



Gender equality and inclusion in Transitional Development Assistance

1. Introduction

Crises, conflicts and disasters impact people in different ways. Gender^{*1} is generally a relevant **vulnerability factor**, but particularly during crises, gender can intersect with other compounding forms of discrimination, such as age, disability, ethnicity and religion to increase a person's vulnerability. Nonetheless, the **empowerment** of people of different gender and ages, with and without physical and mental disabilities, has significant **potential** to contribute to **equal participation** as well as **more resilient, more just and more peaceful communities**. It is therefore important to ensure development and peace processes are participatory, inclusive and gender-sensitive. For BMZ's Transitional Development Assistance (TDA) this means that each project should be **inherently gender and inclusion sensitive** – from design to implementation and monitoring and evaluation. We believe that this will essentially **enhance the impact of TDA**.

Published by BMZ in March 2023, the **strategy for implementing a feminist development policy** places an even greater focus on promoting gender equality and inclusion in TDA measures. This applies at cross-sectoral level to all regions and instruments of German development policy and is indicative for BMZ grant recipients.

By implementing an inclusive approach, TDA will contribute to reducing the vulnerability and boosting the resilience of those with whom and for whom it plans and implements its projects. Analyses that identify gender- and inclusion-specific risks, needs and potential of and for the target groups are the basis for project planning. Additionally, consideration should be given to **evidence**, particularly in the project planning process, to allow it to be taken into account in the identification of effective approaches and activities. The systematic review of '[Strengthening women's empowerment and gender equality in fragile contexts towards peaceful and inclusive societies](#)', commissioned by BMZ and published in 2021, provides one plentiful source of evidence.

As part of a consistent gender perspective, TDA funding also requires that projects are **at least GG-1 marked**². A project that is GG-0 marked may be considered only in justified exceptional cases. Where possible and useful, combining a GG-2 marker with an FS-2 marker should be considered. This is in line with BMZ's policy on gender equality. The inclusion agenda for TDA is driven by the **United Nations Convention on the Rights of Persons with Disabilities** (UN CRPD) and the **2030 Agenda** for Sustainable Development with the **guiding principle of leaving no one behind**.

*Each implementing partner of TDA should conduct a **gender analysis across the entire portfolio** at national level rather than for each new project. Depending on the implementing partner, this analysis will be carried out at portfolio or regional level. Existing analyses by UN Women or other implementing partners should be drawn upon in this context. Gender analyses should be updated every three years.*

¹ In this document, we define gender not as binary (man and woman), but as also encompassing transgender and intersex people as well as people with different sexual orientations (LGBTQI). When addressing the specific needs of women and men, girls and boys for emphasis, we are referring to this inclusive understanding of gender.

² The **GG-1 marker** indicates that gender equality is an important **secondary objective** of a measure. This needs to be reflected explicitly in the results logic. For a **GG-2 marker**, gender equality must be the **main objective** of the measure, i.e., fundamental to its implementation. Further information on how to select the correct GG marker can be found here: [Minimum-recommended-criteria-for-DAC-gender-marker.pdf](#) (oecd.org).

*The following **checklist** serves as a guide for TDA implementing partners to help them further integrate gender and inclusion into their projects, and thus increase the impact of these initiatives. It supplements other important standards at national and international level and within partner organisations themselves for strengthening gender equality and inclusion. However, this checklist does not replace the conducting of a thorough gender analysis. Its aim is to help ensure that TDA projects are able to better reach their target groups, whose resilience will be strengthened as a result.*

2. How to use the checklist and guidance

As an implementing partner of BMZ's TDA, you will find a checklist attached (**Chapter 3**). It provides you with practical guiding questions for the minimum standards of gender-sensitive³ project management as well as notes on gender-transformative approaches. It will help you consider the different aspects of gender and the needs of people of different ages, with and without disabilities, during the writing of your project outline and application as well as integrate a gender and inclusion perspective into all phases of the project cycle (including monitoring, evaluation and reporting). This will enhance the quality and effectiveness of your project. Evidence of inclusive programming is a basic requirement for funding. However, it will not be the only criterion for assessing the funding eligibility of project applications. In **Chapter 4**, we provide practical advice on how to design gender-sensitive or gender-transformative and inclusive activities in TDA projects. The checklist complements rather than supersedes existing templates in your organisation (e.g. gender analysis or results monitoring).

3. Checklist: Guiding questions for gender-sensitive / gender-transformative and inclusive project management

The following checklist provides an **overview** of the **aspects of gender equality and inclusion which BMZ believes are most important** in TDA projects. Please note that **this list is not exhaustive**.⁴ The focus of the checklist is on the situation analysis and project planning to encourage the implementation of inclusive, multi-sectoral projects. However, project implementation and, indeed, monitoring and evaluation also need to be designed in a gender- and inclusion-sensitive manner. We believe it is necessary for aspects of gender and inclusion to be integrated in the monitoring of the project through their explicit inclusion **in the project target system and indicators** to ensure that the equality and inclusion of people of different gender and ages, with and without disabilities, is sufficiently embedded in project management, implementation and reporting. Consequently, the **collection of disaggregated beneficiary data according to age, sex and disability becomes important. This should be done from the outset wherever possible.**

3.1 Context, situation and target-group analysis

- Which governmental and cultural/normative frameworks (legislation, safeguarding mechanisms, supply structures, etc.) pertaining to gender equality and inclusion need to be taken into consideration in the country of implementation?
- What gender-, age- and inclusion- related data already exists that can be taken into consideration?
- How does the project description provide a differentiated account of the specific situations of people of different gender and ages, with and without disabilities (e.g., local gender roles, access to resources and services in different sectors, participation in decision-making bodies, skills, capacities, needs and interests)?

³ A gender-sensitive approach takes account of gender-specific inequalities and gender discrimination and of the diverse interests, needs and potential of different genders within a specific context. It recognises and identifies existing gender-specific differences, problems and inequalities and integrates the findings into strategies and measures. The objective is to ensure that no unintended negative impact results from these strategies and measures and that individuals are able to participate in and benefit from development cooperation measures irrespective of their gender.

⁴ Further helpful questions related to the individual phases of the project cycle can be found in the VENRO gender handbook: https://venro.org/fileadmin/user_upload/Gender_v05_WEB_150.pdf (German only).

- Which target groups might require particular support or protection because they are exposed to or at risk of experiencing sexual or gender-based discrimination, disadvantages or violence (e.g., forced or early marriage for young girls, stigmatisation of LGBTQI people, and people with disabilities)?
- To what extent does the project contribute to tackling gender-specific discrimination and advancing inclusion and gender equality? How could gains in these areas potentially be consolidated? How could the situation turn out worse as a result of this project?
- How will gender-, inclusion- and conflict-sensitive target group selection criteria and processes be developed to ensure the composition of the final target group is equitable (e.g., socio-economic and cultural status, physical and mental disabilities, age and ethnicity in relation to gender)?
- How are local (gender and inclusion) experts from different sectors (including education and health) and interest groups being involved in the analysis process?

3.2 Project planning – based on the results of the context/situation/target-group analysis

- How do the project objectives take into consideration gender equality and inclusion? (Is gender equality the main or a secondary objective?)
- How are people of different gender and ages, with and without disabilities, and/or relevant interest groups/associations actively involved in the project planning (needs analysis, selection of activities, etc.)?
- Are there specific needs of target groups that can be adequately addressed only by including specific activities just for them (e.g., the creation of protected spaces only for women/girls who have experienced sexual violence)? Conversely, is there a need for inclusive activities or mixed approaches (e.g., the creation of women-only protected spaces in conjunction with activities for raising awareness among women and men of rights to protection and associated mechanisms with regard to violence)?
- How can we ensure that people of different gender and ages, with and without disabilities, will receive the same benefit from a project or are all able to participate in activities? Are complementary activities needed that target the societal context as a whole in order to enable the entire target group to participate in the first place (e.g., addressing traditional gender roles together with community leaders)?
- How are gender and inclusion being integrated into the risk analysis and the risk management of the project?
- What approach is the project using to strengthen the rights, representation and resources (the three Rs) of the target groups? Depending on context and thematic focus, it may not be possible for every project to address all three Rs. Instead, a project should select the particular R that can be best addressed in its own setting.

3.3 Expertise in the project team and in partner organisations

- What gender- and inclusion-specific expertise do the project team (in Germany and the partner country) and the local partner organisation have in the relevant sector for planning and implementing projects that are gender- and inclusion- sensitive?
- Which particular gender- and inclusion-sensitive approaches (e.g., peacebuilding or conflict prevention) does the project team or the partner organisation employ?
- What capacity-building measures will be necessary to strengthen the capacities of the project team or the local partner organisation at all levels in relation to gender equality and inclusion approaches in accordance with the project objectives (e.g., training in human rights and women's rights and in participation of people with disabilities)?

3.4 Project implementation – results monitoring, evaluation and accountability

- Have indicators been formulated that correspond to the planned gender-sensitive / gender-transformative and inclusive measures? Do the indicators reflect the gender-equality and inclusion objectives?

- Is the monitoring or evaluation system set up to capture disaggregated data according to gender, age and disability as well as any other relevant vulnerability criteria (e.g., ethnic/religious minorities) to allow for progress reporting on the indicators?
- Which processes will ensure that any changes in the context/situation/target group are detected in a timely manner to allow for activities to be adapted accordingly?
- To what extent are any (direct and indirect) positive and negative effects on people of different gender and ages, with and without disabilities, being taken into consideration to ensure that the project does not reproduce or reinforce existing inequalities or stereotypes in accordance with the 'do no harm' approach?
- How will community-feedback and grievance mechanisms be designed to make them inclusive?
- To what extent will the disaggregated data on gender, age, disability and other vulnerability criteria feed into reporting?
- How will you ensure that the findings from previous phases regarding the positive and negative effects on people of different gender and age, with or without disabilities, are incorporated into the next programme and project planning phase?

4. Guide on example interventions in TDA⁵

The following chapter provides practical advice on the design of gender-sensitive / gender-transformative and inclusive interventions in the key TDA fields of action. The variables of age, gender, mental and physical capacities should be considered in all implementation methodologies of TDA (e.g., cash transfers, construction activities, capacity-building). Further guidance on cash and voucher assistance can be found in the checklist entitled 'Cash and voucher assistance in Transitional Development Assistance'.

4.1 Food and nutrition security

- During food assistance interventions – especially those of a labour- and time-intensive nature, such as food distribution, food-for-work or cash-for-work programmes – it is important to take into consideration men's and women's workloads as well as the distribution of responsibilities and roles. Gender-specific safety issues and accessibility (for instance, in relation to travel) should be taken into account. In particular, the protection of women and girls from sexual assault and sextortion in the distribution of food should be taken into consideration, e.g. through the participation of women's organisations; as well as child care where appropriate.
- Awareness-raising and educational interventions should be carried out for all genders – jointly and separately – in an accessible manner. A stereotypical assignment of gender roles must be avoided and challenged. For example, these interventions should address men and boys, with and without disabilities, not only as farmers and workers, but also as care takers.
- Income-generating interventions should be implemented to empower women of different ages, with and without disabilities, and at the same time improve availability of and access to food (e.g. kitchen-gardens, food processing, etc.). The design will consider conditions that might hamper participation for women and girls (such as mobility and child care). Simultaneously, there will be awareness-raising measures for men and women, with and without disabilities, to address potential risks of gender-based violence against women and girls.

Example indicators:

- Output level: xx women (of whom xx% with disabilities) in the targeted communities of nn have successfully participated in training on the use of drought-resilient plant species by MM/YYYY.
- Outcome level: The percentage of women (of whom xx% with disabilities) in the targeted communities nn, who have cultivated at least z of the zz defined drought-resilient plant species, has increased by xx% by the end of the project.

⁵ You can find a general description of the four fields of action of TDA in the BMZ Strategy on Transitional Development Assistance <https://www.bmz.de/resource/blob/30738/strategiepapier505-strategy-transitional-development-assistance.pdf> (German only)

4.2 Rebuilding basic infrastructure and services

- Women of different ages, with and without disabilities, will be involved in the planning of reconstruction activities. Gender-specific needs will be assessed and taken into consideration. Particular attention must be paid to minimising potential risks and threats to this target group (e.g. during the construction of sanitation facilities/latrines, hospitals, access to drinking water and rainwater, access roads).
- People of different gender and age, with and without disabilities, will participate equally (representation and active participation) in newly established community committees (e.g. water management committees) and their capacities will be strengthened.
- Potential barriers to participation in training of skilled staff to attain professional qualifications for basic service provision (e.g., in the education and health sectors) will be minimised (e.g. by providing child care services, adapting timings for training activities or delivering separate training for men and women).
- Epidemics: Access to remote instruction and digital learning opportunities for target groups will be ensured, especially for women of different ages and people with disabilities, and teachers will be trained accordingly. WASH measures in educational institutions should be expanded.
- Protected spaces will be provided for women of different ages, with and without disabilities, for gatherings, meetings and discussions, and support will be provided for setting up women's support groups led by women.
- Targeted promotion of female-led micro, small and medium-sized enterprises (MSMEs) through the establishment of funds/easy access to financial assistance such as cash and assets transfers, and Village Savings and Loans Associations (VSLAs).

Example indicators:

- Output level: By end of the project in MM/YYYY, xx of xx schools in the targeted area have safe and accessible sanitation facilities segregated by gender.
- Outcome level: In the selected communities, the proportion of girls with disabilities aged 5-18 years who are using accessible, gender-separated sanitary facilities and who report being satisfied with those has increased by xx% by MM/YYYY.

4.3 Disaster risk management

- Men and women of different ages, with and without disabilities, participate in the planning of disaster prevention activities and the preparation of evacuation plans which take into consideration gender- and inclusion-specific needs (e.g., safety and protection of girls and women in accessible evacuation centres, latrines and washing facilities, quickly passable bridges or portable ramps for pregnant women and women with infants, as well as people with disabilities, etc.).
- Information campaigns on epidemics involving civil-society stakeholders (including protection mechanisms and regulations) and disaster early warnings are formulated and promoted in an inclusive manner in order to ensure women and men, girls and boys, with further consideration of factors such as disabilities and age, are equally able to understand these messages and receive them in time (access to radio/TV, illiteracy, etc.).
- Women and men of different ages, with and without disabilities, actively participate in emergency exercises and are trained as voluntary evacuation assistants and first responders in their communities.
- Epidemics: protection against infection and work overload as well as adequate remuneration of (primarily female) health personnel.

Example indicators:

- Output level: by MM/YYYY, xx employees of the local administration have participated in xx training courses on disaster risk management to raise their awareness of the need to consider gender- and inclusion-specific needs in the development of emergency plans.

- **Outcome indicators:** By the end of the project in MM/YYYY, xx% of the trained employees indicate that they regularly use their recently acquired knowledge to account for gender- and inclusion-specific needs in disaster risk management.

4.4 Peaceful and inclusive communities

- The development of local capacities for non-violent conflict resolution takes into account gender- and inclusion-specific needs (e.g., peace education in schools, promoting cooperative contact through sports or theatre, etc.).
- Awareness-raising campaigns explicitly address gender- and inclusion-specific aspects such as sexual and gender-based violence (e.g., through media campaigns).
- Local dialogue and peace processes are inclusive, i.e., they ensure balanced representation and active participation of all genders as well as people with and without disabilities. This also includes local grievance mechanisms, community committees, etc.
- Epidemics: measures to prevent and protect against the increasing gender-based (sexualised) violence in overcrowded refugee accommodation due to quarantine, for instance (e.g., information campaigns, security personnel, medical care), establishment of grievance mechanisms.

Example indicators:

- **Output level:** By [date x], nn women's organisations have held X informative events on the topic of 'Women, peace and security' in the communities nn to address the needs and potential of the local population.
- **Outcome level:** By the end of the project, zz out of nn women's organisations have developed peacebuilding proposals (e.g., gender-sensitive co-determination, problematisation of role models that legitimise violence) that feed into the local peace process.

5. Additional links and further guidance

- [Feminist development policy](#)
- [Systematic review of gender](#)
- [BMZ strategy on feminist development policy](#)
- [World Humanitarian Summit: Commitments to Action](#)
- [EU Gender Action Plan \(GAP\) III](#)
- [BMZ Five-Point Plan 'No violence against women'](#) (German only)
- [Action Plan of the Federal Government on the Implementation of United Nations Security Council Resolution 1325 on Women, Peace and Security for the Period 2021 to 2024 \(NAP III 1325\)](#)
- [OECD: Gender markers](#)
- [UN Convention on the Rights of Persons with Disabilities \(CRPD\)](#)
- [BMZ Action Plan for the Inclusion of Persons with Disabilities](#)