

ANNEXES



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ANNEX 1

Guideline for Gender Analysis



1. INTRODUCTION

The objective of these gender analysis guidelines is to provide strategic advice and capacity building on gender analysis to applicants submitting a project proposal to Cities Alliance. The guideline has been developed with a user-friendly approach to help applicants better understand what a gender analysis is and how it can be done. The goal is to assist applicants to mainstream gender in their project proposals so that interventions contribute to gender equality and the empowerment of women and girls.

The process of gender mainstreaming occurs throughout a project, starting during the design and planning stage and ending with the closure stage. **Gender analysis is a critical step in the process of gender mainstreaming and is conducted during the design and planning stage.** It generates valuable information on different gender roles, needs and opportunities, which should inform the development of activities to foster gender equality within the project.

1.1 What is gender analysis, and why do it?

Gender analysis is a systematic analytical process used to identify, understand, and describe gender differences and the relevance of gender in a specific context. It examines the different roles, rights, and opportunities of men and women, as well as relationships between them. It also identifies disparities, analyses why such disparities exist, determines whether they are a concern, and looks at how they can be addressed.

Gender analysis allows the project interventions to move from mere **targeting** of women and girls in interventions and indicators to **planning gender-transformative interventions** with the use of evidence-based data on gender differences. For example, an intervention that focuses on increasing women's knowledge of women's tenure rights may reinforce the perception of women having sole responsibility for defending tenure rights. However, if the same intervention includes a component to raise awareness among men of the need to write land titles under both spouses' names, it will have more gender transformative results. This transformative approach is best identified and planned with the information generated in comprehensive gender analysis.

To help a project achieve the desired transformation, a proper gender analysis should generate information on key topics related to the project objective, as noted below (UNDP 2016).



Power and decision-making: Examining the ways in which existing institutions may impact women's and men's influence, control, and individual and collective potential and hinder or promote gender equality.



Resources and opportunities: Examining the extent to which women and men have access to or control over income, land tenure, livestock, financial services, health and education, employment, technologies, information and communication, and benefits.



Legal and judiciary systems: Assessing gender differentials in treatment and services, such as acquiring property titles, registering to vote, and obtaining state-issued identification cards.



Division of time: Exploring the effects of gender differences on time use and commitments throughout the day, week, month, and/or year, and during the seasons, and the impacts on factors such as work-life balance, family structure, income and poverty.

1.2 When to conduct a gender analysis?

Gender analysis can be done at any time in the project cycle; however, there are two stages in the project cycle where a gender analysis is more effective:

1. in the project design and planning and
2. during the mid-term review or mid-term evaluation of a project.

Each of these stages presents opportunities for a more effective gender analysis, since the results can still be used to design subsequent activities or to re-orient and evaluate those activities that are planned and still need to be implemented.

Overall, a gender analysis is conducted when a comprehensive understanding of gender differences is needed in terms of access, control, behaviour, involvement, and likely impact, in a given context that can be local or national and across all sectors and programmes. The support of a qualified social inclusion and gender equality specialist is recommended, if there are available resources or skill sets within the team.

The following section provides an overview of the key steps to follow when conducting a gender analysis and provides tools and examples to illustrate each stage.

Annex 2 of this guide focuses on the role of gender analysis in each stage of the project, from planning and design to implementation and closure.

2. HOW TO DO A GENDER ANALYSIS

The gender analysis should provide a better understanding of the context in which the projects will be implemented, and the findings should serve as a basis for designing the project strategy and activities. The analysis should be conducted through

- the review of available quantitative and qualitative data via a literature/desk review,
- the collection of qualitative data through community engagement and interviews with experts, and
- the analysis of generated data through the elaboration of gender profiles.

2.1 Literature review: Gather quantitative and qualitative data

- Identify and assess existing quantitative and qualitative data in national and other statistics, gender country assessments and action plans, relevant project evaluations, and gender data websites.
- Examine the country's current legislative and policy frameworks to develop a contextual understanding of the impact of legislation and policy on gender equality and women's empowerment.

Sample questions for a literature review when conducting a gender analysis on urban issues

- Does the country have a national strategy linked to the topic of your project? Does this strategy address gender issues?
- What is the proportion of seats held by women in national parliament or local councils?
- What is the percentage of women among the urban poor, compared to men?
- What percentage of women work in the formal economy?
- What is the percentage of women with secondary education, compared to men?
- What is the school drop out rate of girls, compared to boys?
- Does the country law require equal pay for equal work? Are there measures to eliminate discriminatory labour or contracting practices? Are there measures to ensure work-life balance?



FOR REFLECTION

What other questions would you ask in the context of your project?

Resources for gathering data for a literature review for gender analysis

The Committee on the Elimination of Discrimination against Women reports: Available reports by country that monitor the implementation of the Convention for the Elimination of All Forms of Discrimination against Women (CEDAW). <https://www.ohchr.org/en/hrbodies/cedaw/pages/cedawindex.aspx>

World Bank Gender Data: The Gender Data Portal is the World Bank Group's comprehensive source for the latest sex-disaggregated data and gender statistics covering demography, education, health, access to economic opportunities, public life and decision-making, and agency. <https://datatopics.worldbank.org/gender/>

Existing gender analyses: Other agencies conduct gender analyses, and these should be reviewed before collecting project-specific data. <https://www.usaid.gov/documents/1862/usaidguatemala-gender-analysis-final-report-september-2018>

2.2 Community engagement and participatory approaches: Gather qualitative data

Qualitative data collected through participatory assessments with the community helps to answer key questions related to the project that cannot be answered with existing information. In particular, community engagement sheds light on gender cultural norms, practices and beliefs that affect men's and women's positions in the community. It provides information on customary laws and power relationships in terms of gendered division of labour, roles and responsibilities; access to, and control over, resources; time use; and the relative condition and position of men and women in society.

The most commonly used methods for community engagement are focus group discussions (FGDs) and key informant interviews (KIIs); other methods such as social mapping and observation can also be applied. It is recommended that community engagements be designed and facilitated by a team member with gender and social inclusion expertise.

Focus group discussions (FGDs) can be useful for learning about community life and dynamics, understanding general community issues, and giving everyone in a community the chance to voice their views. Focus groups typically have 7 to 10 participants.

Key informant interviews (KIIs) are crucial for enabling dialogue and deep engagement with participants, while retaining focus on a particular topic. This method can provide good insights into the behaviours, reasoning and lives of people.



ANNEX 1

Guideline for Gender Analysis (continued)

When organizing community engagement, the following are key considerations:

- **Spectrum of research:** Recruiting appropriate participants with attention to gender, ethnicity and class balance is crucial for research. It is useful to find people who represent “extremes”. Including both ends of the spectrum, as well as some people in the middle, allows the full range of behaviours, beliefs, and perspectives to be heard, even with a small number of participants.
- **Locations:** Locations for conducting the FGDs should be agreed upon with stakeholders and should be seen as neutral for participants. Field sites can vary (e.g., a site in a central district and one that is more remote) to ensure diversity of participants and accessibility.



- **Participants:** Select appropriate community contacts to help arrange community meetings and individual interviews. Make sure community contacts understand the objective of the consultation and the need for diversity, including both men and women. Group sessions are a great springboard to identifying participants for individual interviews. However, keep in mind that communities often want to showcase only the most successful constituents or male community members to project teams.



Ensure a gender-sensitive approach to community engagement in the field; for instance, some communities may be resistant to male team members interviewing women.

Make sure female team members help recruit and interview women. It can be useful to hold women-only group sessions in some cases to ensure that women feel free to speak up and voice their views and experiences.



FOR REFLECTION

Considering the context in which the project will be implemented, which approach should be taken to ensure that local diversity is reflected in the project?

Focus group discussions and interviews

Focus group discussions

Size: 7-10 people from diverse economic backgrounds.

Place: Meet on neutral ground in a shared community space that everyone has access to.

Gender: Mixed or same-sex groups depending on local customs and/or ensure women's voices are heard.

Age, class: Mixed or same-age, class groups, depending on the topic and local context (for more sensitive topics-same groups).



Individual interviews

In-context interviews at participant's home or workplace if possible.

The interview has to be conducted without an audience.



Expert interviews

To provide in-depth and technical information.

To understand the regulations that might affect design and implementation of solutions.



The following table shows an example of information gathered for a gender analysis using a literature review and community engagement.

Data from a literature review on land tenure	
What percentage of women holds land tenure in a given area?	15%
Who are the most vulnerable groups?	Widows and single women
What is the legal framework regarding land tenure? Does it specifically foster gender equality?	National Housing Policy for subsidised housing - in the name of both spouses - woman's name not included in original title deed
Data from community engagement on land tenure (qualitative data)	
What is the customary law on land tenure?	<p>Spouses have to agree to register as co-owners mutually. In practice only well-educated, urban and wealthy people do so. It is not in the cultural practices and behaviours to agree on this.</p> <p>Customary law based on tradition and religion is powerful and unwritten, and many times places women in disadvantaged positions.</p>

2.3 Gender profiles: Use data collected to provide an overview of gender disparities

Gender profiles can be used in gender analysis and are a great tool to for generating an overview of the local context in terms of gender inequalities. Such profiles should be tailored to fit the specific needs of the project and will both guide the collection of data and be fed by its findings. Following are examples of two templates for gender profiles, one for activities and income, and the other for access and control of resources and benefits.

Gender Profile I: Activity and income profile

Criteria	Who	When, how often?	Income	Where
Productive work				
Agriculture				
Formal employment				
Reproductive work				
Fetch water, wood, fuel				
Childcare				
Cooking and cleaning				
Other				

Gender Profile II: Access and control profile over resources and benefits

Resources	Access (ability to use and benefit from a resource)		Control (not only have access to, but also make decisions about how to use the resource)	
	Men	Women	Men	Women
Economic (e.g. household income)				
Educational (e.g., formal education and training opportunities)				
Productive (e.g. land, credit, paid work, etc.)		Example: Women have access, as per law		Example: Women do not exert control over land use
Political (e.g., decision-making power, representation, etc.)				
Time				

1. GENDER ACTION PLAN



A gender action plan (GAP) is a tool that charts the objectives, outcomes and indicators for specific gender-related activities within a project's components, providing a means to monitor their implementation and make mid-course corrections. A GAP can be used for the following:

- To ensure that gender activities do not 'evaporate' in main project activities.
- For project teams to track what the project is doing on gender, which includes implementing a monitoring and evaluation (M&E) plan.
- As an advocacy tool for donors and partners to showcase how the project is contributing to gender equality.

For a GAP to be effective, it needs to

- Align with activities and outcomes in the overall project design and implementation process.
- Include targets and actions that enable step-by-step progress toward reducing gender disparity.
- Develop targets for project objectives that establish the rationale for focusing on enhancing women's as well as men's access to and benefits from projects.
- Include activities that promote gender capacity building and women's empowerment, whenever possible.
- Provide project implementation staff with support and mentoring to develop skills, ownership and commitment to the GAP.

Guiding questions to help ensure that the project goal, outcomes and indicators include explicit references to gender equality:

- Are there any anticipated negative impacts of the project on women and men, such as increased workload or a potential increase in domestic violence due to changes in power relationships?
- Does the proposed project diminish or challenge existing inequalities in the situation of men and women? If so, how does it do this?
- Will the proposed project change the perceptions or stereotypes about women and men, and their roles? How does it do this?
- What options should be considered to strengthen a gender perspective?
- Where do opportunities or entry points for change exist? How can they best be used?
- What specific mechanisms can be proposed to encourage and enable women to participate in the project, despite their disadvantaged position?
- What is the long-term impact of women's increased ability to take charge of their own lives and/or take collective action to solve problems?

Use of gender analysis: Gender action plan, implementation and closure for projects (continued)

For developing a GAP, see the simplified template below, as well as an example of a filled in template for a GAP that follows.

Gender action plan (template)			
Activities to mainstream gender (e.g., provide sex-disaggregated data; in events, include gender equality as topic for discussion, etc.)	Targets/Indicators	Person/Organization responsible	Status update
Project Output 1			
Gender Activity 1.1			
Gender Activity 1.2			
Gender Activity 1.3			
Project Output 2			
Gender Activity 2.1			
Gender Activity 2.2			
Gender Activity 2.3			

Example of a gender action plan

Activities to mainstream gender	Targets/ Indicators	Person/ Organization responsible	Status update
Project Output 1: Develop a policy paper and a publication about the project's main topic			
Provide sex-disaggregated data	Sex disaggregated statistics collected and used in all documents	Project manager, data expert	Completed
Provide examples of best practices explicitly showing different gender barriers and how to overcome them (i.e. customary laws and practices)	Best practices recognised and the different impacts for men and women discussed	M&E expert	
Project Output 2: Hold a two-day national conference on topics related to the project			
Consider gender perspectives in the discussions held at the conference	100% of panels incorporate gender perspectives in the discussions; One (1) session on women challenges and rights.	Event organizer, project manager	
Include women in the conference panel members	Community meetings have at least 50% participation of vulnerable groups	Event organizer, project manager	
Project Output 3: Prepare and distribute awareness-raising materials			
Ensure materials are adapted to both women and men needs (levels of education, capabilities, specific needs, etc.)	Education materials are distributed in visual and written formats as well as in at least two (2) areas where single mothers or widows live or work.	TBD	

2. IMPLEMENTATION



A GAP is not a static tool, but rather something that should be revised and adjusted in light of new information and developments throughout project implementation. If an activity included in a GAP is not yielding positive results, it can be modified. Continuous monitoring and evaluation of gender activities will help to do this.

2.1 Monitoring and evaluation

- Gender analysis can be used to help monitor progress from a gender perspective during the implementation of a project. If a gender analysis was part of the planning phase, then using this initial gender analysis to develop the monitoring and evaluation (M&E) plan will show the extent to which the targets and goals are in progress or have been met.
- Gender issues should be mainstreamed in the M&E plan to ensure that the agreed arrangements for project management and any issues related to the availability of gender data are reliable, accessible and timely.
- The M&E plan should include gender indicators to measure the effects of the project's investment in fostering equal opportunity.

Example of questions that inform gender analysis for implementation and M&E

- Does the M&E framework include measures of progress on gender equality?
- Does the framework include measurable gender indicators appropriate to the intervention?
- Are there specific activities, resources and responsibilities to track the contributions of the project on gender equality and women's empowerment?
- Are specific gender capacities for M&E needed?

2.2 Budget

Conducting gender analyses before, during and at the end of projects, and implementing a gender action plan requires specific human and financial resources. As these resources will come from the project budget, it is especially important, that they are allocated as early as possible. The project manager should take the following steps:

- Highlight specific gender items in the budget and track the flow of gender-focused resources.
- Identify the project personnel with the gender expertise necessary for the implementation of the GAP and for gender analyses.

3. CLOSURE

During project closure, the project team should take the following key actions:

- **Report on the impact** of the gender equality intervention. This should be done in all project progress reports and the final narrative report. The gender analysis should serve as the baseline data against which to compare the data on gender equality progress from data collected at the time of project closure.
- **Capture lessons learned** regarding the benefits of a gender analysis for the sustainability of project outcomes and impact.
- **Disseminate gender-related lessons learned** among staff, as this can be of great value for other projects.



ANNEX 3

Cities Alliance Gender Marker

1. INTRODUCTION



As part of its commitment to gender equality and women's empowerment, Cities Alliance has made gender mainstreaming a corporate responsibility. The Cities Alliance Gender Marker is an accountability tool for tracking the degree to which a project addresses gender equality and the empowerment of women and girls.

1.1 Why use the Gender Marker?

The Gender Marker is a crucial tool to ensure that all grant-making proposals and processes funded by Cities Alliance incorporate gender mainstreaming. It allows Cities Alliance to:⁴



Track budget and expenditure for advancing gender equality and/or the empowerment of girls and women



Facilitate the use of gender analysis as a basis for designing interventions



Sensitize potential grantees to develop interventions that, to the greatest extent possible, advance gender equality and empower girls and women



Support increased funding and investment in gender equality and the empowerment of women and girls



Improve its reporting and accountability on gender equality.

1.2 When should the Gender Marker be used?

Concept notes and project proposals submitted to Cities Alliance should be gender responsive in their design and implementation. Towards this end, it is important to conduct a **gender analysis** at the start of project design to better understand the context of the project and to use as a basis to inform the Gender Marker grading.

The Gender Marker should be applied when project activities are planned and budgets allocated.⁵ At the **planning stage**, project outputs must be graded using the Gender Marker based on what is explicitly stated in the project document, rather than what is implied or considered common knowledge.

Gender Marker grading will also be **done at the implementation stage** as part of the monitoring process to track expenditures according to the initial grading, as well as for revisiting and improving gender mainstreaming during the implementation phase.⁶ During **implementation**, grading should be based on results to date.

To ensure consistency, the **Gender Marker grading will be applied at the completion of the intervention** as well, in order to assess whether the main results related to gender equality have been or will be achieved. The final Gender Marker grade should be determined based on what has been demonstrated through the project outputs (with associated expenditures).

⁴ Ibid.

⁵ UNDG (2013) Financing for Gender Equality and Tracking Systems: Background Note <https://undg.org/wp-content/uploads/2017/03/UNDG-Gender-Equality-Marker-Background-Note-Final-Sep-2013.pdf>

⁶ UNICEF (2010) Guidance Note: Gender Equality Marker - Tracking of Resource Allocations and Expenditure for Gender Equality Results. New York: UNICEF

2. THE GENDER MARKER GRADING SYSTEM

To determine the **level of gender-responsiveness** of a project, it is graded from 0: not expected to contribute to gender equality/women's empowerment in any noticeable way to 2b: advancing gender equality/women's empowerment as a principal objective of the result.

The Gender Marker grading is applied to outputs/outcomes at the project level. **The degree to which a project has conducted a gender analysis is a key indicator for its grade.** The maximum points (2a and 2b) are conditioned by the level of gender analysis conducted, as well as the project's contribution to gender equality as a principal objective or significant contribution.



The table below outlines the requirements of the Gender Marker grades and possible reasons for grades.

	Grades	Possible reasons for grade
0	Project not expected to contribute to gender equality/women's empowerment in any noticeable way	<ul style="list-style-type: none"> • There are no indicators that are disaggregated by sex or that measure the engagement of women, girls, boys, men, etc. • There are no indicators showing how gender equality will be advanced.
1	Project will make a marginal contribution to gender equality/women's empowerment	<ul style="list-style-type: none"> • Project likely has a weak gender analysis of the context and/or intervention. • The context describes the roles of men and women regarding the project to some extent. • There is at least one gender indicator (e.g., the indicator is disaggregated by sex, measures the engagement of women, girls, boys, men, etc.), but none of the indicators show how gender equality will be advanced.
2a	Project will make a significant contribution to advancing gender equality and/ or the empowerment of girls and women	<ul style="list-style-type: none"> • The different needs of women/girls and men/boys have been analysed and integrated well in the activities and outcomes. • Performance indicators and corresponding milestones are gender sensitive. • Sex-disaggregated data is used in the planning, when describing the project approach and in the monitoring framework. • Gender integration is visible in the work plan and budget section of the project document. • The project benefits from internal or external gender expertise.
2b	The principle objective of the project is to advance gender equality and/ or the empowerment of girls and women.	<ul style="list-style-type: none"> • A comprehensive gender analysis of the context and the interventions has been included in the project document. • The project considers the different roles, benefits, impacts and risks for groups of women and men and intends to impact power relations and contribute to increased gender equality. • Gender considerations are included in the logical framework and a baseline has been established. Indicators have been designed to measure gender-related changes. There is a gender dimension to the intended project outputs and outcomes, and it is measured accordingly. • The activity benefits from internal or external gender expertise.

3. CONSIDERATIONS FOR GENDER MARKER GRADING

Gender equality merely being among the project objectives is not enough. If an intervention mentions gender equality, but there are no corresponding indicators measuring progress in addressing gender inequality or the budget does not reflect gender-specific activities, it should be rated 0.

Interventions that target women and/or girls may not necessarily contribute to promoting gender equality. This could include an intervention that focuses only on increasing women's knowledge of childcare practices, without recognizing men's shared responsibilities in this area. This reinforces the perception that only women are responsible for caring for children.

The financial amount allocated to an intervention or activity should not influence the rating. The rating is based on the nature of the intermediate result, not on the amount of financial resources allocated to it.

Gender Marker grades are descriptive and provide indicative data on investments and overall trends, rather than precise statistics on actual budget investments.⁷

There is not a hierarchical relationship between Gender Marker codes 2a and 2b. These two types of outputs are complementary, and they both require a focus on gender equality and women's empowerment as an objective for the expected output, rather than a sole focus on women and girls.

Grade 2a signifies outputs that have adequately mainstreamed gender, while **Grade 2b** reflects a gender-specific or stand-alone intervention.

Targeting women and/or girls is not enough for a Grade 2a or 2b. It is also important to note that a project targeting women and girls might or might not contribute to gender equality. For example, a project promoting

women's microenterprise through skill-building in traditionally female occupations may not contribute significantly to gender equality if the intervention does not also contribute toward substantively transforming the condition and position of women and girls in a certain context. The indicators should measure how gender equality will be advanced.

4. WHAT IS THE PROCESS FOR USING THE GENDER MARKER?

The process for using the Cities Alliance Gender Marker is as follows:



Step 1
Grant applicants draft the proposal, aiming at a 2a/2b grade. The Cities Alliance Handout on Gender Mainstreaming must be consulted at this step.



Step 2
Cities Alliance conducts internal review of the gender responsiveness of the proposal and provides further inputs to the prospective grantee.



Step 3
Prospective grantee fills in the Gender Marker template with the relevant details, and the Gender marker grade is cleared by the Cities Alliance task manager in dialogue with the Gender Focal point.



Step 4
Grantee uses the Gender Marker grading to fill in the progress report. The Cities Alliance task manager uses the Gender Marker to check expenditures and results to date.



Step 5
Grantee uses the Gender Marker to fill in the closure report. The Cities Alliance task manager uses the Gender Marker to check project results and fill ICM.

⁷ Ibid.

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Cities Alliance

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