

## Criteria for grading proposals on gender

Please use the criteria below as a guide to determining the extent to which project proposals integrate girls' rights and gender equality. Some are easier to distinguish, ie those that may be gender blind but the difference between 2 and 3 may be more nuanced. However the key difference is if the project seeks to change the status quo of women and girls' subordination in society.

SCORE	DESCRIPTION
0	<b>Gender Blind</b> – The issue of gender (girls' or women's rights, gender equality, power relations between the sexes) is not mentioned. The document will refer to generic terms such as children, adolescents, youth, families etc. The project fails to identify differences between women & girls and men & boys with regard to their activities, access and control of resources and participation in decision making.
1	<b>Gender Neutral</b> – Gender is mentioned as an issue and gender differential needs of women & girls and men & boys are acknowledged in the context but not in the response and thus not followed through in the rest of the document/proposal etc
2	<b>Gender Aware/Sensitive</b> – Gender issues are addressed and specific solutions to address the needs and concerns of women and girls are included in the project activities and outcomes. The response is more likely to focus on women and girls' practical needs – eg separate latrines, bursaries, Gender is apparent in the language, sex disaggregated data is used.
3	<b>Gender Transformative</b> - gender role stereotypes are challenged and the project seeks to transform unequal power relations between men and women through changes in roles, status and through the redistribution of resources. Gender is built into the response and the causes of inequality are addressed head on.

For further guidance on the difference between practical and strategic needs:

Girls' practical needs	Girls' strategic needs
<ul style="list-style-type: none"> <li>• Short-term, immediate, practical assistance for girls and women according to perceived need to assist their survival</li> <li>• Responses tend to include ensuring adequate living conditions eg access to health care, food security but also access to income opportunities</li> <li>• Reduces their work burdens – gives them more time to perform their triple roles (reproductive, productive, community)</li> <li>• Reinforces their existing socially accepted roles – doesn't challenge their subordinate position</li> </ul>	<ul style="list-style-type: none"> <li>• Needs identified by women and girls that require strategies to challenge male dominance and privilege</li> <li>• Long term responses to challenge existing gender roles and achieve gender equality. Often perceived as more feminist in nature as they seek to transform women's status and role in society in relation to men and are far more likely to be resisted than practical needs</li> <li>• Responses tend to relate to gender division of labour, ownership and control of resources such as land and property, tackling domestic and sexual violence.</li> <li>• Ensuring girls and women become active agents of change in the development process</li> </ul>

Based on Moser (1989)

Please note however, that this is just a guide as it is only girls *themselves* that can determine their practical and strategic needs as this will differ greatly from one context to another.