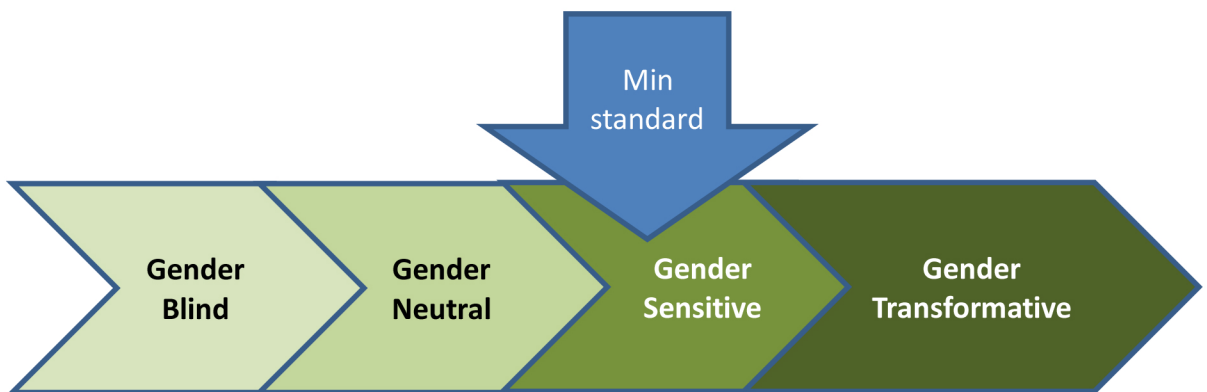# Gender Sensitivity Criteria

Gender blind/unaware	The specific issues affecting women are not identified at project design stage. They may only refer to issues affecting 'people,' 'communities,' 'youth,' 'audiences' etc., rather than breaking these groups down by sex. There is *no gender analysis* of the wider context and it is not clear how women, girls, men and boys are differently affected by a particular issue.
Gender neutral	The differential needs of women and men are identified in the project documents or by stakeholders, but are *not addressed* in the project activities.
Gender sensitive	A robust gender analysis has been undertaken to understand the different barriers facing women, girls, men and boys using sex disaggregated data (learn how to do a gender analysis here). Specific solutions to address the needs and concerns of women and girls are included in the project activities and outcomes. Activities focus on women's practical needs to improve their *condition* in their everyday lives.
Gender transformative	There is an attempt to challenge the root causes of gender discrimination by, for example, addressing discriminatory gender norms, stereotypes and unequal power relationships between the sexes. Activities might focus on more strategic needs that improve the *position* of women and girls in society.

The gender sensitivity continuum

Guiding questions for USING the Gender Sensitivity Criteria to assess Programmes

Gender Sensitive:
- Have you analysed the different needs of women and men?
- Is your programme raising awareness of girls/ women's rights?
- Is your programme addressing the practical needs of women and girls?
- Are you collecting sex-disaggregated data?

Gender transformative:
- Have you analysed the power structures and gender relations?
- Are women and girls overcoming structural challenges to gender equality?
- Are women and girls being supported to adopt non-traditional roles?
- Are women and girls mobilising for change?
- Are you involving women/girl role models and women experts/leaders?
- Is the programme addressing the priorities of women and girls?
- Is the programme challenging gender stereotypes?
- Is the programme promoting new behaviours/ norms?
- Is the programme promoting positive masculinity?
- Are men/boys supportive/championing girls/women's empowerment?

E Jackson & K Ahluwalia (2018)