

AFRICAN DEVELOPMENT BANK GROUP

**CHECKLIST FOR GENDER MAINSTREAMING IN THE
INFRASTRUCTURE SECTOR**

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LIST OF ABBREVIATIONS

ADB	:	African Development Bank
AIDS	:	Acquired Immune Deficiency Syndrome
CGPs	:	Country Gender Profiles
CIDA	:	Canadian International Development Agency
CSP	:	Country Strategy Papers
GEWE	:	Gender Equality and Women Empowerment
ESIA	:	Environmental and Social Impact Assessment
GDI	:	Gender Development Index
CGP	:	Country Gender Profiles
FGM	:	Female Genital Mutilation
HIV/AIDS	:	Human Immunodeficiency Syndrome
MDGs	:	Millennium Development Goals
M&E	:	Monitoring and Evaluation
MoE	:	Ministry of Education
ESMP	:	Environmental Social Management Plan
GPOA	:	Gender Plan of Action
OP	:	Operations Manual
PCR	:	Project Completion Report
PCR	:	Project Completion Report
PMU	:	Project Management Unit
PRSP	:	Poverty Reduction Strategy Paper
RFIs	:	Regional Financial Institutions
RMC	:	Regional Member Countries
TOR	:	Terms of Reference

1. INTRODUCTION

1.1 Background and Rationale

1.1.1 Current research suggests that there is differentiated access to use of and control over infrastructure facilities and services by men and women, linked to inequalities in intra-household relations, property rights and cultural restrictions (Doran 1990). Yet in reality infrastructure projects are often gender insensitive because it is assumed that women and men will automatically equally benefit from new infrastructure, without due acknowledgement of the full range of social and economic impacts, whether positive or negative. Too often, the positive outcomes experienced by women through infrastructural projects have been unintended and unplanned. Well-designed, appropriately located and affordably priced infrastructure can be a powerful tool in the pursuit of gender equality. Therefore, gender mainstreaming should not only be regarded as a factor requiring attention in infrastructure projects but rather must be considered as a critical factor in ensuring the project's success and sustainability by ensuring that women do not become worse off both absolutely and in relation to men (World Bank 2008).

1.2 Strategic context

1.2.1 The 2008-2012 Medium Term Strategy and the ADF 11 Deputies' Report recognize gender equality as a critical development tool and strongly recommend the mainstreaming of gender into the key areas of operational focus of the institution, especially infrastructure, such as roads, transportation, energy, ICT, rural water supply and sanitation, to ensure effective support to RMCs' inclusive development and poverty reduction efforts.

1.3 Objectives

1.3.1 The objective of this checklist is to provide a tool for effective mainstreaming of gender in infrastructure programs and projects to: (i) guide task managers and implementation teams to plan, design, implement, monitor and evaluate gender-sensitive and responsive infrastructure projects; and (ii) assist RMC projects implementers to become both agents for ensuring effective gender analysis and mainstreaming of gender in Bank supported infrastructure development interventions.

2. ENTRY POINTS FOR GENDER MAINSTREAMING IN THE PROJECT CYCLE

2.1 Project Concept Note

2.1.1 The guidelines present the key steps that are applicable for mainstreaming gender through out the infrastructure project cycle and in each of the infrastructure project sub-sectors. The starting point for effective gender mainstreaming in infrastructure programs/projects is to undertake the required gender analysis (refer to Annex 2). Throughout the cycle, gender analysis will be applied in order to disaggregate women's and men's roles and responsibilities; time use and availability; resources, knowledge and capacity available to each, participation in decision- making by each. It is critical that the Project Concept Note (PCN) reflects potential gender issues of the proposed infrastructure project to ensure that their integration does not become simply an add-on. Key areas to focus on at this stage include the following: (i) Terms of reference for all feasibility studies and ESIA must be

engendered; (ii) the skills mix of the study team must include gender expertise; (iii) gender disaggregated data must be established before project implementation begins. This can be done by commissioning a baseline study together with the feasibility studies.

2.2 Project Identification

2.2.1 Gender analysis at this stage will include a detailed situation analysis of the political, cultural and societal gender-based roles and responsibilities; assessment of the national gender policy and capacity; community resource base and how it is mobilized; social and institutional structures, with

implications for gender relations. Assessing local time-use by gender is critical at this stage, as it should guide the design of the project activities such that it does not increase the burden on women or force them to pass some of their responsibilities to their daughters, whose schooling may then be negatively affected. The assessment at this stage should also review the social and economic context, isolating those factors likely to influence the nature and/or direction of the project: social-political-cultural, economic, legal (identifying which legal system pertains to gender relations), environmental, educational.

Box 1: Some Key Points for Gender Analysis at Identification

- Assess whether gender information is adequate, are any gender focused assessments or studies planned.
- Assess whether the gender dimensions of the project are adequately addressed in the design of the social and environmental assessments?
- Establish whether a gender specialist is included on the project identification team?
- Determine whether the criterion for selection of the implementing agency includes knowledge and commitment to gender issues in infrastructure?
- Assess whether female as well as male stakeholders were consulted in the initial project design process
- Determine whether gender equality approach in the proposed Bank infrastructure project would not add to the burden of work for women, or would it help distribute responsibilities fairly between women and men.

2.3. Project Preparation

2.3.1 This phase is a critical entry point in gender mainstreaming that should include the following key actions to be undertaken to ensure that the proposed infrastructure project design, activities and inputs are gender-responsive to ensure gender equitable outputs and outcomes.

- Define gender-responsive objectives and strategy;
- Review capacity of the collaborating institutions and required actions to set up the institution framework for gender mainstreaming;
- Ensure engendering of the Log frame (see example in Annex 4);
- Define activities to address the gender disparities in access and use of infrastructure including the inputs (who, when, how much) and outputs reflect access & control (See Annex 1, Tool 2);
- Determine monitoring tools that include realistic gender-responsive indicators;
- Examine if gender issues are properly identified and addressed in the project design;
- Establish whether a gender specialist is included on the project preparation team?
- Determine whether the project objectives and specific components effectively address gender issues;
- Establish gender disaggregated indicators for the project log frame and other monitoring tools;

- Determine whether the possible inter-sectoral linkages have been properly addressed (e.g. improved access to health services, markets, education) have been clearly defined and addressed in the project;

Box 2: Examples of Gender Indicators for Infrastructure Project Cycle

Project design and input indicators.

- Infrastructure constraints on men's productive roles and women's economic, domestic and community management roles addressed.
- The economic and cultural issues affecting women's and men's access to transport and services identified and addressed.
- Staff in Project Coordination Team identified to facilitate women's participation in the project.
- Overall institutional structure set-up will help to encourage staff to address gender in their projects. This can be through increased gender sensitisation of staff, providing appropriate tools to undertake gender sensitive monitoring, ensuring quarterly progress reports are reporting gender disaggregated data on project achievements, establish dialogue amongst staff on constraints and achievements in addressing gender issues in the project, etc.
- Include HIV/AIDS indicators related to awareness, access to health services, treatment and counselling.

Project implementation indicators.

- Gender responsiveness of institutional arrangements and delivery systems for inputs.
- Participatory project planning and implementation with women and men in communities, including procurement activities of the project.
- Training, capacity building and methodologies used cater for both women and men.
- HIV/AIDS awareness campaigns for workers and communities and activities promoting access to health services, treatment and counselling.

Project output indicators.

- Increase in number of women selected to participate in project activities such as road or path construction and maintenance.
- Increase in ratio of women to men with access to appropriate physical infrastructure;
- Increase in ratio of women to men with access to employment and income generating activities.
- Increase in HIV/AIDS awareness, access to health services, treatment and counselling.

Project impacts indicators.

- Reduced time and costs for women and men taking goods to the market.
- Increased income for women and men.
- Increased number of women and men entrepreneurs on road sides;
- Reduced traffic related accidents;
- Increase in security for communities in the region;
- Increase in enrolment rates in primary and secondary schools;
- Improved women's participatory and decision making skills in community infrastructure management issues;
- Improved maternal and child health;
- Reduced HIV/AIDS prevalence;

2.4. Project Appraisal

2.4.1 The appraisal mission will focus on verifying and refining the institutional and budgetary arrangements that would underpin effective gender mainstreaming strategy in the project design. In addition, the following issues will be addressed in the respective sub-sectors:

Transport Sector

- Ensure that gender is fully addressed during the environmental and social assessment and other feasibility studies, and that gender-responsive mitigation are put in place if resettlement occurs.

- Define the different transport needs and priorities of women and men, e.g. highlight that women's needs include the transportation of agricultural produce normally carried on heads, to reach local markets, security of girls going to school and for men are how to get to provincial or urban markets, and increase access to points of networking and market information exchange.
- Identify means of ensuring that the needs especially of women users, as well as their safety, will be taken into account both along the corridors and at checking points and border posts.
- Facilitate gender sensitization for contractors, before commencement of their work and agree with them at which points in the work process this will be provided
- Recommend that feasibility studies factor in how to deal with sexually transmitted diseases associated with human mobility along corridors for cross-border transport.

Training in the ICT Sector

Projects involving training in ICT skills:

- Are there women facilitators/trainers recruited by the project for the purpose of training students and project beneficiaries?
- Are training materials accessible to illiterate populations and in local vernacular languages?
- Is any additional support or provision for women necessary? E.g. child-care?
- Are arrangements made to make provision for women's reproductive responsibilities?
- Are training activities and access times/locations compatible with women's daily schedules and possible travel limitations?
- Have efforts been made to ensure equitable access to ICTs for women and girls in schools and other education activities?
- Are girls and women's responsibilities for domestic chores taken into account in scheduling access and training?
- Are there cultural or social issues that call for single-sex instruction in ICT?
- Systems for learning and training
- Do women have equal access to technical training?
- Have efforts been made to ensure that women are among those trained when introducing computer hardware and information systems?
- Are necessary adjustments made to facilitate women and girl's participation in view of multiple roles and cultural constraints?
- Are there mechanisms for women to enter these fields and training programs? To develop role models for young girls? To stem the brain drain?
- Are training opportunities available not only for technology professionals but for non-professionals to use ICTs?
- **Among the possible gender-positive outcomes that might result from ICT projects are the following:**
 - developing ICT policy which recognizes and redresses gender inequities
 - improving opportunities for men and women to access, use and benefit from ICTs
 - fostering shared control over decision-making and resources related to ICTs
 - improvement in women's income from the use of ICTs in the project
 - more women entering the IT technical workforce
 - more women using ICTs (more) as a result of the project;

- increased access to relevant information access for women as well as men

Distance learning projects

- Is data on students/users disaggregated by sex (to show possible gender differentials in users)?
- Are the information needs of both men and women considered in designing programs?
- Is the content of programs relevant to both men and women?
- Are there constraints to women participating in the courses (e.g. courses for civil servants- are they delivered at times that are convenient to women workers?).
- Does the distance learning incorporate flexibility in scheduling and location to accommodate both men and women?
- Are there any social or cultural problems with mixed-sex instruction such as at the GDLN sites?
- Are there differences in subject and technical skill levels by gender requiring remediation or accommodation?
- Are there differences in foreign language abilities by sex among the targeted recipients? (E.g. if courses are in English, are women less likely to have a mastery of English?).
- Does the course content recognize gender issues in the substantive material for the course (e.g. in public administration)?

Energy Sector

Four of the key energy issues for poor rural women that demand the attention of rural electrification programs include the following:

- *Data needs and analysis.* Disaggregating energy use, supply, and impacts by gender to provide a better basis for applying incorporating gender in project design and implementation, as well as at the micro- and macro-policy levels.
- *Wood energy, cooking, and health.* Seeking integrated approaches and various solutions (including fossil fuels and perhaps electric cooking) that recognize the importance of wood energy and cooking for poor women and its health implications.
- *Women's specific electricity needs.* Addressing water pumping, agricultural processing, security, work productivity, and health in the framework of sectoral development initiatives.
- *Equal access to credit, extension, training.* Assuring energy and electricity supplies for women's domestic tasks as well as their micro-enterprise activities.
- Identifying the most critical energy needs of the majority, but also the priorities for women and men;
- Determine whether communities are to be displaced, will the compensation package take into account men's and women's gender-based roles and responsibilities;
- Assess whether mitigation measures include specific actions to address women's needs such as continued ability to source food from the natural environment. Review whether the displacement package aimed at "restoring" livelihoods has taken into account the gendered nature of the household economy.
- Assess whether the cost has been factored into the outcomes of the project so that women from poorer households might benefit.

Table 1: Gender Checklist for Infrastructure Project Appraisal Report

<p>Chapter 1: Strategic Thrust</p>	<p>1.1 Project Linkages with Country Strategy and Objectives: Review whether the policy goals and objectives of the benefits intended for both men and women of the current country development and sector strategies and the Bank Country Strategy Paper (e.g. the gender dimensions defined in the country PRSP, Infrastructure Sector Strategy and Bank CSP) that are part of the strategic thrust and rationale of the proposed project.</p> <p>1.2 Rationale and Bank’s Involvement: Review whether the gender differentiated infrastructure needs, access to resources and priorities are part of the underlying theory or hypothesis of why the proposed infrastructure project is needed and why it is needed at that time.</p> <p>1.3 Donors Coordination: Assess whether there are other donor interventions on gender mainstreaming in the infrastructure sector in the context of the PRSP and MDGs Country Strategies which the proposed Bank project could complement or build on.</p>
<p>Chapter 2: Project Description</p>	<p>2.1 Project Objectives: Determine if gender concerns have been taken into consideration in the main infrastructure objectives that the project is intended to address and that there are linkages to policies and commitments to the gender equality strategy in the PRSP and other national strategies for infrastructure development.</p> <p>Project Components: Assess whether appropriate strategies have been defined to address the gender issues within project component activities of the proposed Bank infrastructure project.</p> <p>2.2 Technical Solutions Retained and Other Alternatives Explored: Determine what, if any, is the value added to promoting gender equality and the empowerment of women in the sector by the proposed Bank infrastructure project, which would not be accomplished by other means or other sources of funding.</p> <p>2.3 Project Type: Determine whether the gender issues relating to the proposed Bank infrastructure project would be effectively addressed by either a targeted intervention or activities mainstreamed in the project component activities.</p> <p>2.4 Project Costs and Financing Arrangements: Determine whether adequate resource allocations have been made for the implementation of the gender mainstreaming actions in the project budget/cost estimates of the proposed infrastructure project.</p> <p>2.5 Project’s Target Area and Population: Determining the project population socio-economic assessment identifying and disaggregating it by subpopulation key indicators such as access to basic social infrastructure, means of communication and markets.</p> <p>2.6 Participatory Process for Project Identification, Design and Implementation: Defining of gender-responsive participatory approaches for the consultative process for enhancing stakeholder appreciation, ownership and commitment to the proposed infrastructure</p>

	<p>project objectives.</p> <p>2.7 Bank Group Experience, Lessons Reflected in Project Design: Review whether lessons learnt from gender mainstreaming activities in previous Bank infrastructure projects in the relevant sub-sector have been applied in the design the proposed project.</p> <p>2.8 Project's Performance Indicators: Verify the identification of appropriate gender indicators for monitoring the key actions to address infrastructure gender issues and expected gender equality results. This should also determine whether the indicated outcome gender disaggregated indicators are explicit, realistic and consistent with those of the gender equality indicators in the national infrastructure sector development strategy, PRSP and the current Bank CSP.</p>
<p>Chapter 3: Project Feasibility</p>	<p>3.1 Economic and Financial Performance: Review the potential impact in terms of costs and economic benefits of the project for women and men of the proposed Bank infrastructure project target population</p> <p>3.2 Environment: Verify compliance with Bank Procedures for Environment and Social Impact (ESAP). Specifically, ensure that an ESIA plan outlining the possible impacts of the proposed infrastructure project and measures to mitigate the negative effects throughout the proposed project cycle is prepared.</p> <p>3.3 Climate Change: Determine whether there is any potential climate risk impact on the attainment of the gender equality benefits of the planned Bank infrastructure project.</p> <p>3.4 Social: Verify whether all the quantifiable and none quantifiable, gender and social related direct and indirect benefits have been defined, and are they realistic.</p> <p>3.5 Involuntary Resettlement: Assess whether the proposed Bank infrastructure project has a relocation site selection in the design and if this has taken into account both women and men's concerns such as safety of the sites and proximity to viable sources of livelihoods and access to basic social services.</p>
<p>Chapter 4: Implementation</p>	<p>4.1. Implementation Arrangements: Define the specific institutions within the organizational structure of the project executing Agency and implementing partners which will be responsible for executing, monitoring and evaluation of the activities of the project components. This should include assessing of the capacity building needs of the project Executing Agency to ensure effective gender responsive and participatory implementation of the gender equality activities under the planned infrastructure project.</p> <p>4.2: Monitoring/Supervision: Ensure that the targets and indicators for monitoring the gender impacts an outcomes are clearly defined in the infrastructure project monitoring/supervision plan of the planned infrastructure project.</p> <p>4.3. Governance: Assess whether there are any Governance risks, e.g. corruption that may affect the level of participation and benefiting of any of the potential targets groups particularly women in the Bank proposed infrastructure project activities and whether any measures are required to mitigate against the envisaged Governance risk.</p>

	<p>4.4. Sustainability: Assess the extent of the RMC’s continued commitment to mainstreaming gender dimensions that are critical to ensuring success of the proposed infrastructure project , e.g. whether the RMCs has adopted a regulatory framework to support the mainstreaming of gender issues in the implementation of the national infrastructure development strategy as noted in point 5.1 of this checklist.</p> <p>4.5 Risk Management: Identify any of the potential risks including in the context of the RMC’s PRSP/National Development Plan and Infrastructure Strategy that may affect the implementation and sustainability of the gender strategy in the proposed Bank infrastructure project design.</p>
<p>Chapter 5: Legal Instrument</p>	<p>5.1 Legal Instrument: Ensure that the specific gender mainstreaming measures are properly captured.</p> <p>5.2 Main Conditions of the Bank Funded Infrastructure Intervention: Assess whether there are any of the key features of the gender mainstreaming strategy in the proposed infrastructure project that need to be listed as condition to loan or/and grant entry effectiveness.</p> <p>5.3 Compliance with Bank Policies: Review whether the gender mainstreaming strategy in the infrastructure project being designed is in line with the priority areas on infrastructure in the Bank’s Gender and Sector Policies and the CSP.</p>

3. PROJECT IMPLEMENTATION AND SUPERVISION

3.1. Project Launching/Implementation and Supervision

3.1.1 At the project launching stage it will be important for both the Bank’s task team and the project coordination team to dialogue with project beneficiaries, specifically women, to ensure that project objectives and activities are clearly communicated to them. Self/internal monitoring on an on-going basis is important in project management. This, however, should ensure that the tools to be employed

Box 3: Some key considerations to guide a gender-sensitive infrastructure project monitoring/supervision

- Ensure a gender balanced stakeholder and community participation to create a two-way flow of information, and facilitate development of community skills to analyze situations & identify solutions.
- Determine whether both men and women in the target population actively participate in implementation of the project.
- Assess if the project was generating the intended benefits for men and women, how the outcomes compare to the targets and what factors account for variation in outcomes.
- Review how the risk indicators/critical assumptions about gender interact with the project’s inputs in support or hindrance of project progress.
- Determine whether there are any realistic prospects of sustaining the benefit being derived from the project in the long run.

must be engendered, and there must be a gender expert in the monitoring/ supervision team. The checklist in Box 3 is also an important tool for the Mid-term Review (MTR). The MTR review will determine whether (i) gender issues were being effectively mainstreamed and the possible outcomes would be in line with the gender objectives of the project, (ii) there is need

to adjust redirect the project because of the weakness in gender mainstreaming and (iii) the extent to which the expected outcomes of the project would be realized.

3.2 Project Completion and Evaluation

3.2.1 The Project Completion Report will generate lessons learnt on achievements related to the gender equality objectives of the project as well as institutional capacities strengths and weaknesses. The following issues must be taken into consideration while undertaking the PCR:

- Team must include a gender expert.
- Determine whether MTR provided feed back on project's gender sensitivity & responsiveness, and to adjust activities (+ policy) based on gender differentiated M & E results.
- Assess gender differentiated impact as per Goal & objectives (apply gender analysis Tool 3, Annex II).
- Determine the lessons on gender mainstreaming in Infrastructure projects which might be learned from the project.
- Establish whether gender mainstreaming receives attention at all stages of the cycle, especially during the ESIA and reflected in the ESMP, as other cross-cutting issues.
- Examine whether the project task team took time to appreciate the social and cultural context and did this have positive bearings on the direction of the project.
- Assess whether both women and men engaged in equal measure and did each gender directly benefit from the project.
- Examine whether the project design facilitated the collection of gender disaggregated data to update the baseline data and support the adjustment of the direction of the gender strategy of the project when necessary.
- Determine whether the project outcomes likely to contribute to gender equality and if there are lessons to be drawn to strengthen the design of any future similar projects.

Annex 1: Gender Analysis

Gender analysis (GA) is the first step toward gender mainstreaming. As a tool, it allows for a critical assessment of the position of men and women in a given situation, relative to each other, and the determining factors for such positions. Thus, it helps to understand: (i) women's and men's productive and reproductive responsibilities; (ii) the resources and services available to each to enable them carry out their tasks; (iii) gender-derived social and economic factors that facilitate or impede optimum execution of their tasks, thus enabling or frustrating attainment of the stated goal; and (iv) who between them enjoys the benefits of these tasks and in what measure.

Gender analysis may be applied when generating/obtaining data or before applying any that are available. At the heart of GA are three basic questions: *Who does what with what? Under whose control are the resources? Who enjoys the benefits from what and to what measure?* Three all-embracing tools help to answer these basic questions. They are applied at different stages within the project cycle, and they may be applied as sub-sets of other gender mainstreaming tools.

Tool 1: Activity and Income Profile. This tool fulfils the following:

- It helps identify who between men and women, girls/boys spend how much time on which activities, applying what productive or work tools
- It reveals how much income results from the above work, and who spends how much on what
- Adopting participatory methods and working with the community, the tool would provide the information required to inform the project design and guide the direction of the project cycle.

Table 1-Tool 1: Activity and Income Profile

Role	Women		Men	
	Hrs/day-	Income	Hrs/day-	Income
Productive work -self employed ---in productive work (agriculture) ---accessing urban and rural markets -Trading -wage work/employed in				
Reproductive work (production and maintenance of human resources) - Fetching water - Fetching wood - Buying food (urban) - Processing food - Preparing food - Minding the sick				
Socio-cultural activities - Participation in village meetings - Participation in religious meetings - Participation in funerals & other ceremonies				

Checklist to assist with applying this tool¹

¹ The tool is best suited to the identification phase but can also advise Preparation and Appraisal

- Have key stakeholders been identified and how can they participate in the process?
- Have women's and men's work been fairly represented? How can this be assured?
- Has the analysis determined who would benefit and who would lose by the type of project to be undertaken?
- Have constraints to women's and men's participation been identified?
- Can strategies be identified to address the constraints?
- How are the constraints being addressed and remedied in the project the Bank is to support?
- Can practical and strategic needs especially of women be met and how?

Tool 2: Access and Control Profile. This tool will help planners because it:

- Sets the socio-economic context. When properly executed, the tool could demonstrate possibilities men and women have at their disposal to increase productivity, to access markets, for this tool informs about resource and asset ownership and access at household & community levels
- Helps the planner/s to determine where to invest to achieve poverty reduction
- Exposes opportunities for participation in decision- making

Table 2 - Tool 2: Access and Control Profile

Resources/Services	Access		Control	
	Men	Women	Men	Women
1. Resources Land Financial Capital Production Tools Production inputs				
2. Markets Labour Commodity -as buyer -as seller Transportation				
3. Social-cultural Resources/services Information Health Education Training				

Checklist: Below are questions that can help strategic planning for gender inclusion:

- Is the social and economic context conducive to a fair distribution of resources?
- How would the current distribution of assets affect the project being planned with Country X?
- Do constraints identified in Tool 1 impact on access and control in Tool 2?
- What opportunities are available to communities that would be affected by the project under consideration? Would availability or non availability affect the outcomes of the project under consideration and how?

- What impacts are the social and cultural factors likely to have on possible project outcomes?

Tool 3: Benefits Profile. This tool:

- Identifies whose needs, between men and women, have been/are likely to be met
- Indicates the type of benefits that have been or likely to be met: practical to meet basic needs of daily survival; or strategic, leading to status transformation and likely to be sustainable

Table 3- Tool 3: Benefits Profile, by Gender

Project participants	Project services		Project facilities		Benefits (Quantitative/qualitative)	
	Male	Female	Male	Female	Male	Female
Target groups						
Affected groups						
Project implementer						
Collaborating institutions						

Checklist: this tool is applicable during monitoring and evaluation within the project cycle and the questions are of direct relevance to that phase:

- Who will benefit, who will lose by the project?
- Have women, as men, been consulted and involved in developing the solution?
- Where do opportunities exist for change?
- What are the anticipated outputs and who benefits, by what degree?
- What are the anticipated outcomes and who benefits, by what degree?
- Whose benefits are likely to secure household livelihoods?
- Whose benefits are likely to contribute to poverty reduction?
- Are the benefits likely to lead toward gender equality?

Annex 2: Engendered Log Frame

In 2005, the Bank introduced a more results-based Log frame as part of its concern to strengthen aid effectiveness. Because of the important position of the results-based log frame in planning, it is important that this instrument be as gendered as possible. Below are samples of how to go about engendering an ICT project Log frame, taken from the Report on Gender Training for Infrastructure Specialists, 2007:

Engendering the Results-Based Log frame

Hierarchy Of Objectives	Expected Results	Reach	Performance Indicators	Indicative Targets Timeframe	Assumptions /Risks
GOAL Improved livelihood of the country's poor in Uganda	Impact ICT sector developed in Uganda	Direct Beneficiaries Rural communities Indirect Beneficiaries Geographically disadvantaged, socially & culturally deprived, economically weak and infrastructural poverty	Impact Indicators # of communities # of users # of female users	4 years – 100% men in year 4, 50% women	Government remains committed to the sector; Women able and free to participate alongside men
PURPOSE Establish tele-centres in rural Uganda	Effects Tele-centres established	Beneficiaries Rural communities, including women	Effect Indicators Expression of both men and women clientele	4 years – 100% men in year 4, 50% women	Government remains committed to the sector Community ownership is strengthened Men do not block women's participation
Resources and Activities Communication equipment Training & education Information, education & communication	Outputs Community centres established and equipped IEC materials provided	Beneficiaries Rural communities # of materials # of staff trained, 30% of whom are women	Output Indicators All tele-centers established by Year 4 Appropriate location Good management Staff available and motivated		