



HM Government



CSSF
GLOBAL MEL
Partnership

CSSF GESI Marker Guidance

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Members of the GMEL Partnership:



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Context

This guidance supports the user to apply the new CSSF Gender Equality and Social Inclusion (GESI) Marker to their CSSF project. The CSSF GESI Marker supports the promotion of GESI across CSSF programming. It is based on the recognition that gender is one of multiple factors of marginalisation¹. Other factors include, but are not restricted to, disability status, sexual orientation and/or gender identity, age, marital status, ethnic background, and religious beliefs.

This marker has been designed in collaboration and consultation with stakeholders across CSSF to supplement the existing Gender Equality Policy Marker (GEM). The GEM was created by the Organisation for Economic Co-operation and Development's Development Assistance Committee (OECD DAC) of which the UK is a member. Members of the OECD DAC are required to report annually on how much of their funding targets gender equality as an objective. The OECD DAC uses the GEM to track and analyse development finance and its support for gender equality and women's rights.

CSSF is committed to reporting on programmatic contributions and financial commitments to gender equality across the Fund. The updated CSSF Operating Framework commits us to monitoring the inclusion and impact of our activities on people with protected characteristics as per the Equalities Act. The GESI Marker builds on the GEM by tailoring the criteria to meet the needs of the CSSF. This new marker has been designed in response to feedback and challenges shared about the GEM and incorporates social inclusion, whilst still allowing for ongoing financial reporting of our spend on gender equality to the OECD DAC.

¹ CSSF also recognises that a person may be marginalised based on multiple identity features. For example, a woman with a disability may experience discrimination and exclusion on account of both her gender and her disability status. She may find it even more difficult to access services than a disabled man or a non-disabled woman because of the way these two identity features intersect.

CSSF GESI Marker

CSSF GESI Marker objectives

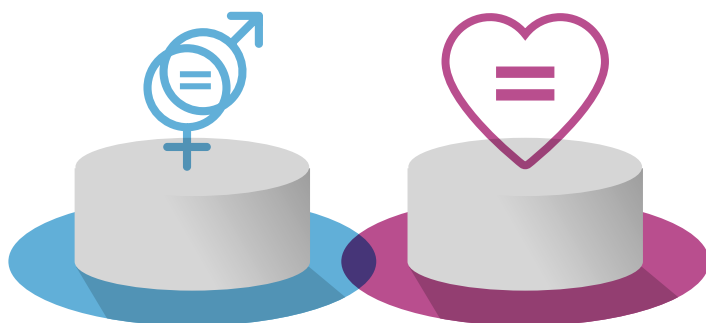
The CSSF GESI Marker builds on the OECD DAC GEM to better address the needs of CSSF. The objectives of the GESI Marker are to allow CSSF to:

- ▶ **more accurately assess projects** according to the extent and quality of gender mainstreaming, using criteria tailored to CSSF projects;
- ▶ **better track projects and gather data** on social inclusion contributions;
- ▶ continue to report spend in line with existing **OECD DAC GEM**;
- ▶ **learn from, and provide targeted support to, projects** based on GESI Marker scores; and
- ▶ **provide its gender advisers** with greater access to meaningful data on GESI to inform and target their support.
- ▶ support project level learning and reflection on GESI

It will also allow project and programme teams to more easily record their contributions to GESI within their annual reviews.

CSSF GESI Marker structure

The GESI Marker includes two pillars:



Each pillar comprises a self-assessment, completing these self-assessments will produce a gender equality score and a social inclusion score. These self-assessments should be applied at programme design and programme delivery stages. Together, they form the CSSF GESI Marker. Please see Section 3.3 for further guidance on how to complete the marker and what needs to be submitted.

² Please see Section 3.2 for requirements.

What will completing the marker support?

The GESI Marker scores will be used to:

- ▶ Track gender equality spend in line with the OECD DAC GEM.
- ▶ Inform gender advisers of quality and degree of GESI considerations and identify evidence of outcome contributions to GESI.
- ▶ Update JFU of contributions to GESI at Fund level.

The narratives will help CSSF mainstream, learn from, and adapt GESI activities, and communicate around these areas. Specifically, the CSSF GESI Marker will:

- ▶ Provide gender advisers clear evidence and justification of GESI mainstreaming, improving confidence in the scoring.
- ▶ Support the identification of GESI needs for the project through design and delivery phase.
- ▶ Help project teams identify areas for improvement in the delivery of their gender equality commitments.

CSSF GESI MARKER COMPLIANCE		
All projects must continue to be compliant with the UK International Development (Gender Equality) Act, 2014	All projects should aim to be at least a Category C, as before we required all projects to be at least GEM 1	All programmes require at least one Category E project.

NB: In cases in which gender advisers reviewing the self-assessment, deem the narrative and evidence provided² insufficient or not appropriate, they will invite the project team to discuss whether more evidence can be found or whether a different scoring would be more appropriate.

Remember:

- ▶ Yearly self-assessment requirement
- ▶ Two pillars: Gender equality and social inclusion

² For other risks – mitigations are in place as per first criterion in this category.



Pillar 1: Gender Equality Self-Assessment

Overview

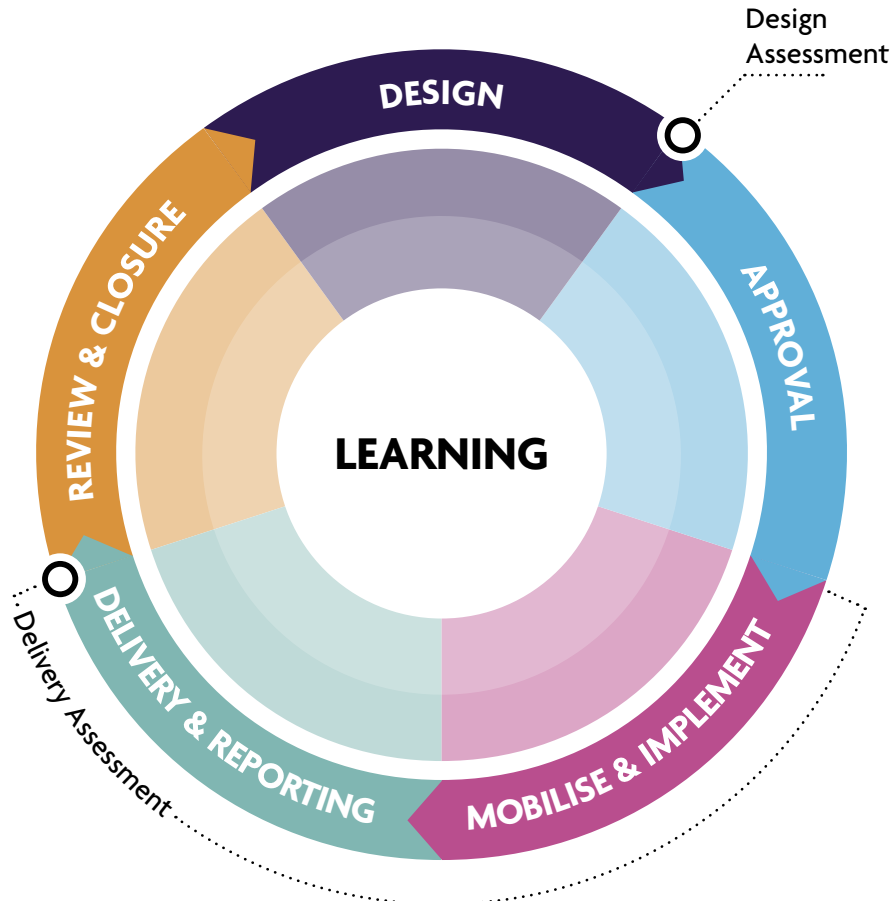
The first pillar includes a gender equality score (A to E) and its supporting narrative. A gender equality self-assessment should be undertaken at design and delivery stage of each project.

Gender equality self-assessment process:

CSSF should base all projects and programmes on **gendered analysis of conflict and/or the context**. The gendered analysis is essential to assess a project's impact on gender equality and to identify gendered inequalities and drivers of conflict in any given context. Projects that are not based on a gendered analysis will need to be raised with a relevant adviser or portfolio lead to discuss options for undertaking a gendered analysis. If a project is already in implementation and is not based on a gendered analysis, please discuss paths forward with a gender adviser or portfolio lead.

The gender equality self-assessment should be conducted at **design and delivery phase**. This will help gender advisers identify projects that need additional support and identify **case studies, qualitative evidence, and lessons learned**. It also has the potential to support projects to better consider and contribute to gender equality in their programming.

All scores given must be accompanied by supporting narrative. See Section 3.2 below for guidance on the evidence and documents that teams could consider when undertaking their self-assessments. Teams might want to include other evidence and documents in their review as part of the self-assessment.





Pillar One: Gender Equality Self-Assessment

To do this teams will need to assess themselves against the six categories (see Table 1), selecting which best represents their project's contribution to gender equality.

Table 1:

Overview of gender equality categories

Category	Description
<input type="radio"/> Unscored	The project is not informed by a gendered analysis and/or does not consider how the intervention could impact gender equality. These projects will be flagged as a risk, efforts to consider gender equality and apply the self-assessment should be made.
<input type="radio"/> Category A	The project team has conducted a gendered analysis. Findings from this gender analysis have been used to ensure at minimum that the project does no harm and does not reinforce gender inequalities. The project is deemed to have no inherent relevance to gender equality.
<input type="radio"/> Category B	The project team has conducted a gendered analysis. Findings from this gender analysis have been used to ensure at minimum that the project does no harm and does not reinforce gender inequalities. There is potential for this project to impact on gender equality, however there are no specific project objectives on gender equality.
<input type="radio"/> Category C	The project team has conducted a gendered analysis. Findings from this gender analysis have informed the design of the project and to ensure the project does no harm. Gender equality is part of the project's objectives, but not the principal reason for undertaking the project; the project has planned or provided some contribution to furthering gender equality.
<input type="radio"/> Category D	The project team has conducted a gendered analysis. Findings from this gender analysis have informed the design of the project and to ensure the project does no harm. Gender equality is an important objective of the project, but not the principal reason for undertaking the project; the project has planned or provided significant contribution to furthering gender equality.
<input type="radio"/> Category E	The project team has conducted a gendered analysis. Findings from this gender analysis have informed the design of the project and to ensure the project does no harm. Gender equality is the main objective of the project and it is fundamental in the design and results.

Gender equality self-assessment reporting:

Once completed the GESI marker document should be stored in the CSSF portal where dedicated folders will be created. As projects are designed and procured, project-level self-assessments can be added. Gender advisers will pick a selection of CSSF projects for spot checking and quality assurance. Examples of projects for each gender equality category can be found in annexes 3 - 6, these provide examples of what evidence should be found for the score



Pillar One: Gender Equality Self-Assessment

Guidance for gender self-assessment: Design Phase

Project teams should conduct the first gender equality self-assessment prior to implementation.

Why is the self-assessment necessary?

- ▶ To ensure all projects are compliant with CSSF's minimum requirements on gender equality³ prior to implementation.
- ▶ To help project teams identify and understand the project's intended actions and impact on gender equality, mitigate any risks, and ensure compliance with do no harm commitments.
- ▶ To support projects in the design and resourcing for gender mainstreaming.
- ▶ To facilitate reflections on gender equality mainstreaming in the design process. The self-assessment will help teams identify actions they might want to take to improve the project's contribution to gender equality.

How can this be done?

Gender equality self-assessment should include a review of the following project evidence and documents.

Project documents

- ▶ Gendered analysis, conflict analysis, or JACS
- ▶ Any other relevant analyses or research conducted as part of the design phase; for example, political economy analysis or a helpdesk report
- ▶ Project proposal or other project documents

Monitoring, evaluation and learning (MEL) documents

- ▶ Results framework and Theory of Change (where applicable)
- ▶ Impact, outcome, and output statements and indicators
- ▶ Quantitative and qualitative targets and milestones, as per draft results framework.

³ See categories A to D in Table 1 for CSSF minimum requirements to gender equality.



Pillar One: Gender Equality Self-Assessment

Guidance for gender equality self-assessment: Delivery phase

Project teams should conduct their gender equality self-assessment on a yearly basis, once delivery begins.

Why is the self-assessment necessary?

- ▶ To enable project teams to reflect systematically on their contribution to gender equality and identify any actions they may want to take to improve their contribution.
- ▶ To support project teams in adjusting their design to improve gender equality, if relevant.
- ▶ To identify the project's actions and impact on gender equality in practice.
- ▶ To help JFU and/or gender advisers to identify and offer tailored support to projects that intended to contribute to gender equality in the design phase but have been unable to contribute as much as intended during the delivery phase.

How can this be done?

Gender equality self-assessment should include a review of the project's:

- ▶ Gender analysis, conflict analysis, JACs and/or problem analysis
- ▶ MEL approach and systems (provisions for monitoring of gender equality for example)
- ▶ Results framework and Theory of Change (where applicable)
- ▶ Impact, outcome, and output statements and indicators, targets and milestones.
- ▶ Quantitative and qualitative gender equality evidence and results.
- ▶ Target groups referenced in the project documents
- ▶ Relevant project activity and/or intervention descriptions and results, such as any implementing partner's reporting
- ▶ Use of disaggregated data by relevant identity features to inform project decisions⁴.

Remember:

- ▶ All project teams must complete a gender equality self-assessment of their project with a supporting narrative to illustrate the rationale behind their score.
- ▶ Gender equality self-assessments should be made following a gendered analysis and gendered analysis is a minimum requirement.
- ▶ Projects with no gendered analysis must contact a relevant adviser for support before they can conduct the self-assessment.
- ▶ Gender equality self-assessments should be conducted at design and delivery phases.
- ▶ Delivery self-assessments are required on a yearly basis.
- ▶ All gender equality self-assessments and supporting narratives will be shared with CSSF gender advisers.

⁴ Identity features could include, but are not limited to, sex, gender, sexual orientation, disability status, race, socio-economic background, religion, geographic location, marriage status, parental status, age, and level of education.



Pillar One: Gender Equality Self-Assessment

Writing the supporting narrative

Project teams must provide a narrative to support their gender equality score, this narrative should reference each criteria ticked. This will:

- ▶ Provide gender advisers and portfolio leads with the evidence and information needed to understand why project teams have selected certain categories and support them to review the self-assessments to ensure consistency across projects.
- ▶ Support project teams to be reflective during their gender equality self-assessments to ensure they are scoring themselves appropriately.
- ▶ Support project teams to identify areas for improvement in the delivery of their gender equality commitments.

In cases where the gender advisers reviewing the self-assessments deem the narrative and evidence provided insufficient or not appropriate, they will invite project teams to discuss whether more evidence can be found or whether a different scoring would be more appropriate.

The supporting narrative should take the following format and include the referenced evidence:

Table 2:

Gender equality self-assessment reporting guidance

Self-assessment stage	Date <i>Insert self-assessment date</i>	Gender equality Score <i>Insert score A - E</i>	Narrative evidence/justification
Design self-assessment	<i>DD/MM/YY</i>	<i>A-E</i>	<p><i>Provide a narrative justification of your score.</i></p> <p><i>This narrative should cover evidence against each of the criteria ticked in the self-assessment tool. This evidence should include examples and quotes from project documents. For example you might want to include:</i></p> <ul style="list-style-type: none"> • <i>Planned outcomes, outputs and indicators related to gender</i> • <i>Evidence that the gender analysis has been conducted or is planned.</i> • <i>Plans of how you will use gendered evidence to inform decisions.</i> • <i>Evidence of how gender sensitivity has been considered in project design.</i>





Pillar One: Gender Equality Self-Assessment

Delivery self-assessment One	DD/MM/YY	A-E	<p>Provide a narrative justification of your score.</p> <p>This narrative should cover evidence against each of the criteria ticked in the self-assessment tool. This evidence should include examples and quotes from project documents. For example you might want to include:</p>
Delivery self-assessment Two	DD/MM/YY	A-E	<ul style="list-style-type: none"> • Examples of how gendered evidence is used. • The projects gender equality outcomes, outputs or indicators. • Gender equality results achieved • Methodology and findings of gender analysis.
Delivery self-assessment Three	DD/MM/YY	A-E	

Remember:

- ▶ The narrative description is an important part of the gender equality self-assessment
- ▶ The narrative description must be submitted with the gender equality score



Pillar One: Gender Equality Self-Assessment

Illustrative examples for each category in Pillar 1

We have provided fictional examples to illustrate the types of projects that may fall in each of the categories in the new Gender Equality Self-Assessment.

Detailed examples of projects against each category can be found in Annex 3-6.

Category E

In these examples can we be consistent in columns, lets have all with one or all with two columns. The project's principal objective is to advance gender equality by engaging with the root causes of gender inequality.

Promoting Equitable and Sustainable Peace

This project focuses on promoting peace by facilitating the engagement of women in the peace process. It is committed to:

- ▶ Increasing the engagement of diverse women in local and national decision making, including through the provision of women's leadership projects.
- ▶ Ensuring the relief and recovery needs of diverse women are met by working with community-based, women-led civil society organisations (in particular, organisations led by and working with women with disabilities).
- ▶ Bolstering women-led civil society and grassroots organisations to support their work holding governing bodies accountable to the population and promoting the rights of diverse women in the transition and post-conflict context.
- ▶ Using diplomatic pressure to facilitate conversations between diverse women's organisations and decision-makers nationally and internationally.

Category D

The project has planned or provided a significant contribution to furthering gender equality by engaging with the root causes of gender inequality, but this is not its principal objective.

Consolidating Democracy Across Country

This project focuses on consolidating the democratic process by providing cross-departmental support to democratic institutions and mobilising political engagement. It is committed to:

- ▶ Supporting the development of institutional and electoral reforms on budget, procurement, human resources (HR) measures, legal framework, voter registration, and gender and social inclusion mainstreaming.
- ▶ Providing capacity building to ministers, polling staff, ministerial staff, and MPs (including a focus on women's leadership training within political parties).
- ▶ Developing accountability mechanisms between government and civil society.
- ▶ Working with women-led civil society organisations to identify and dismantle barriers to their engagement with government institutions.
- ▶ Improving the political engagement of people from rural areas (including specific initiatives to mobilise women from rural areas, increase awareness of women's rights to vote, and remove root barriers to their engagement).
- ▶ Providing capacity building to civil society movements (with particular focus on people with disabilities, women, youth, rural communities, and those working on climate change)



Pillar One: Gender Equality Self-Assessment

Category C

The project has planned or provided some contribution to furthering gender equality but does not engage with the root causes of gender inequality.

Promoting Police Accountability Project

This project focuses on improving the accountability and transparency of policing by working directly with police departments and civil society groups. It is committed to:

- ▶ Fostering more accountable relationships between police and communities by facilitating dialogue between civil society groups and police departments to improve understanding of the challenges community members face (50% of civil society representatives will be women).
- ▶ Conducting training for police departments on techniques for improving community engagement, human rights, and non-violent approaches to policing.
- ▶ Working with police units to develop community complaints mechanisms that enable community members to report maltreatment by police departments.

Category B

The project fulfils the minimum requirement to do no harm to gender equality but does not contribute to furthering gender equality.

Preventing Serious Organised Crime

This project focuses on supporting law enforcement agencies, ministers, and private sector partners to disrupt serious organised crime networks. The project is committed to:

- ▶ Providing technical assistance to government ministers and law enforcement agencies about how to identify and disrupt routes used by serious organised crime networks.
- ▶ Providing technology and systems to track the movement of serious organised crime networks.
- ▶ Working with government ministers and private sector partners to institute tools to prevent money laundering and fraud.
- ▶ Fulfilling the do no harm requirement by ensuring that gender-sensitive training is provided to law enforcement agencies seeking to disrupt routes used by serious organised crime networks. This will ensure that women found to be involved or affected by serious organised crime networks will not be subjected to gender-based violence (GBV), and that women caught up in serious organised crime networks (such as women who have been trafficked) will not be subjected to further harm and will be referred to appropriate support services.



Pillar 2: Social Inclusion Self-Assessment

Overview

The CSSF GESI Marker allows us to track the extent to which projects include and engage with groups based on categories of marginalisation.

This could include individuals who are marginalised or excluded based on disability status, sexual orientation and/or gender identity, marital status, age, ethnic backgrounds, or religious beliefs. If your project intentionally engages with people from one or more marginalised groups, please cite which ones and how you work with them.

Gender as a characteristic of marginalisation is captured under the gender equality pillar; please go beyond this here to consider other characteristics such as disability, sexuality, age, or ethnicity.

Social inclusion self-assessment

The social inclusion scoring is applied to projects at design and delivery phase. It includes a score (yes or no) and a supporting narrative.

Table 3:

Social inclusion self-assessment criteria

Marginalised groups	Guidance for scoring	
Will/does the project work with one or more marginalised groups?	Yes	No
	<i>If no, there is no need to address the remaining questions.</i>	
How many groups will/does the project work with? ⁵	<i>If yes, please include the number of marginalised groups you engage with. If no, please leave blank</i>	
Which groups will/does the project work with?	<i>Provide a list and a narrative description of:</i> <ul style="list-style-type: none"> • the different groups you work with as participants or partners • how these groups were identified. 	
How will/does the project work with them? What is the impact?	<i>Provide a list and a narrative description of:</i> <ul style="list-style-type: none"> • the project activities that are aimed at participants in the groups listed above • how the project targets and reaches these groups • how these groups inform the project design. 	

Remember:

- ▶ Social inclusion goes beyond gender to consider other characteristics of identity
- ▶ The social inclusion pillar is to be applied at design and delivery phase

⁵ See section 4.1 and Annex 1 Definitions for a list of marginalizing factors.

Scorecard

Your self-assessment should be summarised in a scorecard. CSSF will use the scores to measure its overall progress, identify projects from which lessons can be learned, and identify projects which may need additional support and resources.

Table 4:

GESI Marker Scorecard

Project name	<i>Enter Project name as entered on project documents</i>		
Project Length <i>Insert start and end date DD/MM/YY- DD/MM/YY</i>	<i>Enter start date DD/MM/YY</i>	<i>Enter end date DD/MM/YY</i>	
Departmental project code	<i>Enter the project code number, please use the finance project codes (e.g. for FCO projects use the PRISM project code) to help you identify this project in future</i>		
Programme identifier (ID)	<i>Enter the programmes unique ten-character Programme ID, each programme should now have one and it is to be used in documents.</i>		
Portfolio	<i>Enter the portfolio name</i>		
Programme	<i>Enter the programme name as it is stated in programme documents</i>		
	Self-assessment date	Pillar 1: Gender equality score	Pillar 2: Social inclusion score
GESI marker self-assessment - Design	<i>Insert date the self-assessment was completed: DD/MM/YY</i>	A,B,C,D or E? <i>Insert the category score achieved: A, B, C, D, E</i>	Yes/No <i>Insert 'Yes' or 'No' based on first question of social inclusion pillar.</i>
GESI marker self-assessment - Delivery 1	<i>Insert date the self-assessment was completed: DD/MM/YY</i>	A,B,C,D or E? <i>Insert the category score achieved: A, B, C, D, E</i>	Yes/No <i>Insert 'Yes' or 'No' based on first question of social inclusion pillar.</i>
GESI marker self-assessment - Delivery 2	<i>Insert date the self-assessment was completed: DD/MM/YY</i>	A,B,C,D or E? <i>Insert the category score achieved: A, B, C, D, E</i>	Yes/No <i>Insert 'Yes' or 'No' based on first question of social inclusion pillar.</i>
GESI marker self-assessment - Delivery 3	<i>Insert date the self-assessment was completed: DD/MM/YY</i>	A,B,C,D or E? <i>Insert the category score achieved: A, B, C, D, E</i>	Yes/No <i>Insert 'Yes' or 'No' based on first question of social inclusion pillar.</i>

⁶ Only insert content where text is in italics

How to submit the marker and score

As you have read above, you will be asked to complete the marker tool at multiple points through your project cycle. Each time you will be updating the same document, rather than starting from a new template, so keep that document safe.

IMPORTANT

Once you have completed your GESI marker tool it should be saved to the network portal, here: <https://fcgovuk.sharepoint.com/teams/CSSFNetworkPortal/Shared%20Documents/Monitoring%20and%20Evaluation/CSSF%20GESI%20Markers/>

When saving the marker please use the filename structure
GESI marker_PORTFOLIO_PROJECT NAME.pdf.

If you are having trouble accessing this folder, please contact Christopher Wu for support at Chris.Wu@FCDO.org.uk

When you come to your next self-assessment, simply **re-open your marker tool**, complete the assessment for the next time point and re-save the document. This will avoid having multiple documents per project.

The information you record will be extracted directly from your completed GESI marker tool to create an aggregated dataset used for fund level decision making.



Summary of GESI marker application process

PILLAR ONE	<ol style="list-style-type: none"> 1. Review requirements for each category and select likely category for the project 2. Review project documents 3. Go through the checklist and evidence each criteria under do no harm and CSSF minimum requirement 	<ol style="list-style-type: none"> 4. Check additional active contributions and find evidence against relevant criteria 5. Complete the Gender Equality self-assessment scorecard by selecting a letter from the 6 categories 6. Collate your evidence into the Pillar 1 scorecard
PILLAR TWO	<ol style="list-style-type: none"> 1. Respond to the Social Inclusion scorecard question 1 (yes = & / no = blank) 2. If you responded yes to the first question, respond to questions 2 to 4 of the social inclusion scorecard 3. If you responded no to question 1, 	<ol style="list-style-type: none"> leave questions 2 to 4 blank 4. Complete the social inclusion scorecard 5. Collate your evidence into the Pillar 2 scorecard
REPORTING	<ol style="list-style-type: none"> 1. Collate your scores for Pillar 1 and Pillar 2 into the overall scorecard 2. Upload your scores and evidence onto the JFU-provided platform (MIS or Teams) 	



Annex 1: Definitions of key terms

Gendered analysis

Gendered analysis is a method of identifying how people may experience a development issue differently because of their gender identity or expression. It also helps understand the barriers that may prevent different genders from participating in society or a project on an equal basis.

Gender equality

Gender equality is the equal distribution of opportunities, resources, and choices across all gender identities and expressions to ensure the equal distribution of power to shape their lives and participate in society.

CSSF recognises that, in some contexts, advancing gender equality will be more challenging and the gender equality focus might instead be about holding the line to prevent inequalities worsening. This should be considered a significant achievement in some social, economic, or political contexts.

For example, in the context of political unrest or anti-equality movements, being able to support women's rights organisations to stay afloat until the context is more amenable to change, even if they cannot act because of risk of violence, should be considered contributing to gender equality even if gender equality has not been advanced.

Do no harm principle

The **do no harm principle**, as it relates to gender equality, requires that CSSF projects strive to minimise the risk of their work exacerbating gender inequality. This requires a thorough understanding of the social norms that exist within the communities that a project works in, and the pre-existing discrepancies in financial power, decision-making power, and access to services, such as health or education, that a person may experience because of their gender.

This can be complex. For example, social protection projects that give cash transfers to male heads of households may exacerbate existing discrepancies in decision-making power between men and women at the household level. Equally, a social protection project that gives cash transfers to women within households may lead to increased GBV against them from men trying to re-establish the social order that this disrupts. Further, projects aimed at supporting girls' education by providing girls with cash transfers on school premises may increase the risk that girls are subjected to violence and theft on their way home.

UK GESI Policies

The International Development (Gender Equality) Act 2014

This act promotes gender equality in the provision of development assistance and humanitarian assistance. It mandates that all UK ODA projects must: (1) have regard to reducing gender inequality and (2) actively consider the likely effect of their intervention in reducing gender inequality at all stages of the project cycle.

The Public Sector Equality Duty (PSED)

The **PSED**, created under the UK Equality Act 2010, requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between different groups with protected characteristics and others in society before a policy is implemented.

Protected characteristics

Protected characteristics include age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Sustainable Development Goals (SDGs)

In 2015, the UK Government committed to achieving the UN's SDGs. This means that improving gender equality and reducing inequalities are UK Government policy priorities.



Due to the complexity of gender equality challenges, it is essential that a thorough analysis of the gendered impacts of a project is conducted during the design and delivery phases. Where possible, this should engage with relevant stakeholders from the communities that the project works in to identify where risks to gender equality are likely to arise and how best to address them.

Women, Peace and Security and National Action Plans

The Women, Peace and Security (WPS) Agenda was initiated by the UN Security Council Resolution 1325, which was adopted in 2000 in recognition of the very specific, underacknowledged, and underserved impacts of conflict on women and girls. Resolution 1325 calls on countries to address these issues with a focus on the following pillars:

- ▶ **Prevention:** Prevention of conflict and all forms of violence against women and girls in conflict and post-conflict situations.
- ▶ **Participation:** Women's equal participation and gender equality in peace and security decision-making processes at all levels.
- ▶ **Protection:** Women and girls are protected from all forms of sexual and gender-based violence and their rights are protected and promoted in conflict situations.
- ▶ **Relief and recovery:** Specific relief needs of women are met and their capacities to act as agents in relief and recovery are strengthened in conflict and post-conflict situations.

WPS National Action Plans are an important implementation tool for the WPS Agenda. They highlight the priorities a state has regarding the WPS Agenda and identify how WPS activities will be funded, governed, and monitored by that country.

Social inclusion

Social inclusion refers to the process of removing barriers that prevent particular individuals or groups from taking part in society on an equal basis to others as a result of their identity characteristics⁷. It may also involve actively promoting the inclusion of groups of people who have been historically excluded from decision making and spheres of influence on the basis of their identity in decision-making processes to ensure their voices are heard.

Intersectional gendered analysis

Intersectionality refers to the acknowledgement that a person's identity is comprised of multiple identity characteristics (such as gender, race, sex, socioeconomic background, religion, disability and sexual orientation) and that the way in which these combine or intersect influences a person's experience of discrimination and disadvantage.

Intersectional gender analysis expands on gender analysis by identifying how a person's other identity characteristics (either perceived or categorised) may interact with their gender to impact their experience of a development issue. It also identifies how multiple forms of discrimination intersect to marginalise individuals or groups within society or exclude them from a project.

Gender equality and social inclusion mainstreaming

GESI mainstreaming refers to the **process of assessing the implications for everyone** (people of all gender identities, sexual and gender minorities, as well as any excluded groups, on the basis of any factor) **of any planned action, including policies, projects, or programmes**, in all areas and at all levels.

It is a way to make women's, as well as men's and excluded groups', concerns and experiences an integral dimension of the design, implementation, monitoring, and evaluation of policies and projects or programmes in all political, economic, and societal spheres so that everyone benefits equally and inequality is not perpetuated. GESI mainstreaming contributes to more responsive programming and better service provision because it considers the interests and needs of all relevant groups.

⁷ Identity features could include, but are not limited to, sex, gender, sexual orientation, disability status, race, socio-economic background, religion, geographic location, marriage status, parental status, age, and level of education.

Annex 2: Corresponding OECD DAC GEM scores

GESI Marker – Gender equality score	Corresponding OECD DAC GEM score
<input type="radio"/> Unscored	Unmarked
<input type="radio"/> Category A	0
<input checked="" type="radio"/> Category B	0
<input type="radio"/> Category C	1
<input type="radio"/> Category D	1
<input type="radio"/> Category E	2



Annex 3: Project example for gender equality category E

Promoting Equitable and Sustainable Peace (PESP)

The PESP project is a fictional project located in Siaja, a fictional country. Siaja is emerging from civil war, with significant gender inequality and a tradition of civil society and grassroots activism. This project promotes peace by facilitating the engagement of traditionally marginalised groups in the peace process. It is committed to:

- ▶ Increasing the engagement of diverse women and youth in local and national decision making.
- ▶ Ensuring the relief and recovery needs of diverse women and youth are met.
- ▶ Bolstering civil society and grassroots organisations to support their work holding governing bodies accountable to the population and promoting the rights of diverse women and youth in the transition and post-conflict context.

Table 5:

Category E Example evidence against each criteria

GESI requirements	Evidence
The project objectives (as stated in the Theory of Change or other guiding document) primarily focus on reducing gender inequality and advancing gender equality.	<p>The project objectives are to:</p> <ul style="list-style-type: none"> ▶ Increase the engagement of diverse women and youth in local and national decision making. ▶ Ensure the relief and recovery needs of diverse women and youth are met. ▶ Bolster civil society and grassroots organisations to support their work holding governing bodies accountable to the population and promoting the rights of diverse women and youth in the transition and post-conflict context.
The project documents (for example, the Theory of Change, programme document, or inception report) provide detailed explanations of how the project plans to advance gender equality.	<p>Outcome 1: Community-level decision-making processes, including conflict prevention, peacebuilding, and resolution processes, are more representative and consider the needs of diverse women and youth.</p> <p>The project is working with a partner organisation with close links to the community governing bodies to facilitate the establishment of a community advisory board. This is made up of women and youth community members and provides a platform for the voices of diverse women and youth to be heard. The project team has conducted training with the members of this advisory board on outreach and helped establish sessions where community members can raise concerns about issues that are impacting them with this board, who can represent these issues to the governing bodies in monthly meetings. Issues that have been raised include the lack of accessible toilets within the community centre, which may prevent people with disabilities from accessing community announcements.</p>

Outcome 2:

Diverse women and youth are supported and equipped to act as agents in relief and recovery AND are reinforced during the transition from conflict to post-conflict.

The project runs monthly training for women and youth in the community. So far, the project has reached 200 women over 25 years old, 50 of whom are disabled; and 100 young men between 18 and 25 years old and 95 young women between 18 and 25 years old, 20 of whom are disabled and 40 of whom are unmarried. They have now formed their own groups and have been travelling to surrounding villages to speak to other women, girls, and youth about important themes such as disability awareness, access to disability social support, and access to maternal health services. They have been sharing information about their role in ensuring peace in their villages and regions and what they can do if they encounter situations where women are affected by conflict or violence in their local areas.

The project is currently conducting a consultation with women and youth in the community to identify services that require funding. The next phase of the project will establish further initiatives to improve service provision that is identified as lacking .

Outcome 3:

Civil society is better equipped to lay the foundations for post-conflict civil engagement, elections, and government accountability.

The project provides grants to 20 civil society groups to conduct awareness raising around key issues that affect their communities. It works with these grantees to increase the space for women in decision-making positions within the organisations, conducting awareness-raising campaigns about the importance of women's inclusion and supporting these organisations set up mentoring schemes to encourage women to join their leadership teams.

Data on gender equality is captured in the results framework or other result reporting document.

Advisory board participation:

- ▶ 10 women over 25 years old, 2 of whom are disabled (8 between 30 and 50 years old; 2 between 25 and 30).
- ▶ 5 young men between 18 and 25 years old, one of whom is disabled and 3 of whom are unmarried.
- ▶ 75% of female community members and 60% of male community members felt that the advisory board was contributing to peacebuilding.
- ▶ Female community members reported that the advisory board considered their needs during decision making.

Number trained and effectiveness of training:

- ▶ 200 women over 25 years old, 50 of whom have a disability.
- ▶ 100 young men between 18 and 25 years old, 15 of whom are disabled and 30 of whom are unmarried.
- ▶ 80% of women, 75% of young women, and 60% of young men trained feel better equipped to provide outreach support to community members.



Civil society support:

- ▶ 20 civil society groups provided with funding, 5 of whom are women led and 2 of whom are youth led.
- ▶ 15 mentoring schemes set up to support the inclusion of women in leadership positions across these groups.
- ▶ Number of women in leadership teams across civil society has increased.
- ▶ 50% of women and 70% of men in the community reported that civil society is better able to lay the foundations for post-conflict civil engagement, elections, and government accountability.

All or most project decisions are informed by gender equality data and evidence and gendered analysis findings (quantitative and qualitative).

The project was designed based on gendered evidence collected through the gender analysis. The project collects gendered data through monitoring and uses it to inform the project. For example, the data on the effectiveness of training suggested that women, in particular older women, feel more prepared after training than young men. The project investigated further and found that young men and young women felt that they needed additional support.

Measurement of gender equality is a central component of the MEL approach. There is evidence that efforts are made to meaningfully monitor change and contribution to gender equality at outcome level.

This project's MEL approach utilises case studies and most significant change stories from the 20 civil society groups participating. It has also conducted targeted most significant change research for individuals on the advisory board.

The gendered analysis is intersectional.

The gendered analysis considers various additional factors along with gender, including the impact of disability status, geographic location, age, and ethnicity on the ability of individuals to participate.

The project is aligned with, and actively contributes to, the national Women, Peace and Security strategy and the gender-relevant aspects of other national security strategies outlined by the partner country.

This project contributes to supporting the Sijian government achieve:

- ▶ Strategic Outcome 1: Decision making
- ▶ Strategic Outcome 4: Humanitarian response
- ▶ Strategic Outcome 5: Security and justice.



The project decisions respond to the varying needs of groups with multiple identity features, identified through the intersectional gendered analysis (e.g., identifies and responds to the differing barriers of young v. older women).

The project identified the barriers that young women in particular face to engaging in the advisory board. Women 25 to 30 years old faced greater childcare burdens and domestic burdens than those older than 30. This contributed to the low number of applicants. Women younger than 25 did not apply at all. Some focus group discussions suggest that this is likely due to a lack of confidence and awareness that the advisory board is open to them. It may also be linked to parental pressure not to apply.

As a result, the project is establishing an additional ‘youth advisory board’ in the new financial year. This will involve specific outreach activities to encourage young women to apply and will engage with parents to highlight the benefits of joining and reduce concerns about allowing their daughters to apply. The project will also offer childcare at advisory board meetings to reduce the barriers on parents with young children.

The MEL framework captures intersectional gender data and evidence against outcomes, and data collection considers intersecting and multiple identity features (e.g., considers a person’s, disability, age, and sexuality).

At minimum, the project disaggregates all data by gender, age, disability status, and location. Where safe, the project also disaggregates based on sexual orientation and gender identity.

The project supports broader gender equality and social inclusion outcomes (for example, challenging norms, addressing power inequalities, or combatting discriminations) through funding, outreach, contributions to legislation, providing a platform to marginalised voices, supporting accountability mechanisms, etc.

This project supports broader gender equality and inclusion outcomes, including:

- ▶ Addressing power inequalities based on gender, age, and disability status.
 - ▶ Challenging discriminatory social norms related to gender, age, and disability status.
-



Annex 4: Project example for gender equality category D

Consolidating Democracy Across Lucracia

This project is based in a fictional country, Lucracia, and focuses on consolidating the democratic process by providing cross-departmental support to democratic institutions and mobilising political engagement. It is committed to:

- ▶ Supporting the development of institutional and electoral reforms on budget, procurement, HR measures, legal framework, voter registration, and gender and social inclusion mainstreaming.
- ▶ Providing capacity building to ministers, polling staff, ministerial staff, and MPs (including a focus on women's leadership training within political parties).
- ▶ Developing accountability mechanisms between government and civil society.
- ▶ Working with women-led civil society organisations to identify and dismantle barriers to their engagement with government institutions.
- ▶ Improving the political engagement of people from rural areas (including specific initiatives to mobilise women from rural areas, increase awareness of women's rights to vote, and remove root barriers to their engagement).
- ▶ Providing capacity building to civil society movements (with particular focus on people with disabilities, women, youth, rural communities, and those working on climate change).

Table 6:

Category D Example evidence against each criteria

GESI requirements	Evidence
Findings from the gendered analysis have informed the design of the project and the interventions adopt a do no harm approach.	<p>The gendered analysis highlighted various barriers to women's participation in democratic processes, which have helped shape the project's design. These included:</p> <ul style="list-style-type: none"> ▶ Low literacy levels and understanding of women's rights, especially in rural areas, preventing women from voting or standing for office. ▶ High risks of violence and harassment against women in office and women engaged in political campaigning. This is increasingly moving online, with deep fakes of a sexual nature being used to discredit and shame women in the political sphere. ▶ A lack of understanding of the barriers women face to engagement among ministerial staff and MPs, leading to work environments that preclude women's participation. For example, a lack of childcare provision and meetings held at times that clash with childcare commitments. ▶ Women with disabilities working in civil society face multiple challenges to engaging with decision makers. These include a lack of accessible meeting rooms, inaccessible resources, and social stigma. ▶ Young unmarried women face cultural barriers to engaging with politics since they are often considered too inexperienced to engage. Older women with children face different barriers, including a lack of child support.



<p>The project includes mitigation actions to prevent it from exacerbating gender inequality by intentionally or inadvertently reinforcing gender stereotypes of power imbalances in the contexts it works in and among participants.</p>	<ul style="list-style-type: none"> ▶ The project provides safe transportation for women participating in meetings to prevent the risk of GBV against them in public transport. ▶ The project has clear referral pathways for participants who have experienced GBV as a result of their engagement in the project to ensure that they receive the support they need.
<p>Data on the project's impact on participants/communities is disaggregated by sex, where relevant, to enable monitoring of the do no harm commitment.</p>	<p>The project disaggregates all data collected by sex and age.</p>
<p>In instances where harm is identified as a potential unavoidable risk, the project adapts to offset this with additional measures in order that it upholds its do no harm commitment.</p>	<p>No instances have been identified to date. This will be reviewed on an ongoing three-monthly basis.</p>
<p>The project commits to monitoring and reporting on the gender equality achievements in the evaluation phase.</p> <p>(If the project is under evaluation, please provide details about the evaluative activity: internal to the project or programme, conducted by the regional MEL partner, conducted by another third-party MEL partner, etc.)</p>	<p>This project is currently in implementation and no evaluation is planned yet.</p>
<p>The project documents (for example, the Theory of Change, programme document, or inception report) provide detailed explanations of how the project plans to advance gender equality.</p>	<p>Please see pages 3 and 5 of the Theory of Change, page 2 of the results framework, and pages 15 to 18 of the inception report for evidence of how the project will contribute to advancing gender equality.</p>
<p>A significant number of outcome indicators focus on measuring the advancement of gender equality in the target country of population</p>	<ul style="list-style-type: none"> ▶ Gender parity score for political leadership roles ▶ Women's leadership capacity scores ▶ Perceived levels of accessibility of political office to women ▶ Civil society ability to influence decision making ▶ Minister and decision makers support to inclusive and participatory decision making processes



Data on gender equality is captured in the results framework or other result reporting document.

- ▶ Providing capacity building to ministers, polling staff, ministerial staff, and MPs (including a focus on women's leadership training within political parties).
- ▶ One module designed with women's rights organisations to support ministers, ministerial staff, and MPs in removing barriers to women's leadership within political parties. This includes promoting a safe and supportive environment within parties and protecting women politicians from online and offline abuse and harassment.
- ▶ One module designed with women's rights organisations to support women politicians to take on leadership roles within political parties.
- ▶ 10 ministers (all men) and 50 MPs (10 women, 40 men) across 3 political parties received training on removing barriers to women's leadership.
- ▶ 15 women politicians and 30 aspiring women politicians received training on taking leadership roles within political parties. One aspiring woman politician had a visual impairment, and another used a wheelchair. 70% were between 40 and 50 years old, while 30% were between 30 and 40. No women under 30 or over 50 signed up for the training.
- ▶ Working with women-led civil society organisations to identify and dismantle barriers to their engagement with government institutions.
- ▶ Held 10 sessions with women-led civil society organisations to identify the barriers to their engagement.
- ▶ Set up a mentoring system between aspiring women politicians. 40 women members of civil society organisations participated and were paired with politicians across the 3 parties (10 women and 20 men). 70% of politicians came from the People's Liberation Party, 10% from the People's Republic Party, and 5% from the Party of Religious Truth. 9 women came from the People's Liberation Party, while one came from the People's Republic Party.
- ▶ Improving the political engagement of people from rural areas (including specific initiatives to mobilise women from rural areas, increase awareness of women's rights to vote, and remove root barriers to their engagement).
- ▶ 300 easy-to-read posters distributed across 4 districts raising awareness about women's rights to vote.
- ▶ 40 announcements on local radio stations informing people about when and how to vote and specifically about the right of women to vote.
- ▶ 20 interviews with women politicians broadcast on all local radio stations across the 4 districts highlighting the importance of women voting.
- ▶ Providing capacity building to civil society movements (with particular focus on people with disabilities, women, youth, rural communities, and those working on climate change).
- ▶ 30 civil society organisations (15 women's rights organisations, 5 organisations for people with disabilities, and 2 focused on climate change; 10 of which were located in rural areas) received training on building movements, increasing awareness among communities, campaigning and advocacy to politicians.



<p>A significant number of project decisions are informed by gender equality data, evidence, and gendered analysis findings.</p>	<ul style="list-style-type: none"> ▶ The project was designed based on gendered evidence collected through the gender analysis. The project collects gendered data through monitoring and uses it to inform the project. For example, only 30% of women in rural areas are able to read. As a result, all posters designed to raise awareness about women’s right to vote were created in easy-read format and the number of radio announcements were increased on popular rural radio stations. ▶ Since no women between 20 and 30 or over 50 years old signed up for training on women’s political leadership, the project has held focus group discussions with women of these ages in local communities to identify how the project can increase their reach. These are currently ongoing and will be used to inform the next state of the project.
<p>Measurement of gender equality is a central component of the MEL approach. There is evidence that efforts are made to meaningfully monitor change and contribution to gender equality at outcome level.</p>	<p>We have collected 5 case studies: 3 with civil society groups who have engaged in training and 2 from government ministers and MPs who have engaged in training. These case studies highlight their learnings and changes in perception regarding women’s role in political processes and how to improve access to women by dismantling the barriers to their participation.</p>
<p>The gendered analysis is intersectional.</p>	<p>All analysis engaged with disability, rural v. urban distinctions, age, and gender.</p>
<p>The project decisions respond to the varying needs of groups with multiple identity features identified through the intersectional gender analysis.</p>	<ul style="list-style-type: none"> ▶ Our work with women-led civil society organisations included supporting them develop youth branches and branches in rural areas to increase engagement of younger women and women in rural areas. ▶ Our training and outreach material is designed to be accessible to people with low levels of literacy. ▶ The meetings we have facilitated between decision makers and civil society members are all scheduled at times that reflect the needs of women with childcare commitments, in buildings that are accessible to people with mobility impairments, and we provide safe transportation and accommodation to all women participants coming from rural areas to reduce the risk of GBV.
<p>The approach to measurement considers intersecting and multiple identity features.</p>	<p>The MEL plan included provisions for measuring and disaggregating data beyond gender. The MEL plan also provided a strategy for overlaying different disaggregation factors; for example, disability, rural v. urban distinctions, age, and gender.</p>
<p>The project supports broader gender equality and social inclusion outcomes (for example, challenging norms, addressing power inequalities, providing platforms to marginalised groups, or combatting discrimination) through funding, outreach, contributions to legislation, providing a platform, supporting accountability mechanisms, etc.</p>	<p>We challenge norms through training on gender equality, support addressing power inequalities by dismantling barriers to women’s participation in decision making processes, combat discrimination through outreach and awareness-raising campaigns regarding women’s rights, and facilitate discussions between civil society and decision makers to enable women and other politically marginalised groups to be heard by those in power.</p>



Annex 5: Project example for gender equality category C

Promoting Police Accountability Project

This project focuses on improving the accountability and transparency of policing by working directly with police departments and civil society groups. It is committed to:

- ▶ Fostering more accountable relationships between police and communities by facilitating dialogue between civil society groups and police departments to improve understanding of the challenges community members face (50% of civil society representatives will be women).
- ▶ Conducting training for police departments on techniques for improving community engagement, human rights, and non-violent approaches to policing.
- ▶ Working with police units to develop community complaints mechanisms that enable community members to report maltreatment by police departments.

Table 7:

Category C Example evidence against each criteria

GESI requirements	Evidence
Findings from the gendered analysis have informed the project's design and the interventions adopt a do no harm approach.	<ul style="list-style-type: none"> ▶ The gendered analysis conducted during the inception phase found that women in the community are at risk of various types of violence, including domestic violence, sexual violence by strangers, and in-work violence. It suggests that this violence peaks during protests and election campaigns. ▶ The analysis showed that women have low levels of trust towards the police due to the low number of women officers, fear of sexual assault by police officers, and the expectation that cases of domestic violence would not be taken seriously if reported. ▶ It also highlighted that there were limited referral systems for women who had been subjected to GBV. ▶ The gendered analysis highlighted that local chiefs are key power holders with the ability to influence cultural expectations and norms. It also underscored the work of a local fledgeling women's rights organisation which has been campaigning for women's safety within the community for the past year. This organisation, Sisters Unite, has widespread support among young women but is relatively unknown by policy and decision makers. Other civil society groups are also active, but few are led by women. ▶ Based on this information, the project has introduced 3 training modules for police departments on a) developing a code of conduct and appropriate reporting mechanisms, b) how to respond appropriately to reports of GBV, and c) how to improve recruitment of female officers and ensure they are protected and supported within the force. ▶ It has also worked with police departments to build relationships with organisations supporting survivors of GBV to facilitate the development of referral pathways for survivors who report these crimes. ▶ The project has also used its access to chiefs, policy makers, and decision makers to set up two meetings with Sisters Unite to help amplify their concerns regarding the safety of women in the community.

<p>The project includes mitigation actions to prevent it from exacerbating gender inequality by intentionally or inadvertently reinforcing gender stereotypes of power imbalances in the contexts it works in and among participants.</p>	<p>The project has responded to the risk of reinforcing gender stereotypes about women as victims by ensuring that all training documents use survivor-centred language. The project has also made an effort to avoid damaging stereotypes about people with disabilities when designing training materials related to engaging with community members.</p>
<p>Data on the project's impact on participants/communities is disaggregated by sex, where relevant, to enable monitoring of the do no harm commitment.</p>	<ul style="list-style-type: none"> ▶ All surveys completed by civil society actors engaged in the project are disaggregated by sex, age, and disability status. ▶ All surveys completed by police officers who have received training are disaggregated by sex and age.
<p>In instances where harm is identified as a potential unavoidable risk, the project adapts to offset this with additional measures in order that it upholds its do no harm commitment.</p>	<ul style="list-style-type: none"> ▶ To ensure members of civil society organisations were able to highlight their concerns during consultations with the police force, without fear of reprisals, the project provided the option of anonymously submitting a concern or question prior to meetings. ▶ The project has set up a referral system for any individual exposed to sexual exploitation, abuse, or harassment.
<p>The project commits to monitoring and reporting on the gender equality achievements in the evaluation phase.</p> <p>(If the project is under evaluation, please provide details about the evaluative activity: internal to the project or programme, conducted by the regional MEL partner, conducted by another third-party MEL partner, etc.)</p>	<p>The evaluation partner held stakeholder consultations in the form of key informant interviews and focus group discussions with the project team to understand the project's initial commitments to gender equality and the results achieved. The evaluation was also granted access to all project primary data collection, as well as safeguarding and risk monitoring trackers. They drafted a case study on women safety in the community by conducting deep dive research to assess the extent to which police training and community dialogue reduced GBV and the feeling of insecurity among women.</p>
<p>The project documents (for example, the Theory of Change, results framework, programme document, or inception report) mention how the project will contribute to advancing gender equality.</p>	<p>Please see pages 3 and 5 of the Theory of Change, page 2 of the results framework, and pages 15 to 18 of the inception report for evidence of how the project will contribute to advancing gender equality.</p>
<p>At least one of this project's outcome indicators focuses on advancing gender equality in the target country and/or population.</p>	<ul style="list-style-type: none"> ▶ Number of referral pathways established across the police stations. ▶ Change in perception of police force among women in the community with explanation of why.



Data on gender equality is captured in the results framework or other result reporting documents.

Police training:

- ▶ 3 training modules designed and implemented across 10 police departments which cover a) developing a code of conduct and appropriate reporting mechanisms, b) how to respond appropriately to reports of GBV, and c) how to improve recruitment of female officers and ensure they are protected and supported within the force.
- ▶ 60 police officers (20 of whom were women) received this training.

Civil society participation:

- ▶ 50% of civil society groups participating were led by women.
- ▶ 20% of civil society groups participating were led by or focused on people with disabilities.
- ▶ 20 women from rural areas were provided with safe transportation to participate in the project.

Complaints mechanisms:

- ▶ 3 design sessions held at each of the 10 police departments to support the development of a complaints mechanism.
- ▶ At least 3 women police officers present at each of these design sessions.
- ▶ 10 complaints mechanisms established across the 10 police departments.
- ▶ Referral pathways established within each of the 10 police departments.
- ▶ 300 posters, 10 radio announcements, and 20 outreach sessions held in communities to raise awareness of complaints mechanisms.

Some project decisions are informed by gender equality data and evidence and gendered analysis findings (quantitative and qualitative).

-
- ▶ The project was designed based on evidence collected through the gendered analysis. The project collects gendered data through monitoring and uses it to inform the project. For example, women's rights organisations raised concerns about speaking with male police officers about their experiences. Therefore, the project worked with the police departments to nominate female police officers as 'gender focal points' whose responsibility it was to speak to women's rights organisations and help build a bridge between these organisations and the predominantly male leadership at police stations.
 - ▶ Women from rural areas faced a barrier to participating due to a lack of safe transportation. The project provided safe transportation for women members of civil society organisations based in rural areas to enable their participation.

Gender equality measurement is a key component of the MEL approach and goes beyond disaggregating indicators by sex. For example, efforts are made to meaningfully monitor change and contribution to gender equality at outcome level. This might include the use of participatory mixed methods approaches to MEL, such as case studies, most significant change stories, or other qualitative methods.

We have spoken to Sisters Unite to produce a case study on the project's impact on their work and their perception of women's safety.



Annex 6: Project example for gender equality category B

The PSOC project is a fictional project located in Ykrinea, a fictional country. Ykrinea is a country with limited democratic institutions, high levels of corruption, and low literacy rates across the population. Serious organised crime is widespread, linked to high homicide rates and illicit flows of money. This project focuses on supporting law enforcement agencies, ministers, and private sector partners to disrupt serious organised crime networks by:

- ▶ Providing technical assistance to government ministers and law enforcement agencies about how to identify and disrupt routes used by serious organised crime networks.
- ▶ Providing technology and systems to track the movement of serious organised crime networks.
- ▶ Working with government ministers and private sector partners to institute tools to prevent money laundering and fraud.

Table 8:

Category B Example evidence against each criteria

GESI requirements	Evidence
The project includes mitigation actions to prevent activities from exacerbating gender inequality by intentionally or inadvertently reinforcing gender stereotypes of power imbalances in the contexts works in and among participants.	The technical assistance provided to government minister and law enforcement agencies will include a module on gender sensitivity. This will include information around: <ul style="list-style-type: none"> ▶ The risks that women involved in serious organised crime networks face regarding GBV by law enforcement agencies, and the development of a code of conduct with referral pathways to prevent and respond to this type of abuse. ▶ How to support women who have been subjected to GBV through their experience of serious organised crime – for example, those who have been trafficked – and where they should be referred to for appropriate support. The project will support law enforcement agencies develop relationships with local organisations specialised in providing this support to survivors of GBV related to serious organised crime.
Data on the project's impact on participants/communities is disaggregated by sex to enable monitoring of the do no harm commitment.	Surveys with government ministers, law enforcement agencies, and private sector partners will all be disaggregated by sex.
In instances where harm is identified as a potential unavoidable risk, the project adapts to offset this with additional measures in order that it upholds its do no harm commitment.	Technology used to track the movement of serious organised crime networks will be digitally protected to prevent it from falling into criminal hands and enabling particular gangs to track the movement of other gangs or individuals in order to attack them, putting those they have captured at risk of exploitation, abuse, and violence.

