



EAST AFRICAN COMMUNITY

**GUIDELINES AND CHECKLISTS FOR GENDER
MAINSTREAMING IN EAC ORGANS AND
INSTITUTIONS (2013)**

**EAC Secretariat
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LIST OF ABBREVIATIONS

AD	Abuja Declaration
AIDS	Acquired Immune Deficiency Syndrome
BFPA	Beijing Declaration
CIDA	Canadian International Development Agency
CEDAW	Convention for Eliminating of All forms of Discrimination against Women
CRC	Convention on the Rights of the Child
CDRR	Cairo Declaration on Reproductive Rights
EAC	East African Community
GA	Gender Analysis
GT	Gender Training
GMS	Gender Management System
HIV-	Human Immunodeficiency Virus
ILO	International Labour Organizations
M&E	Monitoring and Evaluation
MDGs	Millennium Development Goals
NGOs	Non Governmental Organizations
PAS	Performance Appraisal System
SDF	Social Development Framework

1.0. INTRODUCTION

The Gender mainstreaming tools have been developed as a follow up of findings from a Participatory Gender Audit of EAC, which was commissioned by the EAC Secretariat with the support of the Canadian International Development Agency (CIDA) in East Africa.

The audit found out among other things that while the EAC Treaty was clear on the gender mandate of the regional integration processes, the translation of these mandates at operational level was inadequate. This was partly attributed to lack of tools and knowledge to guide key stakeholders in translating the EAC mandates at operational level. This underscored the need to develop simple guidelines, which will enable both decision makers and program persons within EAC to translate gender mandates into their day to day work.

This manual provides three basic tools to guide EAC program staff at the Secretariat and key stakeholders at different levels for effective mainstreaming of gender in regional programs and projects during planning, designing, implementing, monitoring and evaluation. The tools are meant to assist them to become active agents for ensuring effective gender analysis and mainstreaming of gender in EAC program interventions in the region.

The objectives of the Tools are as follows:

- a) To facilitate actors within EAC, especially program managers in the secretariat with simple guidelines on key steps needed to mainstream gender approaches in their work
- b) To facilitate EAC management and staff to appreciate their collective mandate in promoting gender equality in the EAC processes.

2.0. GENDER MAINSTREAMING TOOLS

Tool 1 is a simple guide and a checklist for gender mainstreaming in different stages of the project cycle and mainly targets program and budget managers.

Tool 2: Guidelines for gender mainstreaming in EAC Secretariat mainly targets program officer and project managers

Tool 3: Gender and management systems, mainly targets management cadre.

2.1. TOOL 1. GENDER MAINSTREAMING CHECKLIST

2.1.1. Background and justification

This checklist is a tool developed for EAC actors, particularly staff at the secretariat, though can also be used by partner states as well as agency institutions in the region. The checklist is a simple tool that provides a step by step approach in mainstreaming gender in projects, programs and budgets. It also provides an example of how some sectors can use the provided checklist to achieve the objective of mainstreaming gender in projects.

The checklist assumes that users already have some basic knowledge and are aware of the EAC gender mandates as spelt out in the EAC's Treaty, in various international instruments which EAC partner states are a part to, as well as provided for in the constitutions of the partner states.

2.1.2. Objectives

The overall objective of this checklist is to contribute towards effective gender mainstreaming approaches in EAC programs and projects. More specifically, the checklist is designed to enhance the understanding and application of gender mainstreaming concepts in the different stages of programme/project cycle.

2.1.3. Defining Gender Mainstreaming

Gender mainstreaming, by definition involves integrating a gender perspective and gender analysis into *all* stages of designing, implementing and evaluating projects, policies and programmes. It is critical to ensure that gender discussion is systematically incorporated in all stages of program/project cycle (i.e. identification, design, implementation and monitoring). It is also important that gender does not fade away at some of the stages or it is not just smuggled in at a later stage, or it is completely

invisible or it is there but cannot be monitored or evaluated, or resources are not allocated to support mainstreaming tasks throughout program/project life.

2.1.4. Key steps to follow in gender mainstreaming:

2.1.4.1. Step 1: Context analysis

The starting point for effective gender mainstreaming in programs and project cycle is to undertake a through gender analysis of the EAC regional context. This will involve conducting of a detailed gender situational analysis of the political, economical, legal and social cultural context for enhanced understanding of the gendered implications of the context and identification of key gender issues for addressing at later stages of program/project development. This analysis could be undertaken as part of planned baseline/feasibility studies in sectors or facilitated as separate interventions.

Ensure that gender issues are identifying at the preliminary stages of analysis of the context. This will enable an organisation such as EAC to determine the relevance and responsiveness of its governance processes, policies, structures, programmes and processes to the needs and interests of men and women in the region, and to identify gaps and entry points for gender mainstreaming and capacity building.

Context analysis will require among other things:

- i) sex disaggregated data and gender analytical information is available to facilitate identification of gender differences and inequalities and to monitor the differential impact of policy, programs/projects and budget commitments on women and men
- ii) women and men are influencing the planning and programming processes
- iii) context specific actions are taken to promote gender equality.
- iv) terms of reference for all studies conducted (e.g. feasibility or baseline studies) are engendered and gender expertise is included in study teams

The key actions to be undertaken include, among other things the following:

- i) Assess whether gender information is adequate (in planned assessment of the context) or gender focused assessment or studies required
- ii) Assess whether ToRs include gender competencies in the team
- iii) Assess whether background information include gender specific background papers and documents
- iv) Ensure effective gender analysis is applied for assisting in disaggregating women's and men's roles and responsibilities, time use, availability to each, participation to decision making
- v) Assess if the analysis of the context will enable or constrain implementation of gender equality objectives in programs or projects
- vi) Provide convincing arguments for gender mainstreaming and gender equality issues as emerging from the context in the program/project under review

2.1.4.2. Step 2: Goal setting:

Ensure that the goal (s) for the program/project under development reflects the needs of women and men in a given sector and that the goals include the goal for correcting gender imbalances emerging from the situation analysis. For example, if data from feasibility study in an agriculture program/project revealed that older women are more vulnerable to food insecurity, to gender based violence or to negligence, there shall be a need for having a goal of rectifying this. Or if the situation analysis of an educational program/project reveals that information systems do not have sex disaggregated data, it will have to be ensured that the goal for education information system includes aspect of rectifying this. One needs to probe into where or not there are indicators to measure progress and impact of fulfilling the stated gender specific objectives? Are indicators disaggregated by sex?

Key Actions to be taken:

- a) Establish whether proposed program/project objectives and strategy are in a gender responsive way;
- b) Ensure the long-frame is gender responsive with the goals and objective well articulated;
- c) Determine whether the program objectives and specific objectives address gender equality; and

- d) Establish how the set program goals /objectives will be disaggregated

2.1.4.3. Step 3: Defining target beneficiaries:

It is important to disaggregate who are going to benefit from the program/project intervention. For example, if the program/project is on poverty reduction/wealth creation through promotion of regional trade integration, it is important to question who is being targeted, how interventions will prevent furthering gender gap in accessing resources in the region. If there is imbalance on female headed households being poorer compared to male headed household, a purposeful target for female headed households should be spelt out. In HIV&AIDS, if young girls are more vulnerable to infection, purposeful intervention should target girls. In maternal health, if part of situation analysis show that some women die due to gender specific violence, there should be purposeful targets directed to men.

Key Actions to be undertaken:

- a) Describe the major characteristics of male and female beneficiaries in terms of socioeconomic status, age , geographical location eg; urban vs rural
- b) Describe the differences between men and women among intended beneficiaries
- c) Describe the extent at which women beneficiaries and women's organizations have been involved in identifying the problem and development of strategy

2.1.4.4. Step 4: Defining strategy and activities

Gender strategies/action plans will outline how the organisation will translate policy into concrete benefits for men and women, i.e. what specific measures will be taken. At the stage of setting interventions under a proposed program/project in a given sector, it is critical to ensure that planned activities shall involve women and men. It is also crucial to establish if there are any additional activities needed to ensure that a gender perspective is made explicit in the interventions. For example, is there a need for training on gender for top level managers to create their awareness on the linkage between environmental degradation and

poverty and gender inequality? Or provision of gender budgeting skills to program staff to support them in mainstreaming gender in budgets?

Key Actions to be undertaken:

- a) Define clearly activities to address gender disparities as identified in a given sector
- b) Ensure that the proposed program/project interventions shall address the needs (practical and strategic)
- c) Determine whether the possible inter sectoral linkages have been properly addressed (e.g; in infrastructure program/project, assess if issues such as improved access to health services, market education and others have been clearly defined from a gender perspective and addressed
- d) Organise activities in such a way that women beneficiaries are able to participate equally with men
- e) Consider the timing, location and duration of activities. Due to women's double workload (domestic and other duties) they generally have less free time than men and cannot be absent from the household for long periods.
- f) If women cannot speak freely in mixed groups, organize separate meetings or training for them and arrange for women staff to communicate with them.
- g) Organize material arrangements (duration of training, travel arrangements, accommodation and sanitary facilities) in such a way that women beneficiaries can participate.
- h) Given that women beneficiaries and/or direct recipients are often responsible for young children, arrange for child care facilities at the training venue.

2.1.4.5. Step 5: Implementation

During articulation of implementation strategies for a program/project in a sector, it is instrumental that such strategies are made gender responsive and holistic in approach. It is important that the following issues are addressed:

- a) Who is going to implement the planned interventions?
- b) Are the people /institutions gender aware?
- c) Do they have the skills to implement a gender sensitive program?

- d) Are there mechanisms to ensure that the interventions are not going to perpetuate gender gaps in management?
- e) Are women and men going to be part of the implementation team, management team, etc?

Key actions to be undertaken:

- a) Ensure that there are specific measures for developing gender specific sector policies and strategies
- b) Ensure that strategies for implementation include reviewing sector/institutional policies for gender sensitivity
- c) Ensure that the gender clauses in policy frameworks such as East Africa Community Treaty, including international and regional commitments in respect of gender are known by all staff and decision makers
- d) Ensure that (gender-oriented) sector policies and strategies developed are known by all program staff and decision makers.
- e) Ensure all possible steps are taken to ensure gender balance in program/project staff?
- f) Recognize the potential resources of women NGOs and gender related groups in the sector/region in providing training facilitation and information
- g) Ensure that adopted implementation strategies leads to the programme benefiting the targeted population such as training opportunities, provision of credit and other services are distributed according to the existing male/female proportion. If women, so far have been under-represented and/or benefitted less than men, determine to what extent additional programme benefits should be made available to them.
- h) Ensure that representatives of women's organizations and/or gender specialists from the partner organizations will be represented in the advisory or steering committee(s) of the implementation processes for the programme/project.
- i) -Ensure that programme/project staff/implementers have informed themselves substantively of the gender dimensions of the given programme/project
- j) Ensure development of specific guidelines for gender mainstreaming based on the needs of projects or programmes in the sector.
- k) Ensure that job descriptions, vacancy announcements and terms of reference for staff and consultancy services are stated in gender friendly terms and language

- l) Institute, effective institutional mechanism for assessing level of willingness and readiness of key staff to mainstream gender in policy development, planning and budgeting processes within EAC
- m) Ensure that programme staff includes gender knowledge and experience as a requirement for all mission and consultancy terms of reference?

2.1.4.6. Step 6: M&E Framework

The monitoring of programme/project outputs, outcomes and impacts with gender responsiveness is key for effecting gender mainstreaming approaches in institutions such as EAC. Thus the development of gender sensitive monitoring frameworks, tools and processes should be given an implementation priority.

Key leading questions at this stage will include:

- a) Does the M&E framework include gender perspective?
- b) Will the framework examine both substantive (content) and administrative (process) aspects of intervention?

For instance, in monitoring the maternal mortality interventions in a Reproductive Health project, the main questions in designing the M&E will include why are women dying? Is the M&E just focusing on the medical elements (which means, will the monitoring framework just have medical related components or are social aspects also considered including gender relations/power relations, access to resources etc, so that the content of the program contains both the medical related intervention and social aspects?

On process the key questions will include:

- a) Who is implementing?
- b) Are both men and women involved?
- c) How is the project going to impact not only the reduction of numbers of death, but changes in attitudes such as male responsibility in caring for pregnancy?

N.B. the monitoring framework will be informed by clearly articulated and gender responsive analysis of the context.

Key Actions to be undertaken:

- a) Consider whether it is necessary to establish gender specific baseline-data prior to or at the start of the program to enable the comparison between the pre-program and the end-of-program situation
- b) Collection of gender-disaggregated data and development of gender-sensitive indicators need to be made part and parcel of the institution's plans
- c) Develop indicators to enable the measurement of progress made under the programme towards the promotion of equality and opportunity of treatment between men and women workers.
- d) Develop indicators to enable the measurement of the nature and extent of the benefits that accrue to men and women under the programme.
- e) Ensure financial management and monitoring systems utilise gender- disaggregated data.
- f) Ensure the systematic collection of the data necessary to assess the impact of the programme on men and women.
- g) Ensure monitoring of performance and results should be done with gender-sensitive indicators.
- h) Ensure that programme/project reports developed reflect gender issues/discussion, and all information is disaggregated by sex
- i) Ensure that final project reports systematically identify gender gaps and gender-related project successes for documenting

2.1.4.7. Step 7: Budgets

Mainstreaming of gender equality issues in programs/projects does not happen automatically, it requires resources. It is thus essential that at this stage, gender responsive budgeting approaches or processes are adopted so as to ensure that the needs and interests of men and women in the program/project in a given sector are taken into consideration. Adoption of gender budgeting approaches, which at times call for budget adjustments and re-prioritization, is effective for enhancing policy implementation where one can check if

program/project budget allocations are in line with policy commitments on gender equality, and if are having the desired impacts (i.e. gender sensitive outcomes and impacts). Gender budgeting can also assist in ensuring efficiency, effectiveness, accountability, gender equality and enhance participatory approaches in programme/project implementation.

Usually, for enhanced gender equitable program/project budget allocations will demonstrate three levels of expenditure¹:

- i) Women specific expenditures-targeted to women and girls in the community/or given situation under the programme/project focus
- ii) Equal employment opportunity expenditures by institution/partner state on their employees which are designed to change the gender and skills profile of the sector workforce
- iii) General or mainstream budget expenditure that make goods and services available to the programme/project beneficiaries (outputs) and need to be assessed for their gender impact (outcomes)

Key actions to be undertaken

- a) Ensure that there are interventions targeting mainstreaming resources, in terms of human and finance?
- b) Ensure that a proportion of funds is allocated to the attainment of the advancement of women in a programme/project
- c) Ensure adequate financial resources are set aside for mainstreaming of gender capacities of staff and decision makers through ongoing training within the sector/institution?
- d) Ensure that preparations of gender budgeting should not be confined to the 'social' or 'soft' areas such as education, health and community development welfare. Gender budgeting is a tool for gender mainstreaming in all programming areas such as agriculture, infrastructure, trade and customs and information technology, where their gender implications may not be immediately apparent.

¹ This is adopted from Rhonda Sharp's categorization of expenditure in gender budgeting

2.2. TOOL2 : GUIDELINES FOR COLLECTIVE MANDATE FOR GENDER MAINSTREAMING IN EAC SECRETARIAT

2.2.1. Introduction

The proposed Guidelines are based on a framework, which identifies three levels of hierarchy within the EAC secretariat. Using a three-tier structure, the Guideline is aimed at enabling key actors (management and program staff) within EAC to internalize and clarify on their gender mandate. It is also aimed at providing them with few key steps they ought to take as measure to facilitate gender mainstreaming in their departments/directorates and sectors generally and in their program processes in particular. The key message in this Guideline is that all members of the EAC family are flag bearers of the gender equality and women's empowerment agenda. In this way, gender mainstreaming should be made part of the core business of all of them in their respective positions and locations within their units and especially within their program processes.

2.2.2. The EAC Management

The EAC managerial cadre, which is made up of heads of directorates and departments under the leadership of the Secretary General are the flag bearers of the EAC core values and principles and hence are expected to provide leadership to all the program processes. Together they have a collective responsibility and accountability in gender mainstreaming of the EAC program processes within their respective positions (including providing leadership in facilitating partner states program processes). In this way, each head of a directorate (or department/unit) in the Secretariat has some responsibility of providing a transformational leadership in advancing gender equality and women empowerment within their programs and EAC structures in the region.

As part of the EAC managerial cadre these are top-level regional civil servants in this region. Their primary duty is to promote, defend, and advocate for the core principles and core values of the EAC, which they are working for. Within this context, gender mainstreaming means translating the core value of equality of men and women into EAC programming processes

and into the institutions' working philosophy. For this to happen the management team may have to take the following measures individually and collectively:

2.2.2.1. Step one

Familiarize with all international instruments for the promotion, defending and protection of human rights generally and particularly those related to women and children's rights. These instruments include: the Convention for Elimination of All Forms of Discrimination Against Women (CEDAW), Convention on the Rights of the Child (CRC), International Labour Organization (ILO) Conventions, the Beijing Declaration (BFPA), the Cairo Declaration on Reproductive rights, the Abuja Declaration, SADC Declaration on Gender Equality and its Protocol, the AU 50/50 commitment, MDGs especially Goal 3 and Agenda 21. Additionally, there are some internal mandates within EAC which call for gender equality and equity including the EAC Treaty as anchored in its principles and objectives, the EAC Gender and Community Development Strategic Plan (2011-2015), the Social and Development Framework.

2.2.2.2. Step two:

The Management Team needs to understand the social, cultural, political and the economic context from a gender perspective, and especially on the underlying gender dynamics in the region. It is important for them to be informed on the gender equality policy instruments which guide the gender equality agenda including those international instruments, which partner states, are a party to. They need to stand firm and be able to denounce publicly practices, norms and values that undermine the fundamental rights of women and children in the name of culture and related others.

What are relevant issues here? The following questions are instrumental in supporting the Management Team to build contextual understanding of the region from a gender point view:

- What is the legal and policy framework? Is it a barrier or an opportunity for gender equality and women empowerment?
- What are cultural practices that undermine the rights of women in actualizing their basic fundamental human rights?
- Who occupy what position in the different levels of decision making? Who are the potential allies for the gender agenda? What are the challenges?

- What is the state of art of civil society? Weak, or vibrant? Which are possible partners in the gender agenda? What are the challenges and opportunities?

2.2.2.3. Step three: Understand the Organizational Culture of the Directorate/Department/Units and the Secretariat in general

What are relevant issues here?

- Who occupies what position and what is its gender structure
- Level of sensitivity of senior and junior level managers on gender issues: language use, promoted jokes and group norms (what needs to be changed in order to create a gender friendly, non sexist group norms?) what are embedded skills (including gender mainstreaming skills), what are espoused values? (What is said loudly on gender equality) and what are unspoken values? (What needs to be changed?)
- Demonstrate willingness to allocate resources for gender mainstreaming (this might require activities directed at changing the internal forces that act as a barrier to gender mainstreaming).
- Institute accountability mechanism to enable you to hold other duty bearers accountable for gender equality outcomes.
- How are decisions made/? Top-down or participatory approach?
- Is the working environment potentially transformative or conservative? Remember, one cannot provide a transformative leadership on gender equality and women empowerment issues if the organization/institution is not transformed.
- Important to start working with own internal processes before one focus on the external. But this might also call for changing the mindset!!!

2.2.3. Programme Officers, Experts and Advisers/Consultants

These are high profiled recognized top level professionals in this region. In their directorates/departments and units they are the program focal persons, and collectively they constitute a strategic group which command specialized skills and knowledge. These actors are responsible for translating the EAC core values into the programming processes. They consult partner states, design programmes, develop indicators for measuring impact, provide expert advice and supervise implementation and reporting within EAC governance structures. In this way, they are the hands own people who shape the final design of the EAC programming process as well as determine the shape of the outcomes. Within this context, this is a critical

cadre in gender mainstreaming processes within EAC. For effecting gender mainstreaming approaches in their day to day work they need to take the following steps:

2.2.3.1. Step One:

Steps one and two above are also relevant to programme officers. In addition, as professional they also need to add gender mainstreaming knowledge in their pool of knowledge. Such base of knowledge and skills shall enable programme officers to mainstream gender in their programming processes or make it happen by engaging experts in this area. This move will enable more effective gender mainstreaming processes in programs or projects being undertaken in different sectors (see the checklist on how to mainstream gender in programs/projects) .

2.2.3.2. Step two: Understanding the gender specific issues a your/given sector is fundamental

What are issues here?

- Who is who in the sector? Who are potential allies for the gender agenda? What are challenges
- What is the policy environment in the sector?
- What are sector specific issues affecting women? Men? Children? Old and young?

2.2.3.3. Step three: Understanding the resources staff has at disposal for the gender agenda within a given program/project is essential.

What are issues here?

- a) What is the size of the budget? Does it give the staff room to allocate sufficient resources for gender mainstreaming including training of colleagues, and hiring of experts in this field?
- b) What about human resource? Is there sufficient knowledge within the programme setting to support gender mainstreaming? Or is there one person supporting this?
- c) Does the approval process of the programme/project allow room for gender assessment?

Operations and Services

This is a cadre, which makes things happen on the ground. This is a cadre, which interacts with the ordinary citizens in partner states or in a given site of operation. In this way, these are 'front-liners' in the EAC secretariat. They meet guest, they provide logistical support, and provide other essential services for the operation of the agencies. They are also flag bearers of the EAC core values and principles. They command knowledge of the socio-economic and cultural context of the EAC region. Within this setting, this cadre is also very important in understanding gender mainstreaming processes for enabling them to engender service delivery as well as to empower themselves. For this to happen, they need to be enabled to take the following steps:

3.3.1 Step one:

As a service provider in the secretariat they are required to understand, the EAC core values and principles of gender equality in order to translate them in their working environment.

What are those gender equality values?

- Discrimination free environment
- EAC is an equal opportunity employer
- Sexual harassment free environment
- Others

3.3.2 Step two: Equip themselves with the basic gender concepts.

This will make them sensitive to the gendered nature of service delivery. The following are aspects that have to be undertaken in order to enhance their gender sensitivity

- Request training in gender sensitization programme
- Source relevant user friendly materials in gender concepts
- Request support from gender focal persons from the secretariat/directorates or units
- Take deliberate measures to transform own mindset and stereotype notions acquired from different socialization processes.

3.3.3 Step three:

They could be important actors in supporting EAC staff in their directorates/departments/units to understand the cultural context of the EAC Partner States and the gender dynamics of this culture. For example, what are the important elements in their culture for individuals who are supporting interventions, which might impact gender equality or women's empowerment?

- Language: proverbs, joke and stories which carry gender messages

- Art: Symbols, lyrics and songs that carry gender messages
- Rituals and ceremonies such as weddings, initiation ceremonies into adulthood for boys and girls, burial ceremonies
- Ownership and inheritance patterns
- Understand the supremacy of constitutionally rights versus customary practices.

ANNEX 1: AN EXAMPLE OF DETAILED CHECKLIST FOR INFRASTRUCTRE PROJECT:

<p>1: Assessment of the Regional context</p>	<p>1.1. Project appraisal; ensure that gender issues are included in the appraisal of the project including the environmental impact assessment to determine how it will affect men and women.</p> <p>1.2. Assess on key regional (emerging) trends regarding gender equality issues and how they are going to impact/influence the proposed project</p> <p>1.3. Assess and identify key gender issues which calls for addressing as part of the project</p> <p>1.4. Map out the most potential stakeholders, including women’s rights organizations in the region for linking up and utilize their services as resource institutions for enriching the project implementation processes from a gender point of view.</p> <p>1.5. Development Partner’s Coordination: Assess whether there are DP interventions on gender mainstreaming in the infrastructure sector in the context of regional integration which the program/project could complement or build on.</p>
<p>2. Project Identification and Designing</p>	<p>2.1. <i>Participatory Process for Project Identification, Design and Implementation:</i> Defining of gender-responsive participatory approaches for the consultative process for enhancing stakeholder appreciation, ownership and commitment to the proposed infrastructure</p>

	<p>2.2. 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 region (EAC Treaty) and Partner States policy frameworks (PRSPs and other gender oriented strategies for infrastructure development).</p> <p>2.3. Rationale and Bank's Involvement: Review the gender differentiated infrastructure needs, access to resources and priorities and ensure that they 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>2.4. Project Components: Assess whether appropriate strategies have been defined to address the gender issues within project component activities of the proposed infrastructure project.</p> <p>2.5. 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>2.6. Project Type: Determine whether the gender issues relating to the proposed infrastructure project would be effectively addressed by either a targeted interventions or activities mainstreamed in the project component activities.</p> <p>2.7. Project Costs and Financing Arrangements: Determine whether adequate resource allocations</p>
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	<p>have been made for the implementation of the gender mainstreaming actions in the project budget/cost estimates of the proposed infrastructure project.</p> <p>2.8. 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>2.9. Monitoring/Supervision: Ensure that the targets and indicators for monitoring the gender impacts and outcomes are clearly defined in the infrastructure project monitoring/supervision plan of the planned infrastructure project.</p> <p>2.10. 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.</p> <p>2.11. Governance: Assess whether there are effective preparatory strategies and capacity for gender equality issues within the secretariat for supporting decision making/approval processes within governance structures to approve the project with gender sensitivity</p>
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