

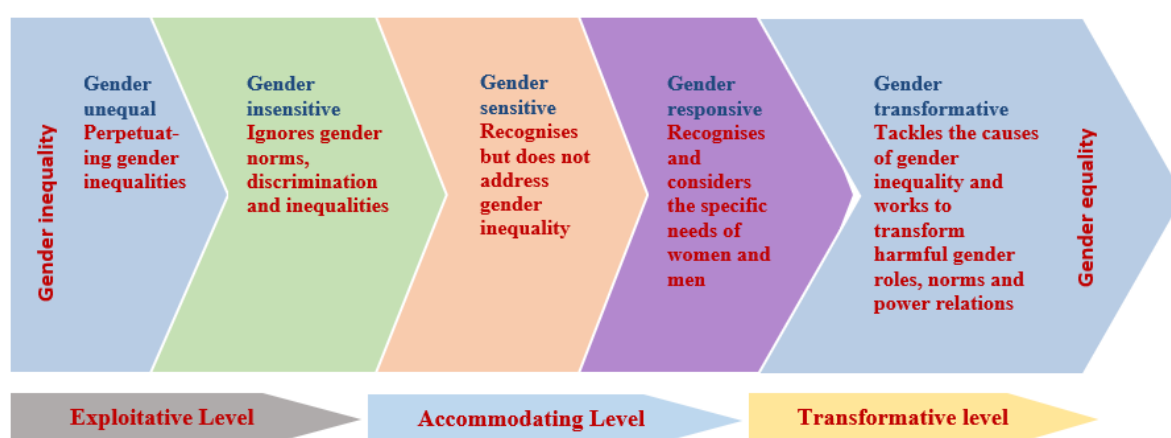
KoGe Gender Equality Project Mapping Tool

This checklist helps position your project along the gender integration continuum and serves as a starting point for reflection and dialogue. The quantitative score offers an initial indication, but the real value lies in what comes next: What can we do to move our project or programme one step further towards gender transformation?

The tool is intentionally simple and easy to apply. It enables structured self-assessment. However, it cannot capture all contextual nuances or weigh the importance of each criterion. That is why it should be used as a **basis for deeper reflection**, to identify gaps and define next steps together. Used in this spirit, the checklist can be a powerful tool for learning and progress.

Each criterion is illustrated with a concrete example provided in the appendix starting on page 4, to facilitate understanding and application of the checklist.

Gender Integration Continuum (developed by the Interagency Gender Working Group (IGWG):



PART 1: Checklist

State the name of the project, the date of assessment and the name of person assessing.

1. Gender unequal approach This approach perpetuates gender inequalities			
	yes	partially	no
1. Unjust treatment of participants based on existing gender norms	☐	☐	☐
2. Communication reinforces existing gender norms	☐	☐	☐
3. Naturalises and justifies differences in behaviour or treatment through biology or culture	☐	☐	☐
4. Responds to gender-specific needs in ways which potentially increase gender inequality	☐	☐	☐
5. Interferes with traditional gender roles and norms in a way that further oppresses women and gender-diverse individuals	☐	☐	☐
6. Limits the participation of women, girls and gender-diverse individuals by reinforcing hierarchical gender relations	☐	☐	☐
7. Fails to challenge gender-based discrimination and entrenched power hierarchies within institutions or communities	☐	☐	☐
8. Overlooks the root causes of gender inequality and contributes to its persistence	☐	☐	☐

2. Gender insensitive approach

This approach ignores gender dimensions and risks reinforcing existing inequalities.

	yes	partially	no
1. Gender-neutral treatment of participants	☐	☐	☐
2. Gender-neutral communication	☐	☐	☐
3. Lack of gender-disaggregated data collection and analysis	☐	☐	☐
4. Failure to recognise the impact of gender norms on behaviour	☐	☐	☐
5. Does not distinguish between the needs of different genders	☐	☐	☐
6. Does not challenge gender roles and norms that sustain inequality	☐	☐	☐
7. Ignores gender-specific barriers to participation	☐	☐	☐
8. Assumes interventions are equally effective for all genders without adaptation	☐	☐	☐

3. Gender sensitive approach

Identifies gender inequalities but remains at the observation stage without implementing corrective actions

	yes	partially	no
1. Recognizes the influence of gender on individual and collective paths and opportunities	☐	☐	☐
2. Identifies gender-specific needs	☐	☐	☐
3. Takes gender dynamics into account in interventions	☐	☐	☐
4. Introduces gender-disaggregated data collection	☐	☐	☐
5. Acknowledges existing gender-based disparities (but without implementing corrective actions yet)	☐	☐	☐
6. Willingness to expand options, skills and opportunities for different genders	☐	☐	☐
7. Ambition to reduce participation-barriers for different genders	☐	☐	☐
8. Application of the precautionary principle to prevent harm (avoid reinforcing existing inequalities)	☐	☐	☐

4. Gender responsive approach

Acknowledges and addresses inequalities

	yes	partially	no
1. In-depth analysis of the causes of gender inequality	☐	☐	☐
2. Tailored to gender-specific needs	☐	☐	☐
3. Targeted actions to strengthen disadvantaged groups	☐	☐	☐
4. Contextualised interventions based on gender realities	☐	☐	☐
5. Identifying and overcoming gender-related obstacles	☐	☐	☐
6. Implementing gender-specific intervention strategies	☐	☐	☐
7. Active promotion of equitable participation and equal opportunities	☐	☐	☐
8. Has some impact on systemic power structures and broader gender relations	☐	☐	☐

5. Gender transformative approach

This approach aims to systematically change power relations and social structures in order to achieve gender equality.

	yes	partially	no
1. Analyses and actively challenges power relationships	☐	☐	☐
2. Promotes positive, egalitarian models of masculinity	☐	☐	☐
3. Builds equitable and respectful gender relations	☐	☐	☐
4. Aims at transforming social structures and institutions	☐	☐	☐
5. Promotes systemic gender justice	☐	☐	☐
6. Develops egalitarian gender norms and associated behaviours	☐	☐	☐
7. Collaborates with other civil society organisations to address structural barriers and promote gender equality	☐	☐	☐
8. Advocates for legislative and policy reforms with government and institutions to advance gender equality	☐	☐	☐

PART 2: Assessment to determine the score

At the end of the checklist, summarise each category with its fulfilment level (incl. “x” counts) and add a short statement on overall positioning and remaining gaps.

Detailed Guidance for the assessment:

The assessment should:

- (1) **Mention the number of checkmarks** achieved in each category, if relevant.
- (2) **Based on the numbers of checkmarks, state the level of fulfilment** (e.g. “not applicable”, “partially fulfilled”, “fulfilled”, “strongly fulfilled”).

Category	Yes	Partially	No	Level of fulfillment
1. Gender unequal approach				
2. Gender insensitive approach				
3. Gender sensitive approach				
4. Gender responsive approach				
5. Gender transformative approach				

- (3) **Provide a short concluding statement** in form of an overall assessment explaining the overall positioning of the project along the Gender Equality Continuum and the main gaps that prevent moving to the next level.

Appendix: Fictitious Examples of Approaches Along the Gender Integration Continuum

(1) Gender unequal approach

This approach perpetuates gender inequalities

1. Unequal treatment of participants based on existing gender norms
Example: A farming inputs project in Uganda distributed land tools and seeds exclusively to male heads of households, excluding women from ownership.
2. Communication reinforces existing gender norms
Example: A nutrition programme in Mali used posters showing only women as caregivers and men as decision-makers, reinforcing stereotypical roles.
3. Naturalises and justifies differences in behaviour or treatment through biology or culture
Example: In India, staff justified lower participation of women in water committees by claiming that “women are naturally shy and not suited for public speaking.
4. Responds to gendered needs in ways which potentially increase gender inequality
Example: A microfinance project in Bangladesh targeted women with loans but required male guarantors, reinforcing male control over women’s financial decisions.
5. Interferes with traditional gender roles and norms in a way that further oppresses women and gender-diverse individuals
Example: In a resettlement programme, women were forced to move into male-headed households, losing their previous autonomy and decision-making power.
6. Limits the participation of women, girls and gender-diverse individuals by reinforcing hierarchical gender relations
Example: In a peacebuilding project, leadership roles were reserved for men, with women relegated to support functions like cooking and logistics.
7. Fails to challenge gender-based discrimination and entrenched power hierarchies within institutions or communities
Example: A land rights initiative in Ethiopia consulted only male household heads during community dialogues, ignoring women’s perspectives and reinforcing existing gender hierarchies in land ownership and decision-making.
8. Overlooks the root causes of gender inequality and contributes to its persistence
Example: A microfinance project in Mali provided loans to women without addressing male control over household finances, resulting in men appropriating the funds and limiting women’s economic autonomy.

(2) Gender insensitive approach

This approach ignores gender dimensions and risks reinforcing existing inequalities

1. Gender-neutral treatment of participants
Example: A vocational training project in Kenya offered the same curriculum, format, and timing to all participants without considering gendered roles or access barriers.
2. Gender-neutral communication
Example: In Cambodia, a health campaign used generic images and messaging that assumed a nuclear family model and male household head, failing to address gender diversity or inequality.
3. Lack of gender-disaggregated data
Example: In a large-scale agriculture project in Nigeria, no data was collected on participant gender, making it impossible to track who benefits or who is excluded.

4.	Failure to recognise the impact of gender norms on behaviour Example: A youth empowerment project in Pakistan overlooked the fact that girls were rarely allowed to travel alone, resulting in low female attendance at training centres.
5.	Does not distinguish between the needs of different genders Example: A cash transfer scheme in Sierra Leone provided the same payment method to all recipients, disregarding the fact that many women lacked access to mobile phones or ID documents.
6.	Does not intervene in established gender roles and norms Example: In Bangladesh, a skills programme trained only women in cooking and handicrafts and only men in mechanics, reinforcing traditional gender roles.
7.	Ignores gender-specific barriers to participation Example: An agroecology training in northern Kenya was held early in the morning, ignoring that many women had caregiving duties at that time and could not attend.
8.	Assumes interventions are equally effective for all genders without adaptation Example: In Bolivia, a land rights campaign focused solely on legal titles, overlooking the social power dynamics that prevented women from claiming or controlling land.

(3) Gender sensitive approach

Identifies gender inequalities but remains at the observation stage without implementing corrective actions

1.	Recognition of the influence of gender on individual and collective paths and opportunities Example: A youth employment project in Morocco acknowledged that young women and men face different career barriers, with women more affected by family expectations and mobility restrictions.
2.	Identifying gender-specific needs Example: In a food distribution programme in Ethiopia, staff noted that women needed child-friendly access points and preferred female staff for registration.
3.	Taking gender dynamics into account in interventions Example: In Colombia, a peacebuilding project adapted the format of community dialogues to allow separate discussion rounds for women and men, after observing unequal participation patterns – but stopped short of addressing the underlying gender norms.
4.	Introduction of gender-disaggregated data collection Example: A health project in Myanmar started collecting data disaggregated by gender and age but did not yet analyse or apply it to inform programme decisions.
5.	Acknowledging inequalities without implementing corrective actions Example: A WASH project in South Sudan reported that women bore a greater burden of water collection and had less access to hygiene materials but did not take steps to address this imbalance.
6.	Willingness to expand options, skills and opportunities for different genders Example: In Palestine, a vocational training centre opened some male-dominated courses to women but did not adjust content, hours, or outreach strategies to enable their participation.
7.	Ambition to reduce barriers to the participation of different genders Example: In Tanzania, project staff expressed commitment to increasing women's participation in farmer cooperatives but lacked a strategy or dedicated resources to achieve it.
8.	Application of the precautionary principle to prevent harm (avoid reinforcing existing inequalities) Example: In Nepal, a literacy project avoided mixed-gender classes in conservative communities to prevent backlash but missed opportunities to address gender barriers directly.

(4) Gender Responsive Approach

Acknowledges and addresses inequalities

1. In-depth analysis of the causes of gender inequality

Example: In Nepal, a health programme conducted a gender and caste-sensitive needs assessment to uncover systemic barriers that excluded Dalit women from reproductive health services.

2. Tailored to the specific needs of each gender

Example: In rural Kenya, a maternal health project adapted its services to women's needs by offering antenatal care closer to remote communities, with flexible hours and female staff. At the same time, men were included through outreach sessions on respectful partner support and shared responsibilities during pregnancy and childbirth.

3. Targeted actions to strengthen disadvantaged groups

Example: A project in DR Congo supported women survivors of violence through legal counselling and access to safe spaces, in cooperation with local women-led organisations to ensure the response addressed the specific needs of the group.

4. Contextualized interventions based on gender realities

Example: In Haiti, post-disaster housing assistance prioritised female-headed households and ensured land tenure security, recognising their heightened vulnerability to eviction.

5. Identification and treatment of gender-related obstacles

Example: In Uganda, a project created a space where men could openly discuss barriers to sexual health, including the shame associated with seeking SRH care. The programme addressed these challenges by training service providers to make them more welcoming and accessible to men.

6. Developing gender-differentiated strategies

Example: A women's economic empowerment programme in Rwanda included men in training courses on decision-making and negotiation within the home, in order to strengthen their role in women's economic empowerment. This approach enabled men to better understand and support their wives' economic initiatives, notably by improving the division of domestic responsibilities.

7. Active promotion of equitable participation and equal opportunities

Example: A programme has encouraged men's participation in parenthood as well as in maternal and child health. It has encouraged young men to become more involved in childcare and sexual and reproductive health decision-making, while emphasizing the importance of gender equality in the home.

8. Limited impact on the wider context and on systemic power structures and gender relations

Example: In South Africa, a programme has shown positive results at individual and community level. However, this impact remains limited. Indeed, the economic empowerment and training provided under the programme have not had a significant effect on reducing economic inequalities between men and women in South African society. Furthermore, legislative reforms aimed at protecting women against domestic violence and promoting gender equality have not always been effectively implemented nationwide.

(5) Gender Transformative Approach

This approach aims to systematically change power relations and social structures in order to achieve gender equality

1. Analyses and challenges power relationships

Example: A project in Guatemala conducted a participatory power analysis to identify inequalities in access to land, resources, and political influence. Based on the findings, it designed targeted measures to strengthen the leadership of Indigenous women.

2. Promoting positive, egalitarian models of masculinity

Example: Male facilitators in a programme acted as role models to promote non-violent, egalitarian models of masculinity. Educational activities encouraged young men to reflect on positive aspects of masculinity, such as parenthood and respect for women's rights, while encouraging them to move away from norms of violence and domination.

3. Building equitable and respectful gender relations

Example: In Bangladesh, a community-based programme engaged couples in joint workshops on gender equality, encouraging men to reflect on power dynamics and support shared decision-making at home. Activities included role plays, discussions on respectful communication, and household budgeting exercises led by both partners.

4. Transformation of social structures and institutions

Example: In Mozambique, an education project successfully advocated for policy reforms that removed discriminatory school rules (e.g. automatic expulsion of pregnant girls) and trained district-level education officers on gender equity.

5. Promoting systemic gender justice

Example: A programme in Rwanda advocated gender justice by involving men in the economic empowerment of women. By training men in egalitarian practices within households and communities, it sought to redefine traditional roles and promote a more egalitarian environment in both economic and family structures.

6. Changing gender norms and associated behaviours

Example: In Columbia, a programme has encouraged changes in gender norms, particularly around parenthood, by encouraging men to become more involved in childcare and family health decisions. The programme has changed behaviours by raising awareness among young men and fathers of the importance of their active and egalitarian role in maternal and child health.

7. Collaborates with other civil society organisations

Example: In Bangladesh, an NGO coalition worked jointly with legal aid organisations to address structural causes of gender-based violence and ensure access to justice for survivors – as a result, local authorities adopted new survivor-centred procedures in handling GBV cases.

8. A plea for legislative reform in favour of equality

Example: In Indonesia, a coalition of NGOs, together with women's rights groups, legal experts and progressive parliamentarians, successfully lobbied for gender-based violence to be included in national legislation. This joint effort led to clearer legal protection for survivors and strengthened institutional accountability.