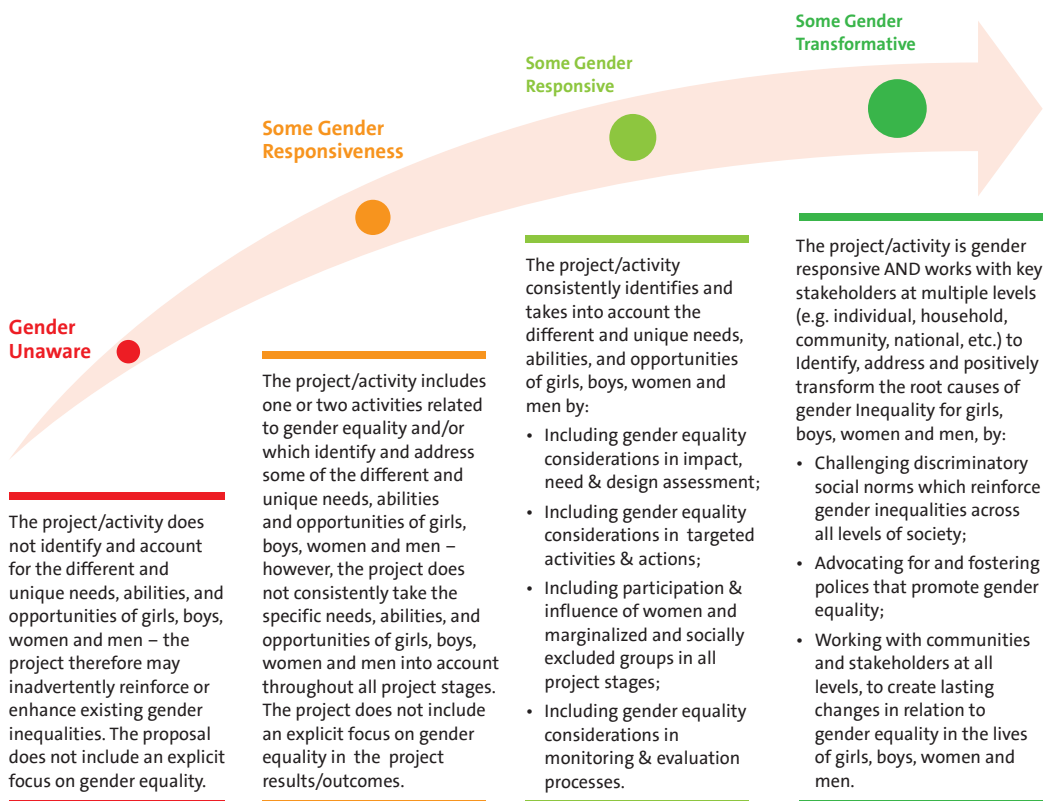
- Abolition of division of labour by gender.
- Alleviation of the burden of domestic labour and unpaid care, such as child care.
- The removal of institutionalised forms of discrimination, such as the right to own land or property.
- Access to credit and other resources.
- Reproductive health and rights, including freedom of choice over child bearing.
- Measures against male violence and coercive control over women.

Source: The Oxfam Gender Training Manual © Oxfam UK and Ireland 1994 page 191 <https://oxfamilibrary.openrepository.com/bitstream/handle/10546/141359/bk-gtm-5-gender-roles-010194-en.pdf?sequence=5&isAllowed=y>

b. Differences between Gender Unaware and Gender Transformative

We often use the term gender transformative now in a similar way to the phrase ‘Strategic Gender Needs/Interests. Here is an example of the **differences between Gender Unaware and Gender Transformative.**

Figure 3: Differences between Gender Unaware and Gender Transformative



Source: adapted from: Save the Children (No Date) GENDER EQUALITY MARKER <https://www.reddbarna.no/Media/Gender-Equality-Marker-English-April-2017.pdf>

4. Sex and Age Disaggregated Data (SADD)

a. Sex-disaggregated data

Sex-disaggregated data are data that are collected and analysed separately on males and females. This typically involves asking the “who” questions...: who provides labor, who makes the decisions, who owns and controls the land and other resources. Or it may involve asking men and women about their individual roles and responsibilities.³²

Source: Doss, Cheryl and Kieran, Caitlin 2014 **THREE THINGS YOU NEED TO KNOW ABOUT SEX-DISAGGREGATED DATA**, Consultative Group on International Agricultural Research <https://a4nh.cgiar.org/2014/05/05/three-things-you-need-to-know-about-sex-disaggregated-data/#:~:text=Sex%2Disaggregated%20data%20are%20data,the%20land%20and%20other%20resources>

b. Sex and age disaggregated data (SADD)

SADD is data that is broken out according to a person’s sex and age or age group. SADD can be collected using both quantitative and qualitative methods. For example, SADD is easily collected in surveys, distribution lists, clinic records, and in census samples. SADD can also be collected using key informant interviews, focus group interviews, one-on-one in-depth interviews, and a variety of ethnographic methods.

Gender analyses examine the relationships among males and females, as well as between females or males of different age sets. SADD allows for the examination of power dynamics and how they might shape gender roles, access to resources, and the constraints people face in relation to others. During assessments in crises situations, gender analyses reveal an understanding of who is affected, why and how. Such an analysis can also highlight what people’s immediate needs are and identify what resources they can or cannot access to help themselves or others.

Generational analyses examine the relationships among age groups. They examine power dynamics and how these shape the different generations’ roles and responsibilities, access to and control of resources, and the constraints they face relative to the others of a different generation or within their own generation.³³

³² Doss, Cheryl and Kieran, Caitlin 2014 Page

³³ Mazurana et al 2011 Page 8.

Source: Mazurana, Dyan; Benelli, Prisca; Gupta, Huma; and Walker, Peter 2011 “Sex and Age Matter: Improving Humanitarian Response in Emergencies.” Feinstein International Center, Tufts University <https://www.unocha.org/sites/unocha/files/dms/Documents/Sex%20and%20Age%20Disaggregated%20Data%20%28SADD%29%20Study%2C%20OCHA-%20Feinstein-Tufts-Care%2C%20August%202011.pdf>

c. Differences between sex disaggregated data and gender disaggregated data

There are big differences between gender statistics and sex-disaggregated data. Gender statistics encompasses data that talk about the lived reality of women and men and sex-disaggregated data is part of that – but it is not the whole picture. Let me give you an example, maternal mortality indicators – this is not an indicator that you can disaggregate by sex, but obviously, maternal mortality tells you a lot about the conditions of women, their health and equal access to healthcare. So, that will be considered as ‘gender-sensitive’ indicator, but not necessarily an indicator that can be disaggregated by sex. There are quite a lot of those indicators. And, more importantly, now when we are talking about the principle ‘leaving no one behind’, we need to start looking at differences between women. Again, it is another area of gender statistics, where essentially you look at inequality issues, not necessarily disaggregation by sex. You disaggregate by different characteristics, such as age, location, race, ethnicity, social-economic status, poverty, etc.

Source: UN Women 2019 **Expert’s Take: Gender equality cannot be achieved without gender data**, Papa Seck Chief Statistician at UN Women <https://eca.unwomen.org/en/news/stories/2019/08/experts-take-gender-equality-cannot-be-achieved-without-gender-data>

5. Social Impact Assessment (SIA)

“a gender lens should be applied in all assessments...”³⁴

a. Considerations for SIA

“When assessing impacts, consider social and cultural aspects that differentiate social groups such as:

- How the risk of being impacted by project activities differs by social characteristics including:
 - gender, gender roles, and gender-specific constraints;

³⁴ Vanclay et al, 2015 Page iv

- ethnicity, race and class;
- culture and language;
- ability and disability; and
- age.
- Social risks, vulnerability and security/safety issues affecting specific social groups.
- Influence of power relations of social groups on the project design and how implementing the project may affect power relations.

Wherever differences between social groups are relevant, the analysis should be broken down accordingly.”

Importantly, you and/or your team may not have the necessary knowledge and experience and so it is often necessary to bring in external support:

“Carrying out the SIA requires a technical team with appropriate qualifications (preferably social science backgrounds) and relevant experience in the field of social impact assessment. The team should include experience with participatory consultation methodologies, with gender analysis and gender responsive project design and, if relevant, with indigenous peoples’ issues.” Pages 5 and 10.

Source: IUCN 2016 Social Impact Assessment (SIA) https://www.iucn.org/sites/dev/files/iucn_esms_sia_guidance_note.pdf

Further guidance on conducting a SIA can be found here: Vanclay et al, 2015, Social Impact Assessment: Guidance for assessing and managing the social impacts of projects http://www.iaia.org/uploads/pdf/SIA_Guidance_Document_IAIA.pdf.

6. Stakeholder Analysis

a. Stakeholder Analyses

When conducting a stakeholder analysis, consider the following:

1. Stakeholders should be considered as any entity or individual woman, man, girl, or boy who could directly or indirectly influence, or be influenced by, any phase of the project from government, education and health sectors, private sectors, NGOs and CBOs including women’s organizations, and the community in the area of influence, including traditional and religious leaders.
2. Once you begin to meet and talk with key stakeholders, you may expand your list of stakeholders and begin to analyse potential benefits of the project on stakeholders, such as direct benefits of building schools for boys and girls.
3. For each identified stakeholder, you will also analyse the potential risks of the project on them, such as nearby female-headed households that may lose farmland as a result of construction.

4. For each stakeholder, you need to also analyse how they could benefit the project, such as a local CBO providing school equipment.
5. You need to analyse for each stakeholder how they may risk achievement of project goals, such as a conservative village chief who was not consulted and does not want girls in school.

Source: UNOPS/UN Women **Guide on integrating gender throughout infrastructure project phases in Asia and the Pacific.** Page 22 https://asiapacific.unwomen.org/-/media/field%20office%20eseasia/docs/publications/2019/03/ap-bls19062_gpp_web.pdf?la=en&vs=5727

b. Community/Stakeholder Consultations

Community/stakeholder consultations will take place at the ward levels. Ward members who have been elected to the UP will hold open community meetings in their respective wards to discuss the objectives, scope, and implementation arrangements of the program, including the financial resources that would be available for small-scale schemes. Ward members would also ensure a meeting environment where the participants, irrespective of their social status, are able to express their opinions and preferences freely. The objectives of the consultations would be to:

- Learn about the community's needs and preferences regarding the schemes they deem necessary and which would have the most beneficial outcomes.
- Identify and agree on priority schemes, in view of the limitations in resource availability.
- Discuss the environmental and social safeguard implications/impacts that might be associated with the suggested schemes, along with the impact mitigation guidelines and measures adopted in the ESMF.
- Identify the potential land contributors for the schemes that require private land.

Source: National Institute of Local Government (NILG) **2012 HANDBOOK ON IMPROVING RURAL INFRASTRUCTURE SERVICES: A Collection of Good Practices of Union Parishads. Lessons Learned from the Bangladesh Local Governance Support Project.** Page 2 https://collaboration.worldbank.org/content/usergenerated/asi/cloud/attachments/sites/collaboration-for-development/en/groups/community-driven-development-global-solutions-group/documents/jcr:content/content/primary/blog/rural_infra_mgmt-h-lk0W/Rural%20Infra%20Mgmt%20-%20Handbook%20-%20Bangladesh%20LGSP.pdf

7. Types of Gender Approaches

a. ReCAP 2019 Continuum of Gender Mainstreaming in the Context of Transport

In the ReCAP continuum of gender mainstreaming, the focus is on the transport sector but you can adapt and apply to other sectors.

Gender Blind Approaches

- Do not recognise that differences in women's time/space activity patterns, assets and voice in decision-making, relative to men's, result in gender differentiated demands for, and benefits from transport infrastructure and services.

Gender Aware Approaches

- Acknowledge that:
 - Sociocultural norms underlie gender inequalities in transport.
 - Gender inequalities result in distinct women's and men's mobility patterns and accessibility, safety and security needs.

Gender Exploitative Approaches

- Intentionally or unintentionally reinforce or take advantage of gender inequalities.
- Exacerbate prevailing gender inequalities.
- Examples include projects that exacerbate women's work burden.

Gender Accommodating Approaches

- Work around gender differences and inequalities.
- Prevailing gender relations not challenged i.e. status quo maintained.

• Examples include projects where women are assigned roles of fetching water or cooking for (male) road construction

Gender Transformative Approaches

- Based on a gender analysis.
- Informed by sex and gender disaggregated transport data.
- Challenge and seek to change inequitable gender dimensions of transport.
- Address the underlying causes of gender inequality that create structural barriers to women's equitable access to and benefit from transport solutions.
- Ensure women's personal security in transport spaces.
- Promote equitable relationships/ decision making between women and men.
- Promote male engagement in women's empowerment.
- Strengthen or create transportation systems that support gender equality.
- Establish accountability mechanisms to monitor the status of gender equality within transport institutions and in the provision of transport services.

Goal

- Transport solutions that are responsive to women's mobility patterns and accessibility and personal security needs, relative to men.

Source: Tanzarn, N (2019). **Guidelines for Mainstreaming Gender in Rural Transport, GEN2157A**. London: ReCAP for DFID https://assets.publishing.service.gov.uk/media/5e18b4eee5274a06b8fa0ad0/Tanzarn-2019-GuidelinesforMainstreamingGenderinRural_Transport-ReCAP-GEN2157A-190618.pdf

