

# Diversity Handbook

Guide for integrating a gender and diversity perspective into international development projects



*Made for minds.*

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### PUBLISHER

Deutsche Welle  
53110 Bonn  
Germany

### AUTHORS

Annette Heidhues  
Ginna Morelo  
Vivienne Gager

### RESPONSIBLE

Carsten von Nahmen  
Rodrigo Villarzú

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### EDITORIAL ADVISORY

Constanza Bruno  
Julia Arroyo

### EDITORS

David Olmos  
Magnus Kossmann  
Regina Camargo Ponce

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### ILLUSTRATION

Christian Lück

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## For a dialogue between equals

New conceptual developments in the protection of the rights of all, in terms of diversity, are relevant for communication and journalism projects in these times. Acquiring technical knowledge to gender-related topics allows a more accurate approach. However, it is not enough if the spaces for dialogue around understanding are not being promoted. And this is where we at the DW Akademie Latin America and the Caribbean want to contribute.

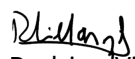
We are on a journey of learning and constant reflection. Reflecting on the issue of intersectionality, gender and diversity invites us to rethink the role of these concepts – in our personal daily lives, but also in the professional context. These reflections also need to be made collectively, listening to other realities in order to generate empathy. It is about not isolating ourselves from the unknown, but opening up to new spaces. Sometimes this learning process also forces us to un-learn and question our own concepts and realities.

We have prepared this booklet, this guide, which adds to the constructive dialogues on the subject. It is a collaborative document that proposes a methodology so that projects that address these issues can be considered from the planning phase on as truly integrating and promoting equality. The key moments extend to the implementation and evaluation phases. Planning, as well as guiding, guaranteeing dialogue and contributing to progress towards gender equality and the achievement of transformative results, are commitments that we make with this booklet.

Integrating an intersectional gender perspective allows us to develop more sustainable projects, to break down existing power relations and to sharpen our collective/co-creative working perspective. This way, it allows to actively include a more diverse group and their realities in the projects. In general, including an intersectional gender perspective as a starting point is a participatory approach in itself.

What this handbook tries to convey is our priority of mainstreaming equal opportunities and equal rights for all people, regardless of their sex, sexual orientation, and gender identity. It is about the human dignity for each individual. This means imagining, thinking, reflecting and integrating an intersectional gender perspective collectively in all processes of our work as a journalism, training and media development house.

“Gender mainstreaming in all types of activities is a globally accepted strategy to promote gender equality. Mainstreaming is not an end in itself, but a means to achieve the goal of equality”<sup>1</sup>. The design of a gender strategy involves awareness-raising, empathy, listening and lifelong learning. We want gender to be a cross-cutting issue in our projects, and that is what we are committed to as a team that always seeks to ensure that communities informed by equality and diversity are empowered communities.



Rodrigo Villarzú

Director DW Akademie Latin America and the Caribbean

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<sup>1</sup> <https://www.un.org/womenwatch/osagi/gendermainstreaming.htm>

# 01

## Real stories

### Story 1

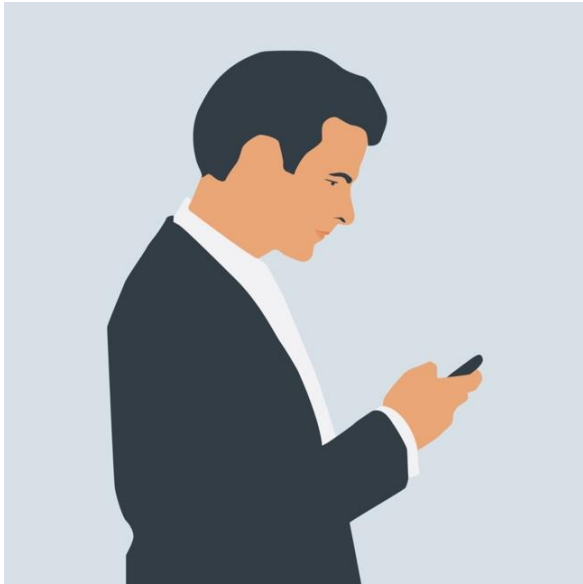
An indigenous journalist tells:

*"In our community a couple of young men fell in love and were expelled. The indigenous justice stated, 'they don't represent us'. Western media shared the news and attacked us. And now I ask myself: is it possible to find a solution through communication? Neither so westernised as to keep us away, nor so closed as to keep us out."*

She continued:

*"We need time, but we have to take the first steps".*





## Story 2

A communicator, director of an organisation, when asked about the gender perspective in his organisation, said:

*"We give women the chance to participate. Now they are more."*

*"More means better?"*, he was being asked.

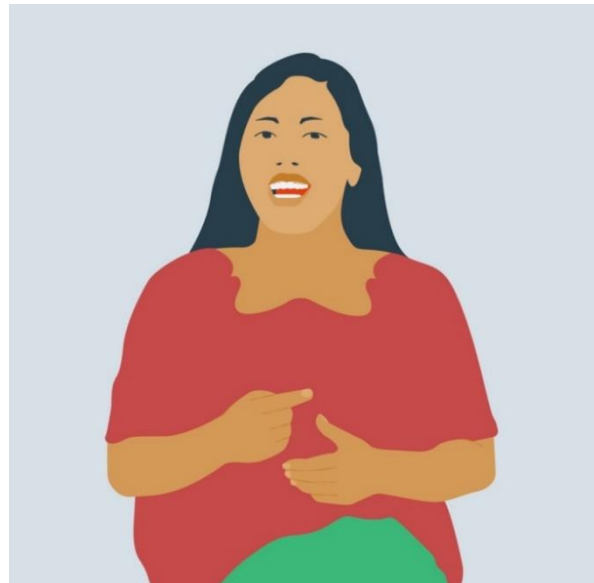
*"I don't know"*, he said. *"Because they speak little."*

*"Do they speak little or are they not listened to much?"*

*"How can we open up the space without being scared?"*, he responded.

## Story 3

*"I am a journalist; I was being harassed in my organisation. I felt violated. I had the courage to raise my voice and complain. I was asked to be silent."*



The previous testimonies emerged from dialogues with journalists and communicators from Latin America, who wished to share their experiences and requested their names not to be revealed. They intend to give an incentive on the importance to raise issues of gender and equality in these times, and even more so to reflect on how to address them. Including such a perspective should become an imperative for the daily work in projects.

# 02

## A guide for integrating a gender and diversity perspective in projects

This guide is intended to provide support for the integration of an intersectional gender perspective in the design, the planification, the implementation and follow-up or monitoring of projects and programmes.

It is not a closed recipe or a strict protocol that has to be applied rigorously; rather, it offers ideas and questions to be considered in the different steps of a project. These can be adapted or complemented according to the needs of each territorial and cultural context and to each project.

The guide can be used as an orientation framework as it is. However, in order to facilitate the integration of the guide in the project development process, it would be beneficial to create a learning space that could be referred to as "Gender Lab", which would accompany the integration of the gender perspective at the key moments:

- Planning at the beginning.
- Implementation, during the project.
- Evaluation and systematisation phase, at the end.

### *What is the Gender Lab?*

It can be imagined as a learning (virtual/hybrid) and training space (workshops) that allows teams to understand the content of this guide and put it into practice during the different phases of a project.

The Gender Lab could work as follows:

At the beginning of the planning process, the guide is presented, and the first steps described in the "planning phase" section below are carried out.

- Dialogue with partners.
- The Gender Analysis.

- Definition or revision of objectives and indicators with an intersectional gender perspective.
- Methodologies, materials and tools are provided so that the team can implement autonomously the next steps of the guide during the “implementation phase”.
- At the end of the project, the experiences are collected from a gender perspective and an evaluation and systematisation is carried out.

Ideally, the learning space Gender Lab should be constructed in a participatory process, involving people already working on gender issues in the different regional departments of the implementing organisation.



# 03

## Planning phase

### Part 1

#### Part 1

##### **Conduct a gender analysis**

It should address the reality of the issue of the partners and their organisations.

##### **How to conduct a gender analysis in the context of the organisations that the projects will be realised with?**

The gender analysis is part of the context analysis and conducted during the planning process of a project. It is a tool used to identify and document inequalities and differences regarding power, roles, resources, social norms and imaginaries, needs and interests of women, men and people with diverse gender identities in a specific context (group, community, media outlet, region, society, etc.). This helps to better understand the context in which the project is being developed and to become aware of the power relations that may influence the development and implementation of the project.

The gender analysis allows us to make a more accurate diagnosis of the gender gap and diversity deficit – sometimes more, sometimes less visible – that exist in the thematic area and the specific context in which the project is being developed. It helps us to identify from an intersectional perspective the causes of these inequalities, with the aim to build strategies and activities to achieve equitable participation and avoid reproducing these inequalities.

The intersectional perspective should be included throughout the gender analysis. This way it allows us to understand that there are not only “women” or “men”, but that they are rather heterogeneous groups and that in the lives of many people discrimination and gender inequality intersects with other factors of discrimination and exclusion (belonging to an ethnic group, to the LGBTIQ+ population, to live with a disability, of being from a rural context, to having a low economic status, to being an elderly person, to being a migrant or displaced person, etc.). The intersectional gender perspective attempts to take into account the variety of these implications in the analysis.

## **Taking the gender analysis into account:**

- What do we want to change through the project?
- What is our vision for the situation after the project has been implemented?

## **Sources for the gender analysis**

It is recommended to use a variety of sources:

- Contextual understanding of the project partners
- Interviews with representatives of the project' target group
- Interviews with experts on the subject and on the region
- Specific reports from organisations working on gender issues (e.g., UN Women, the Gender Observatory of CEPAL, women/LGBTIQ+ organisations, specialised media, etc.)
- There are numerous methodological tools developed by specific media or organisations that can be useful for conducting the gender analysis, as for example the 3-R method, 4-I method, which could be included in the Gender Lab.

## **What is the purpose of the gender analysis?**

To build objectives with a gender and diversity perspective, taking into account the results from the gender analysis, the specific challenges related to the identified gender relations and the situation of women, girls and LGBTIQ+ people.

## **Finding the right moment to conduct the gender analysis:**

- What measures and activities are needed to ensure that the desired changes benefit all people equally, especially marginalised or disadvantaged groups?
- How should activities be designed to allow equal access for all (safe places, compatible timetables, etc.)?
- What are the risks and possible limitations and how can they be addressed?

## *Guiding questions to support the gender analysis*

### **1. Who does what?**

Division of labour based on gender within the media, groups, the target community (management positions/leadership positions, journalists, broadcasters, technical teams, administration etc.); division of paid and unpaid tasks; responsibility for reproductive and accompanying tasks (care of the "environment" in the team, care work in the family causing a double burden and limitation of time available for work in the media).

How do the above points affect the ability to participate in and benefit from the project?

## **2. Who has what?**

Access to and control over resources; education and knowledge; technical equipment and tools; available time; strategic contacts; visibility and recognition in society, in public debate, in the media, in history; possibilities to participate, to be heard, to reach leadership positions; physical security and freedom of movement without restrictions and without the risk of violence in public and/or private spaces.

How do the above points affect the ability to participate in and benefit from the project?

## **3. Who knows what?**

Access to information within the media or the organisation, in a community or the group working with (e.g., information on rights, digital security, training possibilities, and in what languages is the information available?).

How do the above points affect the ability to participate in and benefit from the project?

## **4. Who decides what?**

Decision-making in the media, in the organisation, in the community, e.g., making decisions on topics to be covered (media agenda), on strategic lines of the media or the organisation, on the distribution of responsibilities at work, on financial issues. Access to decision-making positions, e.g., in the media/organisation. Possibility to influence decisions of other people.

How do the above affect the ability to participate in and benefit from the project?

## **5. Who needs what?**

Practical needs and strategic interests, e.g., better access to resources, knowledge, trainings, etc.; physical security/digital protection strategies, legal or psychosocial support, possibilities and spaces for participation, representation in public discourse, positive reference through new narratives.

How do the above affect the ability to participate in and benefit from the project?

## **6. To integrate an intersectional perspective in all of the above questions, it is important to take into account the heterogeneity of each group and ask the following questions:**

Which women? Which men? Which people with diverse gender identities (e.g., indigenous women, Afro, mestizo? Young women, girls, older women? Heterosexual women, lesbians, cis or trans women, non-binary people? Rural or urban context, social and economic status, etc.)? Who is represented in

the available analyses and statistics and who is not (there is still a huge data gap about LGBTIQ+ people, especially from ethnic and Afro groups)?

**7. Who are the actors and organisations working on gender issues in relation to the context/theme of the project and who could be potential partners for the project?**

**Part 2**

**Conducting dialogues with project partners**

The approach to a gender dialogue between the own project/organisation and the partner organisations can vary and depends on the relationship with the partner, the intensity of the partner working on the issues, etc. In some cases, the partner brings a lot of experience on gender issues, in other cases not.

The purpose of these dialogues is to enable joint reflections and mutual learnings in a safe space where ideas, concepts, perceptions and experiences can be exchanged with the aim to construct a “common ground” on gender issues.

As implementing organisation and during this process, it is important to consider how internal structures influence the structures of the partner organisation. These dialogues could happen during a workshop. The following list offers a set of questions to consider for the workshop.

*Gender perspective: basic concepts*

What do we understand by a “gender and diversity perspective” in our context, in our organisation, personally?

The dialogue could open with a reflexion on concepts and how we understand them, specifically in relation to the context in which we work; “gender”, “diversity”, “intersectionality”, “new masculinities, new femininities”, “androcentrism”, “gynocentrism”, “gender equality in terms of human rights”.

<b>Gender</b>	Social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relationships between women and men. These attributes, opportunities and relationships are socially constructed and learned through processes of socialisation <sup>2</sup> .
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<sup>2</sup> <https://www.un.org/womenwatch/osagi/pdf/factsheet1.pdf>

<p><b>Gender equality as a human rights approach</b></p>	<p>It refers to different values, attitudes, cultural perspectives, beliefs, ethnicities, nationalities, sexual orientation, gender identity, disability, health, socio-economic status, abilities and other specific personal characteristics. The characteristics of diversity vary from each individual and intersects, making each individual unique. These differences must be recognised, understood, respected and valued by UNHCR in each context and operation in order to effectively address the needs of all persons of concern. Respecting diversity means recognising and valuing these differences and creating a protective, inclusive and non-discriminatory environment in which the rights of all people are respected<sup>3</sup>.</p>
<p><b>Diversity</b></p>	<p>It refers to different values, attitudes, cultural perspectives, beliefs, ethnicities, nationalities, sexual orientation, gender identity, disability, health, socio-economic status, abilities and other specific personal characteristics. The characteristics of diversity vary from each individual and intersects, making each individual unique. These differences must be recognised, understood, respected and valued by UNHCR in each context and operation in order to effectively address the needs of all persons of concern. Respecting diversity means recognising and valuing these differences and creating a protective, inclusive and non-discriminatory environment in which the rights of all people are respected<sup>4</sup>.</p>
<p><b>Intersectionality</b></p>	<p>A term that alludes to the fact that social collectives are not uniform, but rather are traversed by heterogeneous and overlapping identities that may be exposed to different forms of discrimination. Focusing on gender inequalities, adopting an intersectional perspective implies considering that people are diverse and that the variables of discrimination can reach multiple levels<sup>5</sup>.</p>
<p><b>New masculinities</b></p>	<p>New understandings of masculinity and gender relations provide an important space for addressing gender issues from an inclusive approach. The promotion of women's empowerment together with men generates a new configuration of "traditional masculinity" that allows for the</p>

<sup>3</sup> <https://www.un.org/es/global-issues/gender-equality#:~:text=La%20igualdad%20de%20g%C3%A9nero%2C%20>

<sup>4</sup> <https://www.acnur.org/media/politica-sobre-edad-genero-y-diversidad>

<sup>5</sup> <https://www.un.org/es/global-issues/gender-equality#:~:text=La%20igualdad%20de%20g%C3%A9nero%2C%20>

	transformation of norms, attitudes and behaviours that preserve unequal relations between men and women <sup>6</sup> .
<b>New femininities</b>	New levels of women's gender awareness, based on the road they have been travelling thanks to the waves of demands of the national and international women's movement for their rights.
<b>Androcentrism</b>	It is a way of looking at the world that understands men as the centre of all things. Consistently, the gaze, reality and experiences of men are considered universal and generalisable to all people, while those of women are made invisible and/or considered complementary. What Simone de Beauvoir called the otherness of women. Women as "the other", complementary to men, who occupy the centre stage <sup>7</sup> .
<b>Gynocentrism</b>	Mechanism for defence against androcentrism. It is a specific form of sexism, in which men are often referred to as inferior. It implicitly establishes the human being as a woman and the female point of view as universally valid <sup>8</sup> .

*Interactive dynamics/exercises for awareness-raising and self-reflection on gender and intersectionality* (see chapter 06 Toolbox and useful resources).

### *Gender and diversity in the organisation*

- What is the relevance of gender and diversity for the work in the organisation, for the internal processes, in project-related activities?
- How are roles distributed in the organisation (leadership positions, project coordination, etc.)?
- Is there a gender protocol or something of the sort in the organisation?
- What resources are allocated to gender and diversity in the organisation?
- What are the core issues that the organisation addresses and to what extent does gender inequality influence these issues?
- What difficulties, challenges, experiences, achievements related to gender and diversity issues does the organisation face?

<sup>6</sup> <https://www.undp.org/es/venezuela/noticias/nuevas-masculinidades-como-instrumento-para-el-abordaje-de-la-violencia-basada-en-genero>

<sup>7</sup> <https://revistas.juridicas.unam.mx/index.php/hechos-y-derechos/>

<sup>8</sup> <https://revistas.juridicas.unam.mx/index.php/hechos-y-derechos/>

## *Gender perspective in the project*

- Why do we consider it important to include a gender and diversity perspective in the project?
- Who does this "we" include, who is represented in this space, who is not?
- What role does the gender perspective play for donors?
- Are there any inputs or requirements from donors/financial institutions regarding gender issues that are useful to consider?
- Where do we think the issue of gender and diversity can influence the implementation of the project? For example: patriarchal and racist social structures and norms, imaginaries and narratives, traditional gender roles, limited access of some groups to certain social contexts, economic inequalities, among others.
- We should try to be as concrete as possible. For example: what gender roles and imaginaries dominate in the context in which we want to implement the project, what concrete consequences do these have for people's lives?

It is important to consider the specific context or groups with which each organisation works, to respect the needs and particularities and the diversity of cultural interpretations of gender-related topics. For example, there are women's groups advocating for women's rights but do not refer to themselves as "feminists" or do not use categories of "gender". Depending on the context and who we want to reach, talking about "feminism" or "queer perspectives" can open doors, in other cases it might close them. To be sensitive and respectful towards different terms, conceptions, worldviews and being inclusive can only benefit the construction of solutions.

At the same time, it is important to challenge stereotypes and preconceived ideas about certain groups. To avoid victimisation or "folklorisation" of groups and individuals affected by gender inequality, it is advisable to include people who are part of these groups as experts or advisors. For example, indigenous activists who are leaders on these issues, perspectives from community feminism, Afro feminism, among others.

### **How is the planning phase carried out?**

Workshop: Dialogues on gender, intersectionality and diversity.

Awareness-raising and (self-)reflexion. There will be interactive dynamics that allow for self-reflection on attitudes, conceptions, stereotypes, "blind spots" that we all have. It is recommended that this part is accompanied by a facilitator.

- Duration: three days, 2 hours each day
- Format: virtual (or physical, if possible)
- Organisation: by the project team that is implementing the project

### **Who are involved in the planning phase?**

The implementing project team/organisation with partners of the project phase.

Include people in management/decision making positions of the partners in this phase, not only the people who will then implement the project.

### **What activities can be developed?**

Design activities with a gender and diversity perspective, e.g., in a way that allows for the participation of all people equally and contributes to achieving the defined objectives.

At this point, it can be interesting to include in the dialogue people who are part of the target groups of the project (e.g., journalists, activists, other multipliers) to ensure that their perspective is considered in the project planning.

### **When is the planning phase carried out?**

- (1) From the beginning of the planning process (the project design).
- (2) In the Creative Workshop, the first moment of listening takes place.
- (3) In the planning workshop.



# 04

## Implementation phase

### **The main objective of this phase is:**

Design the desired effects taking into account the gender analysis. Formulate intersectional gender- and diversity-sensitive indicators that measure whether the activities contribute to achieving the defined objectives and desired effects.

There are several existing resources on how to formulate gender-sensitive indicators (see “Resources” at the end of this document). It is important to consider the specificities and requirements of the financial entity, since some entities have specific guidelines for the formulation of gender-sensitive indicators, for example: the GIZ included in 2014 detailed information on gender-sensitive indicators in the list of resources.

### **How can we measure these changes: qualitatively and quantitatively?**

Important: include an intersectional perspective, i.e., disaggregate indicators not only by gender but also by other factors.

For example, it is not enough in asking “How many women participate?”, but also:

- How many women from ethnic groups, from the Afro community participate?
- How many women from rural/urban context?
- How many lesbian women, trans women, queer people?
- Women of what ages?
- Of what social status?
- Women with disabilities?
- In what functions do they participate, how are they involved (input, role, decision-making power, etc.)?

## **Who is involved during this phase?**

A diverse team. This should include diverse external experts. It is important to consider not only the gender (women, men, people with diverse gender identities) but also other dimensions of inequality. For example, belonging to indigenous or Afro groups, LGBTIQ+ community, youth/elderly, rural/urban context, among others.

It is recommended to define one or two persons in the team in charge of ensuring the focus on the topic throughout the project and during the evaluation (e.g., one person from the implementing organisation and one person from the partner organisation).

Who makes up the team?

- What different experiences are represented?
- In what roles and functions?
- What perspectives are we missing and how can we complement the team with external advisors or experts who bring other perspectives?

## **What is done in this phase?**

At the beginning of implementing the project, it is recommended to conduct a gender workshop or a space for open exchange with the project team, including an awareness-raising part and a more practical part for the implementation of the project.

The gender workshop (self-organised or with external support) creates a shared starting point in the team, a common ground on gender and diversity, which makes it easier to maintain an intersectional gender perspective throughout the project process.

The gender workshop, as part of the project with all involved people, opens the space to reflect on the relevance of gender and diversity specifically for this project.

The workshop can create a common starting point that makes it possible to address gender-related issues throughout the whole process (even if the focus of the project is not on gender and diversity).

Important: Consider the multiplicity of perspectives and approaches to the topics in each context.

## *What are the parts of the workshop?*

### **Awareness-raising:**

- What gender and diversity values and social norms do we find in our organisation and our team?
- How do they influence the teamwork? For example: division of tasks and roles, timing, recognition, decision making, and opinions taken into consideration?
- What can I contribute to avoid inequalities, discrimination, space limitations in our team and our project?

### **Strategic/operational considerations:**

- How do we ensure that the gender perspective is maintained throughout the different activities?
- What spaces for monitoring and reflection on the development of the project from a gender perspective do we need and want to establish?
- Who in the team oversees maintaining the perspective, monitoring the process from an intersectional gender perspective and organising these spaces?

### **How should the space for the workshop be like?**

One where trust prevails, which enables learning and self-reflection, allowing each person to recognise their own "blind spots" and helps to build a basis of trust and a common ground in relation to the issue.

People don't always want to share all the personal information about themselves (e.g., their sexual orientation). However, considering the diversity perspectives can help to review, if there are missing or dominating perspectives that could be prevalent in the project, discussion or products. The more diverse the group of participants and the media/organisations they come from, the more possibilities there are for creating a space for dialogue and exchange of diverse experiences and mutual learning (collective knowledge building).

### **Spaces for exchange: check-ups (monitoring)**

Include a gender perspective in the project monitoring process that is guided by the objectives and indicators.

It can be useful to open up spaces. For example, in team meetings, a short "check-up" should be dedicated to the topic of gender and diversity in the team.

These spaces can be guided by the person(s) in the team in charge of keeping the focus on the topic.

- How are we progressing in terms of activities to achieve the objectives?
- How are we progressing with the gender-related issue in general?
- Have unexpected issues or difficulties arisen that have to do with certain gender dynamics or inequalities?
- Are we experiencing unintended or undesired effects or outcomes?
- How can we address these issues?

### **If the organisation is a media outlet/organisation and you have to think about the production of pieces, you can consider:**

Include a gender and diversity perspective in the production of journalistic pieces in the framework of the project, e.g., in the language used, in the selection of interviewees, in the consultation of experts, etc. Promote this perspective among project participants.

When constructing products and publications about the project use sensitive and inclusive language and choose images that reflect diversity. Consider previous experiences of all parties involved in the project in the use of inclusive language, representation of diversity etc.

- What stories do we tell and whose experiences do we reflect in our journalistic research?
- How do we portray this group (as victims, as subjects of rights, as agents of change)?
- Whom do we turn to for testimonies?
- Who do we interview as experts on a topic?
- What language do we use to make diversity visible?

Of course, each journalist must be in charge of his or her own research. However, inviting journalists involved in a project to ask themselves these questions can broaden the perspective on their own practice and on the reproduction of stereotypes in the media.

When designing publications and other final products about the project consider the following:

- How can we make our language inclusive, so that many people feel represented?
- What images can we use that represent diversity in the project/context?
- What images can we avoid to not reproduce stereotypes?

### *What to consider when launching an open call?*

#### **Issues to consider and reflect when launching an open call during the project:**

- Is the call formulated in a way that is (explicitly) addressed to individuals, journalists, diverse media?
- Does it also include minority groups and groups with less access to such events?
- How do we ensure that the call reaches a diversity of people/media/organisations (which dissemination channels to use, which contacts and networks to call on, etc.)?

#### **Selection process of participants**

Consider gender and other diversity factors in the selection process of participants and media involved in the project or in a course.

- How many men, women, people with diverse gender identities? How many of them are indigenous, Afro?
- People with disabilities?
- From rural/urban context?
- Of what age?
- From community media/traditional media?
- Other dimensions of diversity to consider?

# 05

## Evaluation and systematisation phase

To integrate a gender and diversity perspective into all steps of the evaluation, it requires:

- An internal dialogue within the team/ between the implementing organisation and partners about central learnings, achievements, expected and unexpected effects, things to improve in terms of gender and diversity etc.
- Experiences from the implementation of the project and especially the inclusion of the gender perspective are collected and systematised. This systematisation can take different formats, the idea is that it should be accessible and useful for future projects (in written form, as a sound or audio-visual memory, etc.). This way a repository of experiences is created on how the gender and diversity perspective can be included in all phases of a project.
- Key lessons and recommendations, suggestions for future projects, experiences to be repeated/not to be repeated etc. should be collected.
- Knowledge transfer is needed. Define how the acquired knowledge is to be managed and shared with others: with the groups that participated in the project, with other partners, internally within the own organisation and with other regional departments, with funding bodies, with the wider public.

*In carrying out the assessment, the following questions can be answered:*

### **On project objectives, indicators and impact: results**

- Were the project objectives (indicators) achieved in terms of intersectional gender perspectives?
- What were the effects?
- Were there unexpected effects (positive or negative) linked to gender inequalities or dynamics?
- What exactly caused these effects?

- In the case of negative effects, how could they be avoided in the future?
- In the case of positive effects, what can we learn from this experience for the future?

It is important to consider both external impacts (= focused on the development of the project and the effect on the outside world) and internal impacts (= on the level of the project team, on the level of the implementing organisation and the partner organisations internally or among themselves). It is advisable to differentiate between external and internal impacts in the evaluation process.

**About the team:**

- Was diversity achieved in the team?
- Who was involved in what function (role, input, decision-making power etc.)?

**In terms of lessons learned and recommendations:**

- What are the most important learnings on gender, intersectionality and diversity?
- What are experiences to repeat/not to repeat?
- Based on the above, what recommendations can be made for future projects?

**Knowledge transfer:**

- What could be a good way to share this knowledge and lessons learned (experiences, learnings, recommendations) with the groups that participated in the project, with other partners, internally within the implementing organisation with other regional departments, with funders, with a wider public?

For example, in the form of internal reports, publications or narrative articles/stories, audio-visual material, in internal gender exchange group or workshop, at a public event etc.

# 06

## Toolbox of useful resources

### Awareness-raising and self-reflection exercises and dynamics

#### **Dynamic: Draw the gender of your life**

##### *Dynamic*

Objective of the dynamic:

- Reflect on the social constructs you have formed about what a woman and a man are within your personal life.
- Reflect on whether the women and man that you drew and described are the image and likeness of gender discrimination.
- Analyse discriminatory expressions between women and men and how they impact on your daily life and work.

##### *Dynamic development*

Whoever coordinates the workshop should form groups or ask women and men to draw their preferred gender or the gender of their life, describe their qualities and aptitudes, e.g., how they would like to be and act. At the end socialise responses and open discussion.

#### **Resources for conducting a gender analysis of a context**

- CEPAL
- UN Women/ONU Mujer
- OHCHR – Human Rights Data Explorer of OHCHR
- GIZ (2013): Fact sheet Genderanalyse

### **Resources for gender-sensitive indicators (gender responsive indicators):**

- GIZ (2014): Gender Equity Pays Off: A Guide to Developing a Gender-Responsive Results-Based Monitoring System: [https://gender-works.giz.de/?wpfb\\_dl=34](https://gender-works.giz.de/?wpfb_dl=34)
- Unesco (2018). Teaching Guide. Constructing alternative, diverse and equal femininities and masculinities. Spanish version: [https://www.unescoetxea.org/dokumentuak/guia\\_fem.pdf](https://www.unescoetxea.org/dokumentuak/guia_fem.pdf)
- UN Women (2001). Gender mainstreaming. Concepts and definition. <https://www.un.org/womenwatch/osagi/conceptsanddefinitions.html>
- United Nations High Commissioner for Refugees (UNHCR), UNHCR: Policy on Age, Gender and Diversity, 8 March 2018, UNHCR/HCP/2018/1, available in Spanish: <https://www.refworld.org/es/docid/5b48f83c4.html> [Accessed February 14, 2023]
- UNDP (2020). New Masculinities as a Tool for Addressing Gender-Based Violence. Available in Spanish: <https://www.undp.org/es/venezuela/news/nuevas-masculinidades-como-instrumento-para-el-abordaje-de-la-violencia-basada-en-g%C3%A9nero>
- Swissaid (2017). New rural masculinities and femininities. An experience in the Colombian Caribbean. Available in Spanish: <https://www.semillas.org.co/es/nuevas-masculinidades-y-feminidades-rurales-una-experiencia-en-el-caribe-colombiano>
- UNDP (2020): Gender responsive indicators. Gender and NDC planning for implementation: <https://www.ndcs.undp.org/content/ndc-support-programme/en/home/impact-and-learning/library/gender-responsive-indicators-gender-and-ndc-planning-for-implementation.html>
- Oxfam (2014): Quick Guide to Gender-Sensitive Indicators: <https://www.fsnnetwork.org/sites/default/files/ml-quick-guide-to-gender-indicators-300114-en.pdf>
- CIVICUS: Guidelines for gender mainstreaming in project stages (Identification, Design, Implementation, Evaluation / Monitoring): <https://www.civicus.org/index.php/es/centro-de-medios/recursos/manuales/607-guidelines-for-gender-mainstreaming-in-project-stages>

### **Gender strategies and action plans of other cooperation organisations:**

- Federal Ministry for Economic Cooperation and Development (BMZ) (2016): Development Policy Action Plan on Gender Equality. [https://www.bmz.de/resource/blob/23742/753ec81d6b57da695b1fc4550ac521d8/Strategiepapier363a\\_Development%20Policy%20Action%20Plan%20on%20Gender%20Equality%202016%E2%80%932020](https://www.bmz.de/resource/blob/23742/753ec81d6b57da695b1fc4550ac521d8/Strategiepapier363a_Development%20Policy%20Action%20Plan%20on%20Gender%20Equality%202016%E2%80%932020)



- San Martín, M. (2018). Violence is not gender exclusive. Available in Spanish: <https://revistas.juridicas.unam.mx/index.php/hechos-y-derechos/article/view/12093/13777>
- GIZ (2019): GIZ Gender Strategy. Gender reloaded: Vision needs Attitude – Attitude meets Action.
  - o English version: <https://www.giz.de/fachexpertise/downloads/giz-2019-en-gender-strategy.pdf>
  - o German version: <https://www.giz.de/fachexpertise/downloads/giz-2019-de-genderstrategie.pdf>
  - o Spanish version: <https://gender-works.giz.de/wp-content/uploads/2020/01/giz-2019-es-estrategia-genero-version-web-con-marcadores.pdf>
- GIZ/Ana Rabea Weis (2015): The gender perspective in international development cooperation. Basic concepts and good practices (with examples from different countries). Available in Spanish: [https://www.giz.de/de/downloads/giz2015-es-La\\_perspectiva\\_de\\_genero\\_en\\_la\\_cooperacion\\_internacional\\_al\\_desarrollo.pdf](https://www.giz.de/de/downloads/giz2015-es-La_perspectiva_de_genero_en_la_cooperacion_internacional_al_desarrollo.pdf)
- European Commission Gender Action Plan (2020). Gender Action Plan – putting women and girls' rights at the heart of the global recovery for a gender-equal world. [https://ec.europa.eu/commission/presscorner/detail/en/IP\\_20\\_2184](https://ec.europa.eu/commission/presscorner/detail/en/IP_20_2184)
- Swiss Agency for Development and Cooperation: How to mainstream gender in project cycle management: <https://www.shareweb.ch/site/Gender/Documents/Gendernet%20Toolbox/Toolbox/Methodic/Gender%20in%20PCM.pdf>

### **Guides for using inclusive language (all Spanish):**

- University of the Basque Country/Pikara Magazine (2020): "Uso inclusivo del castellano" (extended version) and "Guía Rápida: Uso inclusivo del castellano": <https://www.ehu.eus/es/web/berdintasuna-direccionparalaigualdad/hizkera-inklusiboagida>
- Ministry of Women, Gender and Diversity of the Argentine Republic (2019): (Re)Naming. Guía para una comunicación con perspectiva de género: [https://www.argentina.gob.ar/sites/default/files/guia\\_para\\_una\\_comunicacion\\_con\\_perspectiva\\_de\\_genero\\_-\\_mmgyd\\_y\\_presidencia\\_de\\_la\\_nacion.pdf](https://www.argentina.gob.ar/sites/default/files/guia_para_una_comunicacion_con_perspectiva_de_genero_-_mmgyd_y_presidencia_de_la_nacion.pdf)
- National Institute against Discrimination, Xenophobia and Racism (INADI) Ministry of Justice and Human Rights of the Republic of Argentina (2018): Inclusive communication manual: Violence against women. Good practices for communicators: <http://ovcmsalta.gob.ar/wp-content/uploads/2020/04/GE%CC%81NERO-AC.pdf>

- National Institute against Discrimination, Xenophobia and Racism (INADI) Ministry of Justice and Human Rights of the Republic of Argentina (2018): Manual de comunicación inclusiva: Diversidad Sexual. Good practices for communicators: <http://www.unlc.edu.ar/wp-content/uploads/2020/03/Manual-de-comunicacion-inclusiva.pdf>

### **Other resources:**

- Gender Knowledge Platform: online platform of the German Federal Ministry for Economic Cooperation and Development (BMZ) and GIZ on different topics related to gender in international cooperation. It offers data, resources and a list of experts (available in English and German): <https://gender-and-development.de/en/>
- GIZ Gender Website: information and resources on gender issues in the work of GIZ: <https://gender-works.giz.de/>
- "I know Gender/Yo sé de género: How-To Series": The UN Women Training Centre offers a series of online self-study courses on gender issues in international cooperation. They are short (50 min.) courses in English, Spanish and French and are free of charge. <https://portal.trainingcentre.unwomen.org/?lang=es>