

Norwegian Church Aid

Norwegian People's Aid

**GEA**

**Gender and Empowerment**

**Impact Assessment  
Manual**

**Specially adapted for  
Non-governmental and community-based organisations**

**By Else Skjønsberg**

**Oslo 2001**



## **What is empowerment?**

**Empowerment means increased opportunities to control one's own life. It gives:**

- power to make decisions
- power to have your voice heard
- power to put things on the agenda
- power to negotiate new issues
- power within yourself to challenge past customs.

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**This document** is a simplified version of the NORAD, 1999 *Handbook in Gender and Empowerment Assessment* developed by Else Skjønberg, (elseskjo@frisurf.no)

It is a guide to sensitise non-governmental- and community-based organisations and others to the empowerment issue and to whether development interventions meet women and men's practical and strategic needs.

## GENDER AND EMPOWERMENT IMPACT ASSESSMENT

Project **identification**..... Country ..... DAC sector Code .....

**Data** filled in ..... By whom ..... Designation/office .....

Appraisal ..... Review ..... Completion ..... Other .....(use x)

Project **start** 19.... Project end ..... Total **cost**..... Norwegian grant .....

Project **goals** and/or objectives .....

**Target group(s)** in focus for the assessment .....

<b>Practical and Strategic Empowerment factors</b> + 2 considerable positive impact + 1 some impact 0 no impact - 1 negative impact NI no information	<b>Gender Impact</b> (+2, +1, 0, -1, NI)		<b>More information needed</b> W = on women M = on men	<b>Comments</b>
	<b>Women</b>	<b>Men</b>		
1. Does the intervention enhance wo/men's access to <b>basic infrastructure</b> (water, roads, housing)?				
2. Does the intervention enhance wo/men's access to <b>resources and technology</b> ?				
3. Does the intervention better wo/men's <b>health</b> ?				
4. Does the intervention enhance wo/men's opportunities for <b>education or training</b> ?				
5 Does the intervention improve wo/men's <b>income opportunities</b> ?				
6. Does the project identify <b>barriers</b> to wo/men's participation in the project				
7. Does the intervention involve wo/men as <b>active partners</b> in the development project?				
8. Does the intervention enhance wo/men's <b>opportunity to organise</b> ?				
9. Does the intervention enhance wo/men's <b>control</b> over resources and/or technology?				
10. Does the intervention enhance wo/men's <b>democratic rights</b> ?				
<b>Total Empowerment score:</b>				

**Follow up:** Additional information needed (specify):.....

Limited study needed (specify):.....

Full scale analysis needed (specify):.....

Other action recommended (specify):.....

Comments: .....

# Part 1 **INTRODUCTION**

## **1.1 Why ?**

Being signatories to the *UN Declaration of Human Rights*, the Conventions Against the Discrimination of Women and Children and the Declarations and Action Plans from the UN International Conferences of the 1990s, most governments of the world have pledged to protect human rights and make special efforts to promote the interests of women. In order to make development co-operation more sustainable and more cost-effective it is necessary to pay greater attention to gender relations and to the situation of women. To succeed in making development co-operation more gender conscious, a simple method assessing empowerment and gender impact has been wanting. With the present Empowerment Assessment approach it is hoped that development projects will be more gender aware, and more geared towards the interests of women.

The handbook presents a simple matrix for *Gender Empowerment Impact Assessment (GEA)* which reflects how a development project<sup>1</sup> affects women and men, or boys and girls. The matrix has three columns. These record:

- \* impact or expected impact on women, or girls in relation to ten empowerment factors
- \* impact or expected impact on men, or boys in relation to ten empowerment factors
- \* the need to follow up the assessment if basic data is missing.

The assessment serves to enhanced awareness regarding gender and empowerment in order to contribute to:

- 1) make development assistance more sustainable and more cost-effective
- 2) strengthen women and men's rights and opportunities
- 3) promote the interests of women as equal partners in development.

GEA is a simple tool, with which to assess, compare and discuss project plans, results and impact. The approach can be used during all the stages of the project cycle.

## **1.2 By whom ?**

The GEA may be used by donor countries and partners, by NGOs and/or their co-operating organisations, or by representatives for the partner in the South in co-operation with their partners in the North. It may be used by groups or individuals, in earnest or tentatively.

A **GEA** may be carried out by several persons. If these assess impact differently, this should be welcomed as a point of departure for discussions. Consensus is *not* the objective of the **GEA**. The aim is to broaden experiences and increase the awareness among stake-holders as to how development efforts and interventions may empower (or disempower) men and women or boys and girls.

## **1.3 What ?**

The Impact Assessment addresses whether and to what degree a project

1. provides women/men with increased access to basic infrastructure
2. enhances female/male access to resources and technology
3. betters women/men's health
4. provides women/men with more or better education and training
5. enhances women/men's income opportunities
6. identifies barriers to women/men's participation in the project
7. promotes women/men as active partners in the project

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<sup>1</sup> The term project is used to cover single activities and interventions as well as projects and programmes.

- 8. provides women/men with increased opportunity to organise themselves
- 9. gives women/men increased control over resources and technology
- 10. enhances women/men's democratic rights.

The ten empowerment factors meet *practical* as well as *strategic* development needs, both of which are central to development. The former (1-5 above) help simplify people's everyday life, the latter (6-10) strengthen their ability to negotiate for improved quality of life. The two types of need are interlocked and often interrelated.

The **GEA** draws attention to whether the satisfaction of basic and strategic needs is likely to follow from a project's plans and/or implementation. It also raises the awareness of planners and implementers of the major ways by which women and men's lives may be improved. This makes **GEA** into a learning process that will lead to increased competence among development workers.

#### **1.4 How ?**

The **GEA** relates to each of ten central empowerment factors, in terms of expected or actual impact. Each factor is assessed according to whether the intervention has, or is expected to have

- Considerable positive impact
- Some positive impact
- Neither positive nor negative impact
- Negative impact
- No information is available on impact

The **GEA** provides a rapid overview of to the degree to which an intervention responds to women and men's basic and strategic needs. The point is not that every intervention must lead to maximum gender impact, but that attention is raised to the empowerment of women and men as a central development issue. The assessment has a follow-up column to visualise aspects that may need to be reconsidered in order to improve on planned or actual impact.

#### **1.5 When ?**

The **GEA** provides a tool with which to assess project plans and impact at *each stage* of the project cycle, including at the planning stage. Experience suggests that the initial stages of a project are particularly important. To enter the right track from the beginning may save a lot of difficult adjustments and changes later on.

As a supplement, the **GEA** may be routinely made and the matrix attached to project documents throughout the project cycle. Thus it is applicable during the initial appraisal stage, when the project document is assessed and, subsequently, during reviews and evaluations.

To promote equal opportunities between women and men it is important to ensure the participation of people with competence on gender questions in study teams, delegations, etc. The person(s) should have a role as catalyst and make sure that all team members assess the gender dimension.

## **Part 2 How to use the matrix**

### **2.1 Identification data**

The **GEA** matrix starts with some general questions to establish project identity, sector, country, and whether the assessment is done as part of the planning process, or as a follow-up or an evaluation. Project allocation and expenditure are other background data that should be available at a glance as are the name(s) and office of the person (persons or group) that is undertaking the assessment, and the date when it is being done.

### **2.2 The target group(s) in focus**

The target group(s) in focus for the assessment *may* differ from the project beneficiaries or project target group. This is so because a

project may affect more people than those specified in the project documents.

The women and men affected by a project may thus include:

- **Beneficiaries** and/or **stated target group**.

*Example:* People receiving water from a water project.

- **People involved** in the project.

*Example:* People employed in or by the project.

- **People otherwise affected** (positively or negatively).

*Example:* traders whose trade improves because of the influx of project money or the construction of a road

*People otherwise affected* cause the greatest challenge as regards scoring. Sometimes it may be worth while to focus on more than one group. If so, the **GEA** may include more than one matrix, for example one for the target group identified by the project, one for the wider community and one for those employed by the project.

### Some general rules

⇒ It is the project impact on the poorer segments of society that is to be assessed, whether these are *beneficiaries* or *otherwise affected*. If a better-off section of a population benefits, while the poorer strata find their standards of living deteriorate, the score shall reflect impact on the poorer groups

⇒ It is the impact on the *greater number* of people that shall be assessed when class background remains the same. If among small scale farmers a few benefit while the majority stand to lose due to the intervention, the impact shall be considered as negative.

## 2.3 How to score

The **GEA** can be used throughout the project cycle (conf. 1.5). Whether it is to assess project plans, monitor implementation or evaluate results the scoring procedure will be the same. In the first case the focus will be on *expected results and impact* in the latter case *actual*

*results and impact*.

Expected or actual impact is coded separately for each one of the ten empowerment factors, and for women and men. The options are:

- Considerable positive impact = **+2**
  - Some positive impact = **+1**
  - Neutral or no impact = **0**
  - Negative impact = **-1**
- and
- No information available = **NI**

The empowerment scores provide a quick overview of whether and how an intervention meets women and men's practical and strategic needs. The matrix also indicates if more information on impact is needed.

A project with the purpose to educate both women and men qualifies for a **+2** score on empowerment factor no. 4, *provided* both women and men are reached to a "considerable degree". If the only men are trained, and only to some degree, the score will be **+1** for men and **0** for women. If there is no information on gender, efforts must be made to locate such information or the correct score will be **NI**.

If the score is **NI** and if the information is considered necessary for an optimal assessment, this should be followed-up by a **W** and/or **M** in the *Need for more information column*. A high total **NI** score may indicate that additional studies or a fully-fledged analysis on gender impact is needed. This should be specified at the bottom of the matrix.

⇒ Scores shall reflect short term, immediate objectives and consequences, not long term consequences.

⇒ It is important to remember that the empowerment scores are *not absolute*.

The main function of the empowerment scores is to raise attention and awareness as to *trends* and *tendencies* regarding gender impact. As such the scores may be used as a point of reference against which impact is assessed and monitored over time. Several **GEA** matrices compared will indicate how interventions differ, complement or supplement each other.

For some interventions empowerment is not an immediate issue, for example in connection with financial support to reduce debt. Needless to say, such interventions are fully acceptable, provided other projects address gender and empowerment needs. Still, as a general rule, consistently low empowerment scores in a sector or programme should lead to discussions as to the quality of the interventions or the development co-operation.

## 2.4 Need for more information

The *More information needed* column is relevant both when information on impact is missing but also if impact is negative. A **W** or **M** indicates whether more information is needed about women or about men.

⇒ The **NI** score should always lead to a reflection on whether some follow-up is needed.

## 2.5 Making GEA profiles

Several assessments can be used to construct **GEA Profiles**, for example for a sector or even for a country (provided sufficient assessments have been made). A Profile reflects *the average empowerment score* of a set of inputs or interventions. It is found by simply adding the scores for each sex and each empowerment factor and dividing it by the number of assessments from which the individual scores have been taken. The availability of several Profiles makes it possible to compare the empowerment impact of sectors, or groups of projects or interventions.

Being based on indicative figures, the *Empowerment Profile* will also be indicative. Still, in view of the lack of any better measure, they may be useful to monitor and compare impact. They can also be used as a basis for administrative- or policy decisions. *For example*, an NGO may decide that none of their projects shall result in less than 10 empowerment scores for both women and men, or – to promote women - that no intervention shall result in less empowerment scores for women than for men.

Such policy- or administrative decisions would

indicate how much emphasis the NGO or any other body wants to give to the empowerment- and gender issues.

# Part 3 *How to assess the ten empowerment factors*

In this chapter each of the ten empowerment factors is described in some detail.

## 3.1 Does the project enhance women and men's access to basic infrastructure?

*Enhance access* means improve availability and/or quality. *Basic Infrastructure* includes public utilities and services, i.e. activities or meeting places/institutions that facilitate women and men's everyday lives.

Examples of basic infrastructure include:

- child care facilities, kindergartens, crèches
- electricity/gas supply
- housing programmes
- roads, transportation, buses, ferries
- rural-, agricultural - or other extension programmes
- water, toilets, sewers.

⇒ Basic services like *health services* or *schools* are assessed under rows 3 and 4 and shall not be considered under row 1.

If improved access is the purpose of, or, during later project stages, the result of the project, and with equal impact for both sexes, the correct score is **+2** both for women and men. If improved access is a spin-off effect or only partly realised for both sexes, the correct score is **+1** for women and **+1** for men. If no information is available on infrastructure impact for men, the correct score is **NI**.



## Examples

Some projects may lead to services being reduced. A **large scale irrigation** project caused the water table to sink and dried up the local water source. Thus impact was assessed to **-1** for women (the water collectors), and **0** for men who had water brought to them irrespective of the distance to the water source. The negative score on basic *infrastructure* was however partly compensated with a **+2** score in row 6 *income generating opportunities*, which were vastly improved both for men and women due to increased agricultural production.

Both women and men's interests were taken into consideration by a **road building project**, and the impact (row 1) was assessed to **+2** for both. At an evaluation later on, it was found that only the men made use of the road, and that they had taken over all the marketing of produces. At that point the impact on men was assessed to **+1**, on women to **-1**.

### 3.2 Does the project enhance women and men's access to resources and technology?

*Enhance access* means to improve availability and/or quality. *Resources* are means, or reserves to draw upon to meet needs. *Technology* is tools or equipment that facilitate, economise or speed up work operations.

Examples of resources are:

- agricultural land, forest land, building land, fishing grounds
- crops, wild produces (mushrooms, firewood, medicinal roots and herbs)
- capital: cash, credit or gifts
- domestic and other labour,
- domestic animals, game, fish.

Examples of technology are:

- agricultural equipment: tractors, ox-carts, silos, maize shellers.
- artisans tools; electric drills, steel nails, saws, knitting machines
- domestic equipment; electric stoves, raised mud ovens, cool boxes
- fisheries equipment

- industrial equipment; sewing machines, hammer mills
- IT, audiovisuals, mobile phones, radios,

⇒ Water based technology like taps is recorded as "basic infrastructure" (row 1). Medical technology is included under row 3 which focuses on *health*.

If improved access to resources and/or technology both for women and men is the purpose and later on the main outcome of the intervention, **+2** is the correct score for both sexes. If improved access is a secondary consequence, but only for men, the score is **+1** on men. If women are not affected or no information exists as to impact, **0** or **NI** is the right score on women. In the *information needed* column, this may be indicated by a **W** to reflect the need for more information about women.

## Examples

Some projects may decimate or destroy resources, as when road-, industrial- or dam projects appropriate agricultural land. If this affects both sexes negatively, the correct score in row 2 is **-1** for both sexes. A **credit project** may target women as primary beneficiaries and benefit men as a spin-off. If so, impact should be assessed to **+2** for women and **+1** for men. A credit project may make landowners lose former cheap labour as these choose to become self-employed. As landowners are affected negatively, but do not belong to the target group, this negative impact is irrelevant for this **GEA**.

### 3.3 Does the project improve women and men's health?

*Improve health* means to better wo/men's physical and/or mental conditions. This can be assessed in terms of:

- reduced prevalence of illnesses
- reduction in the duration of illnesses
- reduced malnutrition
- reduced child and adult mortality
- reduced maternal and infant mortality
- increased feeling of well being.

If improved health for both sexes is the purpose of the project, or a main result, the

score will be +2 both for women and men. If improved health is a spin-off effect, but only benefiting men, their score in row 3 is +1. The impact on women may be assessed to 0, -1 or NI depending on whether there is no or negative impact, or whether information on impact is missing. If data is missing, further information is likely to be needed and there should be a W in the information needed column.

Some projects may lead to increased stress and poorer health for a large number of people, as when a large-scale irrigation project results in more malaria or bilharzia. If so, the correct score is -1 for both women and men.

### Examples

An **agricultural extension project** focused on marketing to raise family incomes. The result was reduced food crop production and a less balanced diet. This affected pregnant and lactating women and their children. Men, on the other hand, used their increased incomes to drink more beer, and this improved their diet. In this case the scores was + 1 for men (some positive impact on health) and -1, (negative impact) for women. Impact on children is not recorded by the GEA.

A **housing project** gave slum dwellers permanent homes. Even if conclusive data was not available, it was assumed that better health was a secondary consequence of the project, for both sexes. The impact on health was assessed to +1 for both men and women.

### 3.4 Does the project enhance women and men's access to education and training?

*Enhance access* means to improve availability, quality or opportunities. This may be the case when a new school building makes education accessible to new groups. *Education and training* include any formal and informal regular education and/or training that lasts for two weeks or more.

Examples of education and training include:

- primary, secondary and tertiary (university) education
- adult education, functional literacy

- technical and other training, including short ( but not too short) formal courses
- skills training.

⇒ Training that lasts for less than two weeks does not qualify as empowering, and should be assessed accordingly.

If education/training for both women and men is the purpose of the project, or a major result, +2 shall be entered in row 4 for both sexes. If there is some education/training impact, but only for women, +1 is the correct score for women, and 0, for men. If no information is available on educational impact, the correct score is NI for the sex regarding whom information is missing.

### Examples

A **fisheries project** provides credit to encourage the purchase of outboard engines and ice. Men are the main target group. Those who make use of the credit are invited to a one- week course on engine repair, and a refresher course one day every six months throughout the project's duration, i.e. for three years. As the training may be assumed to empower the men to make full use of their investment, the correct score will be +2 for men and 0 for women. The +2 score underlines the importance of the training, even if it barely lasts for two weeks altogether. The fact that some women make use of the ice when selling their fish locally, and have attended a three days fish preservation course, does not change the 0 score for women in row 4.

### 3.5 Does the project enhance women and men's income opportunities?

*Enhance* means to improve or increase.

*Income opportunities* include any means to earn an income on a regular basis.

Examples of income opportunities include:

- wage labour and regular employment
- self-employment, piece-work (lasting for more than one month)
- sale of agricultural or fisheries produce, handicrafts and industrial produces
- other entrepreneurial activities.

If the improved income both for women and

men is the purpose of the project, or a main result, the score is +2 for sexes. If some improved income is the result, but only for men, the correct score is +1 for men, and 0, -1 or NI for women, depending on whether they are simply not affected, or negatively affected. or whether data on impact is missing.

### Examples

Some projects may lead to income opportunities being decimated, as when a tap-water project makes traditional water sellers superfluous. As a basic rule it is the impact of the greater number of people that shall be assessed, when class background remains the same. That a few people may lose their job is thus less important than that a much larger number will benefit from the tap water.

An **agricultural project** aims to import milch-cows. Men are the main beneficiaries and the impact is considerable. Impact as regards row 5 and men is consequently assessed to +2. If women are without rights in cattle, the project may be of no consequence for them; thus the score is 0. If women sell the milk, their score may be +2 or +1 depending on the circumstances.

### 3.6 Does the project identify barriers to women or men's participation in the project?

*Identifying barriers* implies that the project design locates and helps overcome cultural/social-economic and psychological obstacles to women and/or men's active participation in project planning and implementation

Examples of *identifying barriers* include:

- Identifying cultural traditions with regard to gender roles
- Designing projects so as to avoid antagonism between the sexes
- Planning projects so that both women and men may participate without adding on new work burdens.
- The use of awareness programmes for women and men
- Earmarking funds for the participation of both women and men.

### Examples

In a **goat-breeding** project the men were allowed to dominate the discussions during planning, while the women were present but passive. Nothing was done to change this, even though the project depended on the active contribution of the women who were traditionally in charge of the small ruminants. As a result the impact as regards row 6 was assessed to +1 for men and 0 or possibly -1 for women.

### 3.7 Does the project involve women and men as active partners in the project?

*Involve as active partners* implies that both women and men are included in the planning, implementing or monitoring process and that both sexes have at least some decision-making power. 3.7 is closely related to 3.6.

Examples of partnership involvement include:

- The project has been initiated locally
- Local NGOs have been enlisted as advisors or co-planners.
- The project planning has been done by outsiders but in close co-operation with local male and female leaders
- A majority of female/male staff is recruited locally and given decision-making authority and/or means to influence the development process.

If both women and men from the target group or other community group(s) have been involved in the project planning and implementation the score is +2 for both sexes. If there is some, but not very much local involvement, and only for women, the row 7 empowerment score for women is +1 and for men 0. If no data on involvement is available the correct score is NI, and more information may be needed, to be reflected by an M or W. in the *More information needed* column.

### Examples

Some projects may lead to local loss of participation and even apathy, as when major decisions concerning people's lives are moved from local to national level. This was the case for a large scale **dam project**. The impact in row 8 was therefore assessed to - 1

for both sexes. Later on, and due to the initial impact assessment, male leaders were usually consulted on major socio-cultural issues. At that stage when a new **GEA** was made, impact was assessed to **+1** for men, but remained **-1** for women.

A **health project** to reduce malaria repeatedly called for village meetings to discuss how to remove mosquito breeding grounds. Separate discussions were held and the male- and female groups involved drew up separate strategies. The impact on row 7 was assessed to **+2** for both sexes.

### **3.8 Does the project enhance women and men's opportunity to organise?**

*Enhance* means to improve, better or increase. *Opportunity to organise* means an environment that encourages men and women to join forces and work together to achieve common goals.

Relevant organisations include:

- trade unions or workers' associations
- social and political clubs, saving clubs and women's clubs
- political parties or associations non-governmental and community-based organisations (NGOs/CBOs)
- religious associations, burial societies.

If the purpose or main result of a project is to form or strengthen men's or women's organisations, a **+2** score shall be entered in row 8 for both sexes. If only a few women are benefited by improved organisational opportunities, **+1** is the correct score for women, and **0** or **-1** for men, depending on whether men are just not affected or negatively affected.

If no information is available on organisational impact, the score is **NI** for both women and men, and the need for more information should be reflected by a **W** and an **M** in column 3 and a follow-up should be considered.

#### **Examples**

Some projects may lead to the loss of associations, as when women's traditional saving clubs disappear, due to modern credit-

based **associations**. If the new associations are more open and welcoming than the traditional, the score is **+2** for women (if the formation of the new associations is the main purpose or has considerable impact) or **+1**, if only some people are somewhat benefited. If however, traditional associations simply disappear and new ones are not formed the score in row 8 is **-1** for the sex thus negatively affected.

Financial support to an **industrial project** was made conditional on the establishment of a trade union, which was thus a spin-off effect. Impact on row 8 was consequently assessed to **+1** for both women and men. As only a very a small number was later on to join the union, the impact was during the second assessment reduced to **0** for both sexes.

### **3.9 Does the project enhance women and men's control over resources or technology?**

*Enhanced control* means more decision-making power, authority or influence than before. Contrary to row 2 that focuses on access to resources and technology, the emphasis in row 9 is on power over, not only access or right to use.

Examples of enhanced control may include:

- ownership or long term lease
- employment that leads to positions of power
- political influence
- professional skills or knowledge that gives authority or decision-making power
- professional or popular backing leading to positions of authority

If increased decision-making power for both women and men is the purpose of the project, and a major impact, **+2** is the correct score for row 9 for both sexes. If control over resources and technology is the secondary consequence, but only for men, the correct score is **+1** for men. For women the score may be **0** or **-1**, depending on circumstances and impact, or **NI** if information is unavailable.

A **NI** score should always lead to deliberations as to whether further investigation is needed. If

so, a **W** for women or **M** for men should be entered in *the Information needed* column. The amount of data and/or nature of study should be entered at the bottom of the matrix.

**Examples**

Some projects may lead to less control over resources as when a project’s technology level causes decisions to be moved to national authorities or centres. If so, **-1** is the correct score for both women and men. Control over technology may also move from women to men, as when the **tractor** substitutes the hoe. If so, the impact as regards factor 9 may be assessed to **+2** or **+1** for men and **-1** for women. If a project trains and puts women in supervisory positions the correct score may be **+1** (or **+2**) for women and **-1** for men.

A project may provide women’s clubs with **hammer mills** (maize grinding mills). This will give women both enhanced access to and control over technology, thus the correct score both on row 2 and 9 will be **+2** for women. Such a project may benefit men too, even if men are not the target group, as women may want to share the control of the mill with men. In such a case, the correct score for men will be **+1** as enhanced control is in this case a spin-off effect, not intended by the project planners. As they are not likely to use the new technology for grinding maize, impact on row 2 will be **0** for the men.

women, impact on row 10 may be assessed to **+1** for women and **0** or **-1** for men, according to whether men’s civil rights are unaltered or reduced as a result of the project. No information is as usual reflected by a **NI** score, and a **M** in the last column indicating that some follow-up is needed.

**Examples**

A **human rights campaign** was initiated to highlight women’s lack of political representation. The project aimed to raise awareness about women’s rights. An initial assessment done at an early phase, gave a **+2** score for women in row 10. A new assessment at the follow-up stage showed that the good intentions had triggered off reactionary countermeasures making it more difficult for women to involve themselves in politics. The row 10 empowerment impact therefore fell to **-1** for women. This led to the project being redesigned.

A **functional literacy programme** focused on domestic violence. As a result women started a campaign to protect women exposed to violence. The impact score for women on democratic rights was assessed to **+1**. As a result of the project the men of the area found it less easy to chastise their wives unopposed. This was however no breach of the men’s democratic rights, and their score was consequently assessed to 0, i.e. no impact.

**3.10 Does the project enhance women and men’s democratic rights?**

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*Enhance democratic rights* means to extend civil rights, or improve the access of such rights to women and men. Democratic rights include the right to:

- equality and justice
- security and control over property
- freedom of association
- political participation
- political representation and decision-making

If increased democratic rights for both men and women is the purpose and major result of the project, **+2** is the correct score for both sexes. If improved rights only affect a few





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