



Funded by
the European Union



Gender Mainstreaming in the Planning, Implementation, Monitoring, and Evaluation of Mayors for Economic Growth Facility Projects

SIMPLE TIPS TO HELP

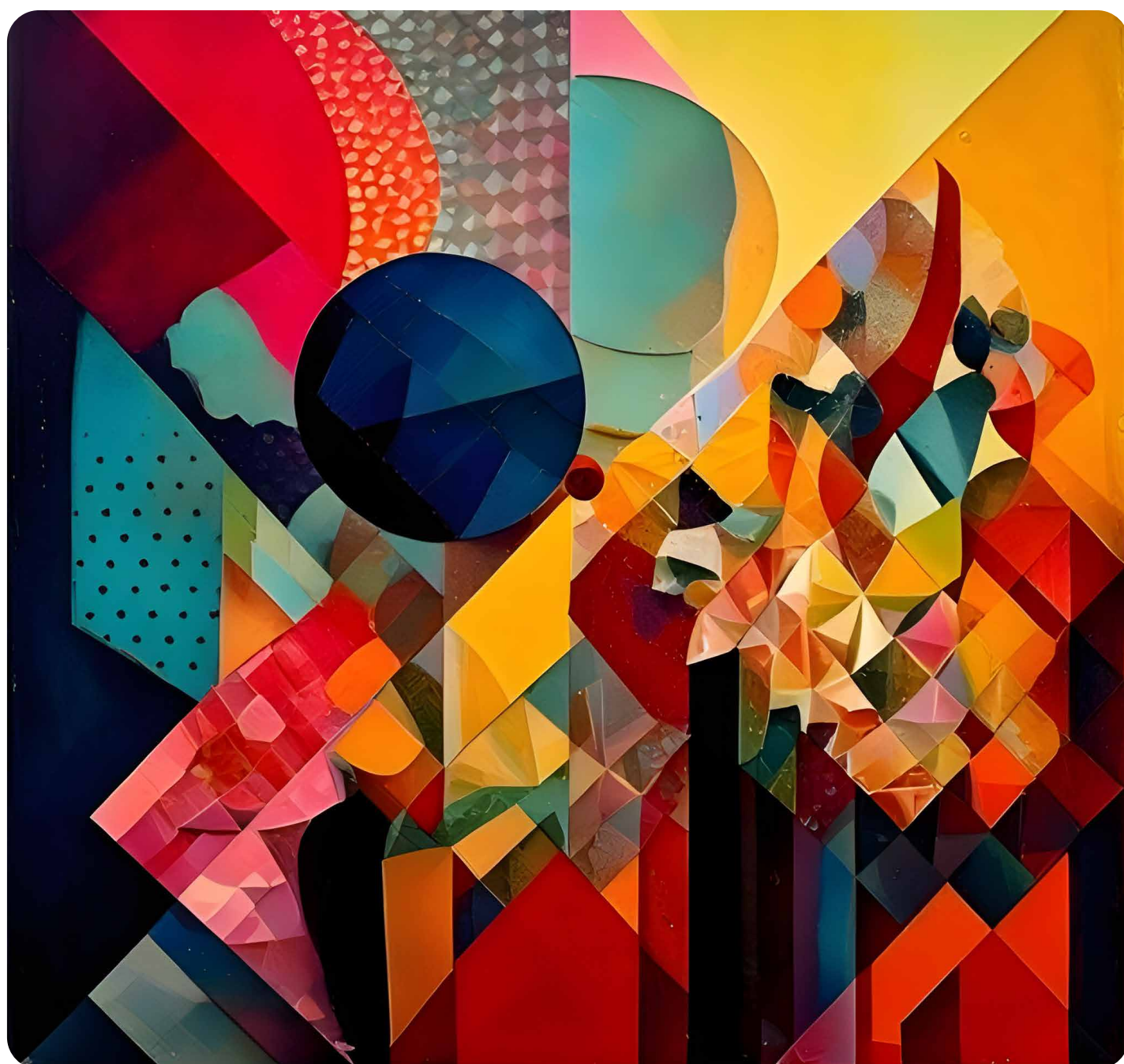




Table of Contents

Instead of an Introduction

3

Why Is It Important and Necessary
to Integrate a Gender Approach into
Recovery Projects, and How Can It Be Done?

Problem Description

11

From Collecting Gender- Sensitive
Data to a Needs Assessment

How to Make Activities Gender-Sensitive?

16

Gender-Sensitive Monitoring and Evaluation

26

Gender-Sensitive Monitoring and Evaluation Communication

29

Appendices

32

Appendix 1. Glossary

Appendix 2. Gender Approach Steps:
A Supporting Table for Project Analysis

Appendix 3. A Short List of Useful Resources



Funded by
the European Union



Instead of an Introduction

**Why Is Gender Mainstreaming
Important in Recovery Projects,
and How Can It Be Done?**



Instead of an Introduction

Why Is Gender Mainstreaming Important in Recovery Projects, and How Can It Be Done?

Currently, there is significant demand for justice in society, particularly in recovery processes. There is growing hope that restored infrastructure, buildings, and services will not simply be rebuilt but will be of higher quality and fully oriented towards people's needs. However, a key question arises: how can it be done? How can we avoid applying outdated practices, traditional indicators, and familiar work patterns to a new reality while meeting the strong expectations of Ukrainians?

One possible answer is to consider the needs of women and men, boys and girls who represent various groups: those living in rural and urban areas as well as those with or without disabilities, internally displaced persons (IDPs), women and men of different ages and nationalities, etc. Perhaps only when every woman and man sees themselves, their interests, and their needs reflected in recovery projects and programmes, this demand for justice will be met, especially in terms of resource distribution and the ability to live a dignified and high-quality life in their community.

Of course, this is not a simple process. It requires appropriate approaches, tools, knowledge, and resources.

One of the seven principles of Ukraine's recovery process, proclaimed at the first International Ukraine Recovery Conference in Lugano, is gender equality and inclusion. The document clearly states that the recovery process must be inclusive, ensuring gender equality and respect for human rights, including economic, social, and cultural rights. Recovery must benefit everyone, leaving no part of society behind.¹ These commitments were reaffirmed at the most recent Ukraine Recovery Conference (URC2024) in Berlin (11-12 June 2024), where, among other facilities, the Alliance for Gender-Responsive and Inclusive Recovery of Ukraine was announced. The Alliance brings together fifteen governments, major international financial institutions, UN agencies, the EU, and numerous civil society and private sector partners.²

Gender mainstreaming provides a practical implementation opportunity of this principle.

In the UN system, gender mainstreaming was officially adopted in 1997. It is defined as the process of assessing the potential impact of any planned action – whether legislation, policy strategies, or programmes – on women and men across all areas and levels. The targeted implementation of gender mainstreaming means taking into account the interests and experiences of both women and men when developing, implementing, monitoring, and evaluating the strategic measures and programmes in the political, economic, and social spheres to ensure that men and women benefit equally from the implementation of these measures and programmes, and eliminate any inequalities.³

National legislation defines gender mainstreaming as a strategy ensuring that women's and men's interests and experiences are taken into account as an integral part of planning, implementing, monitoring, and evaluating policies and programmes in political, economic, cultural, and social spheres to guarantee equal benefits for all.⁴

It is important to emphasise that when we talk about equality, we do not mean discussing uniformity in a purely mechanical or formal sense. It would be naive to assume that when we adopt a programme for providing services to a population, for example, medical, transport, rehabilitation services, etc., the same approaches, strategies, and tasks will be equally effective for different groups of women and men. If we fail to plan for and, most importantly, allocate a budget for specific measures to address inequality, this inequality will not disappear on its own. A simple example of this is making accessible infrastructure for women and men, boys and girls belonging to low-mobility groups (people with disabilities, elderly people, children, women and men with temporary health problems, and other groups). The measures adopted to create accessible infrastructure raise costs, demand additional expertise, and extend implementation timelines. However, these adjustments enhance justice and dignity, ensuring equal access to services provided by that facility.

It's easy to say that gender should be mainstreamed in projects or to issue a recommendation. But what does this actually mean in practice? What particular actions are behind these words? How can we see that we have done everything right?

At a minimum, gender aspects in projects can be based on three important components:

- 1** International standards and national legislation (in particular, Ukraine's international commitments and domestic regulatory legal framework).
- 2** Existing tools and methods for gender mainstreaming.
- 3** Developing personal gender sensitivity (often called a "gender lens"), meaning awareness and consideration of social and cultural factors that contribute to inequality.

Let us briefly outline each of these components.

Component No. 1

International standards and national legislation

When preparing projects and formulating problems, it is advisable to refer to international standards and Ukraine's commitments. Often, these documents contain the precise terminology and framing you might be searching for but struggling to articulate.

Let's look at a few examples.

International standards

One key document is the **Convention on the Elimination of All Forms of Discrimination Against Women** (CEDAW), which Ukraine ratified in 1980. This Convention highlights various aspects of women's lives and addresses specific groups. For example, Article 14 emphasises the unique challenges faced by women in rural areas, particularly regarding access to resources and services. It obliges the states to ensure adequate living conditions for rural women, particularly in terms of housing, sanitation, electricity, and water supply, as well as transportation and communications. Every four years, Ukraine submits periodic reports on the implementation of this Convention to the UN Committee on the Elimination of Discrimination Against Women,⁶ which in turn provides recommendations. Such recommendations not only help in understanding the broader context, but also serve as a valuable data source and highlight trends in Ukraine's progress on women's rights protection. They enable project developers to compare this information with their project ideas and challenges, examine key aspects in greater detail, and identify critical focus areas for improvement,⁷ etc.

In the context of increasing attention to accessibility issues, the **Convention on the Rights of People with Disabilities** and the Optional Protocol thereto (ratified by Ukraine on 16 December 2009, and effective from 6 March 2010)⁸ will be useful when developing the projects.

Regarding equal rights and opportunities, Article 6 of the Convention on Women and Girls with Disabilities recognises the multiple forms of discrimination faced by women and girls with disabilities and calls on Member States to ensure their full development, empowerment, and rights expansion. Article 28 of this Convention urges Member States to take measures ensuring that people with disabilities, in particular women, girls, and elderly people with disabilities, have access to social protection programmes and poverty reduction facilities.

Beijing Declaration and Platform for Action (1995). Among other things, the document defines that to overcome inequality and other existing shortcomings, it is important to implement three strategic goals: 1) the active involvement of women in the decision-making process on environmental issues at all levels; 2) the consideration of gender issues and aspects in sustainable development strategies and programmes; 3) strengthening or establishing mechanisms to assess the impact of sustainable development and environmental policies on women at the national, regional, and international levels. These strategic directions can not only form the basis for project goals and objectives, but also help define specific measures. To this end, we also recommend reviewing 12 points of the Platform for Action, which cover 12 areas of women's lives from the economy to education. Each area includes strategic goals and recommendations for relevant measures.

Given that our country is in a state of war, an important document is **UN Security Council Resolution 1325 “Women. Peace. Security”** (adopted on 31 October 2000), as it is currently one of the most significant UN Security Council resolutions in the field of security policy. The Resolution highlights the particular importance of considering the needs of women and girls in conflict situations and the significant vulnerability of women to the negative consequences of conflicts. One of the key issues raised by Resolution 1325 is the promotion of women's participation at all levels of decision-making in national, regional, and international institutions.⁹

The **2030 Agenda for Sustainable Development.**

This Agenda recognises that human rights play a key role in development, and gender equality is a prerequisite for achieving the Sustainable Development Goals.¹⁰ Seventeen goals outlined in the document provide guidelines and minimum standards to strive for – not only at the national level but also within individual projects. This makes social projects part of a broader recovery framework. Additionally, they can serve as a reference for defining project indicators and expected outcomes.¹¹

An effective and practical tool for project development is the **European Charter for Equality of Women and Men in Local Life.** As of January 2022, more than 83 territorial communities and two regional councils of Ukraine had signed the Charter.¹² The text of the Charter not only outlines key principles for implementation, but also provides specific actions necessary for achieving greater equality. This can serve as a strong foundation for project proposals and help integrate gender aspects into activities.¹³

Ukraine has many other important international commitments that can not only help you expand the context of project implementation, but also act as part of a broader effort to align Ukraine with international standards. This includes advancing equal rights and opportunities for women and men from diverse groups.

National legislation

We advise not only focusing on fundamental legislation, such as the Law of Ukraine “On Ensuring Equal Rights and Opportunities of Women and Men”¹⁴ and the Law of Ukraine “On the Principles of Preventing and Counteracting Discrimination in Ukraine”,¹⁵ but also familiarising yourself with and referencing in your projects the national strategies, action plans, and international facilities that Ukraine has joined.

For projects related to infrastructure, education, economic empowerment, and combating violence, it is worth reviewing Ukraine’s commitments within the Biarritz Partnership (Ukraine officially joined this facility on 11 September 2020). One of Ukraine’s five commitments under this framework is the development of an inclusive and gender-sensitive public space that is family-friendly and accessible to people with limited mobility.¹⁶

Another example: When developing and implementing projects related to service provision and reconstruction, it is essential to review the National Strategy for Creating a Barrier-Free Space in Ukraine.¹⁷

Additionally, a key document for identifying and describing target groups, defining potential activities, and setting indicators is the National Action Plan for the Implementation of UN Security Council Resolution 1325 “Women, Peace, Security” until 2025.¹⁸

The State Strategy for Ensuring Equal Rights and Opportunities for Women and Men until 2030 is a comprehensive strategic document that outlines priority areas for consolidated actions by central and local executive authorities, local self-government bodies, civil society institutions, and businesses to reduce gender inequality in all spheres of society.¹⁹

For projects related to education (including the reconstruction of schools and out-of-school educational institutions), we recommend referring to the Strategy for the Implementation of Gender Equality in Education until 2030 and its relevant action plan,²⁰ as well as the Order of the Ministry of Education and Science of Ukraine “On Approval of the Methodology and Criteria for Conducting a Gender Audit of Educational Institutions” No. 1182 dated 5 November 2021.²¹

When preparing technical specifications, planning and conducting repair and technical works, as well as constructing new facilities, it is essential to rely on DBN B.2.2-9:2018 “Public Buildings and Structures. General Provisions” (as amended in 2022), particularly Clause 11.10,²² DBN B.2.2-40:2018 “Inclusivity of Buildings and Structures. General Provisions”,²³ and DBN B.2.2-5:2023 “Civil Protection Shelters” (with Amendment No. 1).²⁴

Component No. 2

Tools and methods (key examples)

Among the tools enshrined at the legislative level, we recommend paying attention to the following:

Gender audit

Gender audit helps improve the quality of policies, strategies, and actions from the perspective of gender equality. The purpose of conducting a gender audit is to assess the state of gender equality in terms of the rights and opportunities of women and men by enterprise, institution, and organization; identify existing issues; determine ways to reduce gender inequality; analyse changes in this area that have occurred within the enterprise, institution, organization (as compared to previous audit results); and increase employee awareness regarding the application of comprehensive gender mainstreaming in their activities.²⁵

Gender profile

The purpose of compiling a gender profile is to identify differences in the levels of participation of women and men, their rights and opportunities in various areas of societal life, and their access to resources for use when developing and implementing gender-sensitive development programmes and forming budget programmes. In addition to defining the term and describing the process of compiling a gender profile, the Ministry of Social Policy's Order "On Approval of Methodological Recommendations for Gender Mainstreaming and a Human Rights-Based Approach at the Level of Territorial Communities" No. 359 dated 27 December 2022 contains a useful list of indicators and metrics that can be helpful when preparing a project application and/or when preparing a project's monitoring and evaluation plan.²⁶

Gender analysis

A gender analysis is the study of potential differences between women and men in all their diversity from the perspective of their needs, roles in society and family, access to resources, participation in decision-making, and involvement in political, economic, and social processes (European Commission, 1998).²⁷ In particular, the Order of the Ministry of Finance of Ukraine "On Approval of Methodological Recommendations for the Implementation and Application of a Gender-Responsive Approach in the Budget Process" No. 1 dated 2 January 2019 contains information on how to conduct an analysis of public services, a gender analysis of budget programmes, how to work with sex-disaggregated data, and other relevant aspects.²⁸

The sequence of actions outlined in the Instruction of the Ministry of Social Policy regarding gender mainstreaming into the development of regulatory legal acts will be useful. The document defines terms such as "gender mainstreaming", "gender analysis", and others, provides step-by-step instructions for actions (a total of six stages), and emphasises the necessity of studying and considering needs, paying attention to the mechanism of public consultations and other important elements required for gender mainstreaming.²⁹

Component No. 3

Gender sensitivity

Gender sensitivity allows us to recognise and take into account inequalities, barriers, and discrimination that exist in a society and that different groups of women and men face and/or live with.

Gender sensitivity helps to clearly define the needs of women and men, boys and girls, consider their interests in projects and programmes, and fairly distribute resources.

It also enables us to understand that existing inequalities are linked to social and cultural factors and conditions in which women and men live. Therefore, it is crucial to focus our efforts on eliminating these inequalities and incorporating this understanding into our projects and programmes.³⁰

Thus, a gender-sensitive approach involves considering the specific social, cultural, economic, political, and other characteristics of the living conditions and needs of women and men.³¹

One of the key ideas of gender mainstreaming is that even when events and situations seem gender neutral, it is essential to recognise and plan for the fact that their outcomes and implementation measures will have gender-sensitive implications.

For example, in one project, the key product was the creation of a 3D model of the city and a 3D scan of damaged historical buildings in Kharkiv. At first glance, this seems like a neutral product. However, within the project, it was crucial to consider the gender component when organizing and conducting consultations, preparing project materials and information campaigns, ensuring equal access to the product (3D city models) for women and men with disabilities, including those with visual impairments, etc.

A similar approach was applied in the project “Creation of a Digital Clinic System for Patient Support in Medical Institutions in Sumy”, where it was essential to take into account the gender component when organizing and conducting user research, workshops, technical task development, and software creation (mobile applications for Android and iOS, as well as versions for the web, Windows, and ChromeOS).. In this case, it is particularly important to ensure access to these activities and the final product for people with disabilities, especially considering that the product is intended for use in the medical field. Therefore, it is necessary to determine whether the product will include features such as voice recordings and accessibility for individuals with visual impairments. In other words, it is crucial to plan, implement, and evaluate a series of specific actions and measures that will make the impact of these projects truly effective for women and men from different groups.

Thus, when we talk about a gender-sensitive project, we must integrate the gender component at every stage. The problem description should highlight its impact on different target groups of women and men, define gender-sensitive project objectives, plan gender-sensitive activities and expected outcomes, and track how the project improves the lives of specific groups of women and men, boys and girls. The project's monitoring and evaluation system must also include the gender component. Additionally, it is essential to ensure a fair distribution of resources not only among our target groups but also within our team implementing the project.

Let's take a step-by-step look at how this can be done.



Funded by
the European Union



Problem Description

From Collecting Gender-Sensitive
Data to a Needs Assessment



Problem Description

From Collecting Gender-Sensitive Data to a Needs Assessment

The way a problem is analysed and described will determine the formulation of the project's goals, objectives, activities, and other components. Therefore, it is crucial at this stage to identify potential gender gaps³² and clearly define which groups of women and men, boys and girls are most affected by the problem, who is impacted, and which groups might be systematically excluded from solving the problem.

One of the best-known and most effective tools for problem analysis is the problem tree. However, when using this method, please consider the following questions:

Does the situation analysis take into account **different** social, economic, cultural, and political situations for men and women?

Does this problem affect different groups of men and women in **different ways**?

Are there any **differences between women and men** in terms of their participation, resources, opportunities, norms, and physical capabilities in the sector related to the problem and the project?

What are the underlying factors that cause gender differences?

Have sex-disaggregated data been collected and analysed?

Is there an imbalance (gap) in the revealed data? What is the reason for such an imbalance?

To conduct a high-quality analysis, we need data disaggregated by sex and other gender-sensitive indicators (such as age, place of residence, presence or absence of disability, IDP status, etc.). The collection of such data is currently highly challenging. However, we can examine and analyse trends that existed before the full-scale war, as these problems have not been resolved but have only deepened, while new ones have emerged along with them.

Thus, we have at least two data strategies:

- 1 Using existing data that demonstrate trends.
- 2 Collecting our own data.

In the first case, sources of information may include:

Open data available on the Unified Open Data Portal: <https://data.gov.ua/>.

Official statistics. The website of the State Statistics Service provides data on the Sustainable Development Goals (https://www.ukrstat.gov.ua/csr_prezent/2020/ukr/st_roz-v/menu.htm); it also has a separate section "Women and Men".

The monitoring report "Indicators for gender equality monitoring", which contains information in 12 thematic sections: 1. Population; 2. Birthrate, family, and households; 3. Employment and the economy; 4. Education; 5. Public life and decision-making; 6. Health and mortality; 7. Crime and violence; 8. Science and ICT; 9. Work-life balance; 10. Social protection; 11. Physical culture and sports; 12. Women. Peace. Security.³³

Administrative reports and data that can be requested from local self-government bodies.

Reports on Ukraine's gender commitments. These reports highlight key issues and can also guide you towards relevant stakeholders.

Situation assessments, including rapid gender assessments,³⁴ scientific research, specialized national and international social studies.

Open platforms and websites. For example, the strategic information portal on gender equality: <https://genderdata.kgsi.org.ua/uk> or the dashboards of the National Health Service of Ukraine: <https://edata.e-health.gov.ua/e-data/dashboard>, etc.

Gender profiles of the regions (your community may also have its own profile).

Data from international reports and indices, etc. For example, UN Human Development Index,³⁵ Global Gender Gap Report 2024: <https://www.weforum.org/publications/global-gender-gap-report-2024/>, etc.

The second strategy is collecting our own data. In this case, it is necessary to involve our target groups in project development by conducting consultations, focus groups, interviews, observations, social listening,³⁶ etc.

Consultations with target groups representing diverse groups of women and men should be conducted not only at the analysis stage but also throughout project implementation, monitoring, and evaluation. For instance, during project implementation, these may include consultations on the event formats, scheduling, renovation planning, the development of communication spaces, etc.

It is crucial that people involved in consultations feel heard, as such engagements require significant time and resources from all involved parties. **When preparing consultations and related events, it is recommended to answer the following questions:**

Have the women and men (and their diverse groups) affected by the problem been involved in planning consultations/events (this is important to remove potential barriers to participation in project activities for different groups of women and men)?

Are the women and men affected by the problem adequately represented in consultation groups, and do they fully voice relevant interests?

Are the consultation/event venues easily accessible (including for people with different types of disabilities)?

Has a sign language interpreter been invited? It is important to mention this in the consultation/event announcement rather than assume that no such individuals exist in the community or that they never attend such meetings.

Have all potential barriers to participation of the men and women in the consultations been removed (this includes transportation availability, childcare services, and scheduling (e.g., ensuring the event does not take place in the evening when children need to be picked up from after-school activities, or at a time when everyone is at work, etc.))?

Have stakeholders, including women and men, received prior information about the topics to be discussed? Is the information accessible, including for people with visual impairments?

Has information about the consultation/event been disseminated through all possible channels to reach various target groups (for example, not only through websites or Telegram channels, which may only be accessible to those with internet access and smartphones).

Consideration of practical and strategic needs

It is possible to design a highly creative and engaging project, but if it does not address the needs of target groups, it is most likely to be ineffective. People will not actively participate, and there is a high risk of merely formally spending resources – both financial and time-related – without a meaningful impact. Taking into account the needs of different groups of women and men, boys and girls is the key to the success of a project. Only then will it provide the maximum benefit and genuinely improve quality of life. Even if you believe you fully understand the needs of your target group, double-check (this brings us back to the importance of consultations). Additionally, addressing these needs is directly linked to a sense of justice.

Moreover, the analysis of practical and strategic gender needs is one of the most effective methods of gender analysis.³⁷

Practical gender needs are related to the conditions in which women and men find themselves due to their socially established gender roles (in particular, women are often associated with caregiving responsibilities for children and other family members, household management, etc.), as well as situations arising from inequalities in living and working conditions (regarding food, water, housing, income, medical care, employment, etc.).³⁸

These are daily needs based on the gender roles of men and women. They are generally explicit needs, defined in a specific context, and have a practical nature, such as the need for water supply, healthcare systems, and employment. For example, the presence of State Building Regulations addresses the practical need for accessibility to services for individuals using wheelchairs. Opening compact housing or rehabilitation centres, distributing humanitarian aid, setting up an internet network (specifically for communication), and establishing social laundries are also examples of meeting practical needs. These actions facilitate the performance of existing tasks and improve the situation that already exists.

Strategic gender needs are those aimed at eliminating women's dependence on men in society, linked to the empowerment of women, and dependent on specific social, economic, and political conditions.³⁹ These needs relate to those social, economic, and political conditions, focusing on expanding rights and opportunities at individual and societal levels. In fact, they aim to transform and change existing relations to achieve justice and equality.

Strategic needs are related to equality issues, such as equal access for women to employment opportunities and professional training, equal pay for the same work, the right to own land and property, protection from sexual harassment and domestic violence, and reproductive rights and freedoms. An important aspect is access to decision-making processes, including through work in central and local government bodies, and also as parliament members or local government deputies, participation in the activities of women's organizations and their support, involvement in elections, and improved access to banking services, etc. Addressing these issues leads to the gradual achievement of gender equality.⁴⁰

In fact, this is an additional step in project planning, where we ask ourselves what else can we do to overcome inequalities between different groups of women and men? For example, the creation and active work of IDP Councils can address the strategic need to represent the voices of women and men who are internally displaced persons and their influence on local politics. The opening of retraining courses for adults at shelters is an additional step that offers opportunities for development. Similarly, the availability of uninterrupted internet access allows for learning, remote work, business development, etc. Establishing childcare infrastructure (kindergartens, extended day groups, childcare groups) enables mothers to work and helps them become economically independent and more resilient. Therefore, all of this is always about development and active participation.

Without taking practical needs into account, it is difficult to think about development and strategies. However, projects that don't address strategic needs do not produce sustainable results.

At this stage, it is important to ask the following questions:

Is there sufficient statistical and other information to establish reliable and complete baseline data on the needs and problems of women and men and the groups they represent? If not, what information is missing?

Have the needs of women and men, boys and girls from different groups been identified and considered?

Are there any barriers that might limit access to services, resources, and/or decision-making for women and men belonging to different socio-demographic groups, children, and people with disabilities?



Funded by
the European Union



How to Make Activities Gender-Sensitive?



How to Make Activities Gender-Sensitive?

If we have truly conducted a gender-sensitive analysis of the problem, understood the needs of the target groups, and identified their different positions and how the project will impact them, our actions should automatically become gender-sensitive. Essentially, we will select actions tailored to the specific groups of men, women, girls, and boys and their needs, rather than abstract community members.

However, it is important to constantly check ourselves. The key questions at this stage will be:

Are our actions specific or do they cover different target groups?

Which of the planned specific actions address the problem or part of the problem for the identified target groups of women and men, boys and girls? To what extent and for which groups?

Do the proposed formats and topics align with the needs of relevant groups?

Is the distribution of project resources between these groups fair?

Who is spending time and who is getting money? Group analysis: who will receive resources from the project, who will work on a volunteer basis, and who will receive a salary or payment for services rendered? Is there differentiation by sex and other characteristics (status, nationality, age, etc.)?

Does the project ensure different groups of women and men have equal access to work, services, infrastructure, participation in consultations, etc.?

How can we achieve balanced outcomes for different groups of women and men with limited resources?

What are the expected outcomes planned for each of the identified groups of women and men, boys and girls?

Here are few examples of gender mainstreaming in the planning and implementation stages.

Selection and formation of the project team

It is crucial that the project staff shares values of equality, advocates for combatting discrimination, and treats the experiences of different groups of women and men, boys and girls they work with uniquely. To achieve this, it may be necessary to plan thematic training sessions, meetings, consultation support, etc.

A gender analysis of project resources should be conducted, including an analysis of those who make decisions for the project and those who provide services (analyse who is hired within the project, who provides services, etc.). Key questions in the context of resource analysis include: Is the distribution of resources fair? Who spends time (this is often associated with volunteering)? and Who receives financial compensation?

Search and engagement of experts, consultants, trainers for events

It is important that the experts and consultants involved are not only professionally and thematically trained, but also understand the context and situation in which different groups of women and men find themselves. For example, they are aware of the problems faced by internally displaced women and men (if the project works with IDPs), share values of equality, advocate for the elimination of discrimination, and treat the experiences of participants and the project as a whole with respect and tolerance.

When selecting contractors or service providers, it is essential to evaluate only professional skills, regardless of sex and other criteria that could limit the rights of women or men. It is important to think through the mechanism to ensure this equality. For example, remove sex and age indicators from CVs and focus only on the demonstration of experience and ideas, include both men and women in the commission for the evaluation of competitions (tenders, analysis of application forms, ideas for startups, etc.), boost representation in public organizations and facilities that counteract discrimination, etc.

Preparation and performance of technical works and repairs

When preparing technical specifications, planning, and carrying out repairs and technical work, as well as constructing new facilities, it is essential to refer to the following regulations: DBN B.2.2-9:2018 “Public Buildings and Structures. General Provisions” (as amended in 2022), in particular Clause 11.10, DBN B.2.2-40:2018 “Inclusivity of Buildings and Structures. General Provisions”,⁴² DBN B.2.2-5:2023 (with Amendment No. 1) “Civil Protection Shelters”.⁴³

It is also crucial to adhere to the principles of barrier-free design,⁴⁴ particularly those outlined in the National Strategy for Creating a Barrier-Free Space in Ukraine until 2030, and the relevant Action Plan.⁴⁵ When planning the premises, universal design rules should be followed to ensure inclusivity and accessibility.⁴⁶

A gender audit of the premises and the surrounding areas should be based on the experience of safety and accessibility audits.⁴⁷ A gender audit is a tool that helps identify architectural, infrastructural, informational, and communication barriers that restrict access to services for boys, girls, women, or men, leading to direct or indirect discrimination.

It is essential to involve service users in the audit process, ensuring the participation of people with different disabilities, not just those who use wheelchairs. Additionally, members of the working group conducting the audit may include women and men who have participated in social consultations.

If possible, it is recommended to conduct a survey among those who plan to use the premises/area to understand their needs and involve respondents in developing a renovation and/or arrangement plan (namely: what should be renovated and how, starting from sanitary zones and ending with the colour of the walls). A separate activity could involve engaging girls and boys in the process, giving them a sense of ownership over the creation of spaces and safe environments, depending on the project's context.

For example, when designing spaces for women and men who have experienced trauma, it is crucial to adhere to the principles of accessibility and inclusivity. This is especially important when there is a need for rehabilitation and a sense of peace. Therefore, such spaces should not contain potentially distressing elements that could trigger anxiety or fear in individuals with traumatic experiences (in particular, dark corners, poorly lit areas, etc.), which may evoke a sense of insecurity. Ensuring easy access to the space (by analysing the user's journey to the location) and enabling independent movement for individuals with disabilities is also essential. When developing and planning the space, it is advisable to actively involve women and men, boys and girls who will use the space, that is, using participatory methods as much as possible, rather than giving a ready-made solution for discussion.

It is important to avoid reinforcing stereotypes (in particular, through colours, images, artwork, etc.) when designing rooms and spaces. For example, in the project for the Chortkiv Territorial Community, the plan included the establishment of the Social Service Centre in the city of Chortkiv as an integration space, including a hairdressing salon. In this case, it is crucial not to design the hairdressing salon as an exclusively female space but rather to ensure that it remains inclusive and welcoming to all groups, as the facility is intended for integration activities.

If the space is intended to provide psychological counselling, it is advisable to plan a separate entrance for individuals seeking private psychological consultations because it is essential to have a closed, safe environment when providing these services. A separate entrance would also help maintain confidentiality, preventing others from seeing who is receiving psychological support, considering the stereotypical attitudes in our society towards working with psychologists.

Here are a few more examples from different fields.

Establishing compact housing centres

When designing compact housing centres, it is crucial to consider that women, girls, boys, and men have different needs, roles, and responsibilities, as well as varying perceptions of what constitutes suitable housing. These differences must be acknowledged and integrated into all aspects of the organization of such centres: from the design and planning stage to the implementation and evaluation of their operation. A shelter is more than just providing materials or building physical structures (walls, rooms, beds, etc.); it is also a process aimed at creating an environment where people can start rebuilding their lives in safety and dignity, both from a short- and long-term perspective. The activities of arranging and operating a shelter involve not only providing a place to stay but also addressing many other aspects of what is considered a normal life: privacy, independence, dignity, health, and safety.⁴⁸ This is particularly relevant today, as shelters are no longer just short-term solutions and people can live in them for quite a long time, given the fact that their cities have been destroyed.

Therefore, when implementing projects of this type, it is important to consider the following:

- Involve those who plan to live in the shelter in the audits so that they can suggest changes to improve the conditions of stay and outline their vision. It is essential to involve people with different types of disabilities, not only those who use wheelchairs.

- If possible, conduct a survey among those who plan to live in the facility regarding their needs and engage them in developing a renovation plan (namely: what should be repaired and/or modernized and how).

- Involve different groups of women and men in assessing the shelter's activities.

- Involve different groups of women and men in governance processes.

Resumption of the operation of Administrative Service Centres

When resuming the operation of the Administrative Service Centres (hereinafter referred to as the ASCs), it is necessary to utilise existing experiences and resources, such as the online course "Gender Equality and Human Rights in the ASCs", as well as the practical guide "Gender Guide: Practical Recommendations for Integrating Comprehensive Gender Mainstreaming into the Operation of the ASCs".⁵⁰

Often, when planning the reconstruction of premises, we forget about the people who will work there in the future. It is important to monitor the psychological state of service providers since employees of the ASCs, communication centres, integration centres, shelters, etc. as first-contact personnel may experience strong psychological pressure and stress from service recipients. Therefore, projects should include measures to support service providers.

Resumption of the operation of educational and preschool institutions

An educational institution is often the centre of community life and can be used by all its residents. Therefore, it is so important for the processes of planning and implementing projects to be gender-sensitive. When planning changes, repairs, and renovations to a building, it is important to conduct a gender audit of safety and accessibility of both the educational institution itself and the surrounding area, including the path to the school (or preschool, cultural centre).⁵¹ It is also advisable to pay attention to the fact that when planning expenses for the arrangement of children's zones, equipment procurement, etc., it is essential to ensure that toys, wall colours, and drawings on them do not reinforce or reproduce gender stereotypes about how boys and girls should look, what they do, and which toys they play with. In other words, it is important to

ensure that all learning, play, and development areas do not separate boys and girls, but give them equal opportunities to express their interests. This primarily applies to workshops. When designing or renovating them, it is important to consider the Ministry of Education and Science's decision to abolish the division between girls and boys during labour education. When planning expenses for sports and other equipment, the needs of children with disabilities (both physical and mental) should be taken into account. It might be worth thinking about replacing a football field, which could be used by only a limited number of children, with a multifunctional sports space. This would also ensure a barrier-free access to watch matches and use the space (for example, for children and adults with disabilities, including those using wheelchairs).

Creating new jobs within the projects

Many projects are related to strengthening the economic capacity of community residents. When planning and implementing such projects, it is recommended to focus on the following:

Clearly outline the criteria by which selection will be made and ensure that the applicants are familiar with them. It is important to comply with Ukrainian legislation when announcing job openings, which prohibits indicating sex⁵² in job descriptions.

Ensure a non-discriminatory nature in the formation of the selection commission and the selection process. This can be achieved by including both women and men in the commission, particularly those with IDP status (if relevant to the project), as well as representatives of public organizations, etc.

Ensure access to project activities, participation in the selection process, and the availability of information for people with disabilities. For example, if you plan to create websites with information about products/services, it is essential to make these websites accessible for people with visual impairments.

Ensure the inclusivity of job positions.

Example: The project "Creating conditions for employment and socio-psychological adaptation of internally displaced people by establishing a clothing production facility based on a municipal enterprise in Nizhyn community". It is important to note that this project involves broader commitments in the field of gender equality. On one hand, it is related to combating stereotypes, particularly regarding the division of professions into so-called "male" and "female" roles, as men are also invited to master the tailoring profession. On the other hand, the project aims to support women, who are more represented among IDPs and have fewer opportunities for economic employment.

The organization of trainings, master classes, consultations, etc.

When planning trainings, meetings, and other activities within the project, it is important to consider barriers that may arise regarding the participation of women and men, who represent different groups. For example, for those with children, the barriers could include the inability to leave a child unsupervised, the late timing of the event, or unsuitable premises for people with disabilities and low-mobility groups, etc. Such barriers may especially affect women and men with children from among IDPs, as their social connections are often broken, and they face challenges in arranging childcare, requiring additional support within project activities.

To assess such activities, one should use data disaggregated by sex and other gender-sensitive indicators, such as age, status (particularly if special attention is given to IDPs and veterans), the presence/absence of children, etc.

For evaluation, it is necessary to use both quantitative and qualitative indicators. The latter often show us changes that occurred and provide material to understand whether we are truly achieving the project's goals. Qualitative indicators typically illustrate what changes have occurred in knowledge and skills, behaviour, etc. Data on the number of participants in trainings and/or consultations (quantitative indicators) alone will not allow us to assess this. An example of a quantitative indicator could be the number of men with disabilities and the number of women with disabilities who received consultations within a year (or another defined period). An example of a qualitative indicator could be the percentage of men with disabilities and the percentage of women with disabilities who were satisfied with the quality and scope of consultations within a year (or another defined period).

It is important to consider whether trainings planned within the project have **broader gender equality objectives**. For example, specific trainings focusing on women's and girls' leadership, self-defence lessons for women and young girls, trainings to counter stereotypes (including encouraging men to seek psychological help), or countering discrimination based on various characteristics, such as age, gender, IDP status, etc. These can be included as part of other thematic trainings or held as separate events.

If the project involves conducting research, we recommend paying attention to the following:

During the preparation and conduct of the survey, the socio-demographic section of the questionnaire should include categories such as sex, age (categorized according to the State Statistics Service's classification), the presence/absence of children, and status. If necessary, questions regarding the financial status and education level of the respondents can be included.

Existing examples of gender-sensitive research should be used, including studies on the situation and needs analysis of internally displaced women and men,⁵³ business challenges, changes in gender distribution in business, and others.⁵⁴

When preparing a survey, it is important to consider how potential barriers to participation for different groups of citizens will be addressed, especially for those who may not be able to complete an online questionnaire. These groups include women and men without stable internet access, elderly women and men, those without smartphones, as well as people who do not engage with websites, Telegram channels, Viber groups, or social networks, etc., where online questionnaires links are typically shared.

When designing survey questions, both practical and strategic needs of different groups of women and men should be considered.

Using online tools and/or creating online products during project implementation

Creating online products can be either a primary outcome or a part of project activities. In either case, it is crucial to consider the experiences, opinions, and needs of women and men who may not be able to use online mechanisms, including elderly women and men, people with disabilities, and individuals with limited internet access, if you plan to develop an online shelter map, an interactive city model, or a model of reconstruction sites, etc. It is important to ensure information accessibility for people with disabilities. This includes making websites accessible for individuals with visual impairments, using audio guides/messages and providing text-based information, etc. When communicating with different groups of women and men, especially elderly people, information should be presented in an accessible way, using appropriate communication channels.

Engaging elderly women and men in such a digitalized project (or part thereof) can itself serve as a broader objective in combating discrimination and stereotypes. This experience should be documented and shared with other communities.

Additionally, existing planned services can be expanded. For example, within the project “Creating a Communication Platform for the Integration of Internally Displaced Persons POLTAVA GREEN OPEN GARDEN”, a roadmap of services available in the community for internally displaced persons (IDPs) was planned. It is essential to ensure that such a project’s product is inclusive and contains additional information for women and men with disabilities or health conditions, as well as those with children, etc. This could include details on whether a service facility is accessible to people using a wheelchair (noting that a call button for staff assistance is not an accessibility feature), as well as information on additional services available at these facilities, etc. Before being added to the map, these services and service facilities should be tested by the target groups themselves.⁵⁵

For technical specifications for the preparation of a platform/website/online course, we recommend including requirements for integrating gender-sensitive data and planning for analysis using a specific approach.⁵⁶ If necessary, training sessions should be conducted for programme developers.

The organization of service provisions

Legislation defines criteria that must be considered when designing gender-sensitive services. These include:

- 1 Availability – services and programmes must meet the actual needs of service recipients;
- 2 Accessibility – goods and services should be physically, economically, and informationally accessible to all groups of women and men;
- 3 Acceptability – services must be provided considering the social context, cultural diversity, and the needs of women and men and/or their respective groups;
- 4 Quality – all services must comply with state standards for their provision.⁵⁷

Example: the project “Ensuring a Wide Range of Rehabilitation Services for Residents of the Bucha Territorial Community: The Creation of a Comprehensive Rehabilitation Department at the Bucha Consulting and Diagnostic Centre”. In this project, it is crucial to consider the gender aspects of service acceptability, access to medical care, the availability of inexpensive health services, and the presence of potential barriers to obtaining them. For instance, men are less likely to use preventive healthcare services and seek medical attention in the early stages of illness. One of the reasons is the dominance of gender stereotypes and societal expectations regarding men’s strength, endurance, and resilience. At the same time, women and girls, especially in rural areas, may face restrictions due to a lack of resources, responsibilities for childcare and household management, or the necessity of obtaining a husband’s permission to travel and receive medical treatment. Certain groups, particularly the elderly, often suffer from the inability to afford medication, medical supplies, inpatient treatment, or life-saving surgeries.⁵⁸

There is a significant difference in how male and female veterans seek and receive services. It is especially important to develop a strategy for fostering a culture in which men feel comfortable seeking psychological support. The specifics of this service provision and stereotypes that female veterans encountered can be found in the research within the framework of the Invisible Battalion project.⁵⁹

When planning **psychological assistance** in the projects, it is crucial to consider societal views on gender roles and stereotypes. These often discourage men from seeking psychological support and prevent women from participating in project activities (due to the restriction of gender roles in caring for children and family members). Therefore, it is essential to carefully design outreach strategies, ensuring that services are accessible (e.g., providing childcare support during sessions).

During the **implementation and evaluation of the services** planned within a project, it is proposed to focus on the following questions:⁶⁰

- Are information and sex-disaggregated data available?
- Do men and women participate equally in project activities, including women and men with disabilities?
- Is the scope of services provided sufficient to meet the demand from different target groups?
- Do these services meet the various needs and interests of different groups of women and men?
- Do the services comply with established standards (if any)?
- Are the services inclusive?
- Are the services physically accessible to different groups of women and men?
- Do the services discriminate against different groups of women and men?
- Are the services safe?
- Are the existing public services relevant?
- How satisfied are women/men with quality of provided services?

Counteraction to stereotypes

It is extremely important in project implementation not to reinforce existing stereotypes about the gender roles of women and men, but rather to counter them and create new opportunities. Such efforts can be either standalone tasks and activities within the projects or integrated components at every stage of work.

For example, in the project “Improving Access to Social Services for the Most Vulnerable Categories of the Local Population and Promoting the Integration of IDPs in the Chortkiv Territorial Community. Establishing a Social Service Centre in Chortkiv”, a significant part of the planned actions involves the provision of social services and the creation of jobs (hairdressing, manicure, makeup services, etc.). In this context, it is crucial to consider the impact of gender stereotypes and roles in these fields. The latter are stereotypically perceived as female-dominated, which may discourage male IDPs from even considering acquiring these new skills or retraining. Therefore, this project could also contribute to a broader goal of promoting gender equality by counteracting stereotypes.

Another example is the Mykolaiv portfolio, a multi-component programme containing a set of projects focused on public engagement, discussions, and information campaigns among residents. A significant aspect of the project “Sustainable Transformation Programme of Mykolaiv for the Transition to a Blue Economy” is the work of expert groups. During public discussions, it is important to ensure the maximum involvement of men and women who represent different groups, ages, and statuses, who can contribute their experiences. When groups are formed based on official positions, achieving this principle can be more challenging, but it is possible to involve students, relevant civil society activists, or specialists from other cities. Otherwise, there is a high risk of adopting stereotypical approaches and implementing biased facilities.

Overall, combatting stereotypes not only fosters justice but also enhances the economic impact of our activities.



Funded by
the European Union



Gender-Sensitive Monitoring and Evaluation



Gender-Sensitive Monitoring and Evaluation

When preparing a project monitoring and evaluation plan, it is necessary to use sex-disaggregated data and other gender-sensitive indicators – age, the presence of a disability (specifying the type of disability), the type of residence (rural/urban), statuses, etc. The use of gender-sensitive data makes it possible to track changes and identify the presence/absence of gender gaps, as well as potential groups that, for various reasons, may have been excluded from project activities. In turn, this allows for timely decision-making and corrective actions if any group is less engaged or not covered at all by our activities.

In a broader context, we recommend including horizontal or cross-cutting indicators in monitoring and evaluation plans. These are extremely important as they relate to the issues of justice and inclusion. Among them:

- Gender equality;

- Environmental sustainability: Does the project use good environmental practices? Are environmental constraints/opportunities considered?

- Democracy and good governance: regular, transparent information and reporting. How actively are stakeholders involved and accountable?

- Promoting human rights (including those of people with disabilities), children's rights, indigenous peoples' rights, and the rights of other groups.

Monitoring is a continuous process of observation and regular tracking of key programme or project activities and their expected outcomes.

It involves the systematic collection and processing of information used to improve decision-making processes for project implementation, programme evaluation, and policy development.

The purpose of gender monitoring is to analyse how successfully project implementers consider gender aspects when planning and implementing facilities, and to what extent project activities ensure equal rights and opportunities for women and men.

Important questions include:

- 1 Will the expected outcomes reflect the potentially different needs and interests of women and men, including different social groups, children, and people with disabilities, etc.?
- 2 Are there performance indicators that measure the achievement of expected outcomes in addressing the issues of different groups of girls and boys, women and men?

Gender-sensitive indicators are indicators that allow for the assessment of gender-related changes over time. These can be quantitative indicators based on sex-disaggregated data, which enable separate assessments for women and men, as well as qualitative indicators that help track qualitative changes, such as women's empowerment.⁶¹

When preparing a monitoring plan, both quantitative and qualitative indicators should be considered, as they help determine the actual status of women and men in various spheres and at different levels of societal life.

Quantitative indicators have numerical expression and are characterised by terms such as number, frequency, percentage, and share. Quantitative indicators may describe, for example, the frequency of meetings and the number of participants, the number of events (consultations, trainings, etc.), the knowledge growth rate, the number of publications, the number of editions, the amount of procured equipment, etc.

These indicators are very useful for tracking the budgets. Examples of gender-sensitive quantitative indicators include: the number of women and men; separately women and men, boys and girls with disabilities participating in consultations and discussions; the share (or percentage) of inclusive sports equipment; the availability and number of sanitary and hygienic rooms for people with disabilities; the number of girls and boys (disaggregated by age) who participated in a workshop for joint space planning, etc.

However, quantitative indicators alone are not sufficient. The amount of procured equipment, for example, does not allow us to assess whether it is necessary, effective, and comfortable for our target groups. This can be assessed through qualitative indicators.

Qualitative indicators (judgement, assessment, perception, and attitude) do not have a numerical expression and can be characterised by terms such as presence, compliance, quality, degree, level, satisfaction, or awareness. Depending on project needs, qualitative indicators can describe, for example, the attitude towards a particular fact, event, activity, level of satisfaction, decision-making authority, or behavioural changes.

Thus, at the project monitoring stage, it is important to ask the following questions:

- Is sex-disaggregated data collected for project development and implementation?

- Does the monitoring system include additional measurable gender indicators?

- Are men and women equally involved in the decision-making process during the implementation of the project/facility?

- Are men and women treated equally as leaders, implementers, and participants?

It is important to note that questions regarding the level of involvement in the decision-making process and attitudes towards women and men are crucial for both monitoring and evaluation.

Evaluation is the periodic assessment of the relevance, effectiveness, efficiency, impact, and social sustainability of an intervention (Nathan Smith). It serves as a kind of summary. While monitoring answers questions such as “How are things going?” and “What are we doing?” (daily tracking of the situation), evaluation answers questions such as “What did it lead to?”, “What have we achieved?”, and “Why/how much/what impact have we made?”

At the project evaluation stage, it is important to ask the following questions:

- Are gender-specific indicators included in the project?

- Have consultations been conducted with men and women and the different groups they represent?

- Is sex-disaggregated data available on this issue? Which groups are not represented in the data?

- Have men and women been equally involved in the decision-making process within the project?

- Are men and women treated equally as leaders, implementers, and participants?

- Has the project achieved equal opportunities for both men and women?

- Has the project benefited different groups of men and women, or has it caused harm?

- What is the impact (short-term and long-term) of the project on different groups of men and women?

- Does the project contribute to the empowerment of men and women?



Funded by
the European Union



Gender-Sensitive Monitoring and Evaluation Communication

What Is Important to Consider?



Gender-Sensitive Monitoring and Evaluation Communication

What Is Important to Consider?

The words we choose to use when communicating reflect our perceptions of the external world, including gender relations. Language is a mechanism that influences thoughts, generates ideas, shapes gender roles, and therefore has great potential for establishing gender equality in societies. Language can either promote gender equality or, on the contrary, reinforce gender stereotypes, contribute to their spread, and create obstacles to the development of women, men, boys, and girls. Using gender-inclusive language means speaking and writing in a way that does not discriminate against anyone or support gender stereotypes.

Gender-sensitive communication requires a comprehensive approach in positioning and using language and visual tools that promote the equal representation of women and men, the equal use of resources and opportunities, the equal fulfilment of roles, the protection of balance in decision-making processes, challenging stereotypes, and integrating gender issues.⁶² Therefore, it is very important to consider gender mainstreaming in communication during a project, when organizing events or preparing and publishing announcements about trainings, consultations, service offers, etc. This is also important in public speaking, preparing informational and analytical materials, and promoting online products.

What exactly will help ensure the implementation of gender-sensitive communication in our project:

Ensure that men and women are both represented. For example, include quotes, opinions, and positions of both men and women in press releases, stories, and other messages.

Do not support stereotypes. Challenge them, especially those related to age and jobs disaggregated by sex.

Be mindful of how gender relations and stereotypes influence the way human activities are depicted. Do not reinforce stereotypes through imagery.

Avoid depicting certain activities or roles as typically performed by representatives of one sex or another.

Pay attention to the presentation of audio and visual materials. Images, graphics, videos, and audio materials are powerful communication tools that affect perceptions, attitudes, and ultimately social changes.

Do not use stereotypical colours to represent men and women, boys and girls.

Use feminine forms, especially when addressing or describing people who have participated in the events or those you invite to engage in activities, etc. Consider both men and women when addressing a broad audience. If needed, use gender-neutral strategies (e.g., student body, reading audience, media network).

Job titles and positions should be gender-differentiated or neutral. Use words that denote a person by job, position, or activity in the feminine form when referring to women, including plural forms.

Do not portray people as victims. Avoid some typical ways of describing women as victims of sexual and domestic violence, as mothers who sacrifice themselves for their children, as unable to overcome poverty, as vulnerable and helpless, and people with disabilities as passive recipients of assistance. Even if they suffer, acknowledge their efforts in solving their problems and emphasise how important their efforts are.⁶³

To achieve change and overcome gender gaps that exist in our society, we must not only acknowledge that discrimination exists, but also consistently implement policies to overcome it. Our projects are part of the larger picture of restoration and reconstruction. Reconstruction of our territories and the rebuilding of justice, where the needs of different groups of men and women, boys and girls are taken into account for a better life. A life where the life expectancy for men and women is equal, economic growth is taking place, there is an opportunity for a balance between the professional and personal lives of both men and women, violence is reduced, while the quality of services and the level of happiness, on the contrary, are increased.



Funded by
the European Union



APPENDICES



Glossary

Gender is the socially established roles, behaviours, activities, and characteristics that a particular society considers appropriate for men and women.⁶⁴

Gender analysis is the study of differences between men and women in terms of conditions, needs, levels of participation, access to resources and their management, decision-making authority, etc., caused by gender roles established in a society (norms, expected behaviours, activities, and traits that are characteristic of men/women).⁶⁵

Gender gap is the disparity in any industry between women and men in terms of their level of participation, access, rights, wages, financial compensation for work performed, or benefits.⁶⁶

Gender mainstreaming is a strategy that ensures the consideration of the interests and experiences of women and men as an integral part of planning, implementing, monitoring, and evaluating policies and programmes in the political, economic, cultural, and social fields to ensure equal benefits for women and men.⁶⁷

Gender equality is the equal legal status of women and men and equal opportunities for its implementation, allowing individuals of both sexes to participate equally in all areas of societal life.⁶⁸

Gender roles are social norms of behaviour that, within a specific culture, are considered socially acceptable for individuals of a particular sex. Collectively, gender roles often define traditional responsibilities and tasks assigned to women, men, girls, and boys (see the term “gender division of labour”). Gender roles are often influenced by household structures, access to resources, the specific impact of the global economy, conflicts or natural disasters, and other local factors, such as environmental conditions. Like gender itself, gender roles can change over time, particularly through the empowerment of women and the transformation of masculinity.⁶⁹

Gender-sensitive indicators are indicators that allow the assessment of changes to gender-related issues over time. These can be quantitative indicators based on sex-disaggregated data, which provide the ability to obtain separate assessments for men and women, as well as qualitative indicators used to track qualitative changes, such as the empowerment of women.⁷⁰

Practical gender needs are needs related to the conditions in which women and men find themselves due to their gender roles established in a society (in particular, associating women with the responsibilities of caring for children and other family members, managing the household), as well as situations arising from inequalities in living and working conditions (regarding food, water, housing, income, medical care, employment, etc.).⁷¹

Equal opportunities for women and men refer to equal conditions for the realization of equal rights for women and men.⁷²

Strategic gender needs are needs aimed at eliminating women’s dependence on men in a society, related to the empowerment of women and dependent on specific social, economic, and political conditions.⁷³

Gender Mainstreaming Steps

A Supporting Table for Project Analysis

You can use this list of questions as a basic checklist when planning, implementing, monitoring, and evaluating a project.⁷⁴

Step #	Description	Key questions
STEP 1	Gender mainstreaming in the composition of participants: who develops and makes decisions?	<p>Who are the stakeholders? (Maximum analysis of target groups).</p> <p>Does the project relate to one or several target groups?</p> <p>Which groups are NOT represented? Why?</p> <p>Is there an imbalance among the groups?</p> <p>What are the reasons for such an imbalance?</p> <p>Is there gender balance in the organizations and institutions involved in the work?</p> <p>Who works with the US, and who do WE work with? (an analysis of the team and implementers, e.g., contractors, service providers, etc.)?</p>
STEP 2	Considering gender mainstreaming when developing an action plan: what is the essence of the issue?	<p>Does the situation analysis consider the different social, economic, cultural, and political situations of men and women?</p> <p>Does this problem affect different groups of women and men differently?</p> <p>Is there an imbalance? What is the reason for such an imbalance?</p> <p>Are there any differences between women and men in terms of their participation, resources, opportunities, norms, or physical abilities in the policy area to which this project/facility relates?</p>
STEP 3	Towards gender equality: what is your objective?	<p>Does the project/facility propose to address gender gaps?</p> <p>Are project/facility objectives disaggregated by sex (other gender-sensitive indicators)?</p> <p>Will the practical needs of both men and women be met as a result of achieving the project/facility objective?</p> <p>Does your objective include a broader commitment to achieving gender equality? (i.e., does your project/facility change the current situation? For example, is your project aimed at eliminating gender stereotypes?)</p>

STEP 4	Situation mapping: what information do you have?	<ul style="list-style-type: none"> – What do you know about the different impacts of this project/facility, policies on men and women? – What do you NOT know? What is unknown (i.e., requires additional information)? – What kind of participation of women and men in the project/facility development has already been taken into account (what experience exists)? – What project/facility related to this issue has been implemented in the past? – What projects are being implemented today? (What is happening right now?) – What other measures related to this issue are planned? – What actions related to the development of the project/facility are planned, and has the gender component been considered?
STEP 5	Clarifying the issue: research and analysis	<p>What are the main factors that cause quantitative gender differences?</p> <p>The clarification of research issues (considering the needs of different groups of women and men, boys and girls)</p> <p>The development and implementation of the research (considering gender-sensitive indicators)</p> <p>The evaluation and preparation of conclusions from the research</p> <p>Have women, men, girls, and boys been consulted and involved in the development of the project/facility?</p>
STEP 6	Making decisions on further activities: developing specific measures and a budget	<p>Are our measures specific or do they cover different target groups?</p> <p>Which of the planned specific measures address the issue or part of the issue, to what extent and for which groups?</p> <p>Do the proposed formats and topics align with relevant gender groups?</p> <p>Is the distribution of resources fair?</p> <p>Who spends TIME and who receives MONEY?</p> <p>(An analysis of groups, who will receive resources from the project, who will work on a volunteer basis, who will receive a salary – are there any differences in sex and other characteristics such as status, nationality, age, etc.)</p> <p>How and to what extent can the issue of social inequality between different groups in society be addressed?</p> <p>How can we integrate human rights, environmental priorities, and address other forms of social inequality (related to minorities, urban and rural groups, groups of people living in extreme poverty, etc.) into the projects?</p>

STEP 7	Justifying the approach: gender matters	How can we achieve balanced outcomes for different groups of women and men with restricted project resources? What are the expected outcomes planned for different groups of women and men, boys and girls?
STEP 8	Monitoring: the ongoing gender-sensitive oversight of events	Monitoring of the progress towards set goals and objectives: Does the monitoring system include measurable gender indicators? Monitoring of the implementation process: are men and women equally involved in the decision-making process during project/facility implementation? Are men and women treated equally as leaders, implementers, and participants? Are there ongoing incentives to consider the gender aspect (the opportunity to improve knowledge in the field of gender theory, discussing gender issues in a supportive environment)?
STEP 9	Assessment: what have we achieved?	Assessment of the progress. Are gender indicators and performance indicators included in the project? Assessment of short-term outcomes Assessment of long-term outcomes Assessment of the impact on the situation
STEP 10	Gender mainstreaming in communication	How will the communication strategy ensure equal access to information for different groups of women and men? Is there access to information for different groups of citizens? Is anyone excluded or uninformed? What needs to be changed in the communication approach to make it sensitive to the needs of different groups of women and men?

A Short List of Useful Resources

1. Suslova O., Nechyporenko L. Territory Security Audit. Safe for Woman – Safe for Everyone. Kyiv: Information and Consulting Women Centre, 2018. p. 12 URL: https://wicc.net.ua/media/Audyt_BT.pdf
2. Glossary and Thesaurus of the European Institute for Gender Equality / Eds. M. Babak et al.; updated edition, Kyiv: Vistka, 2021. p. 170 URL: <https://library.fes.de/pdf-files/bueros/ukraine/17580-20210419.pdf>
3. Fedorova L., Khurtsydz T., Verbytskyi I. Gender-Sensitive Recovery and Development at the Local Level: 20 Recommendations. Kyiv: Cedoss Centre; Heinrich Böll Foundation in Ukraine, 2024. p. 58 URL: <https://cedos.org.ua/wp-content/uploads/genderno-chutlyve-vidnovlennya-i-rozvytok-na-misczevomu-rivni-20-rekomendaczij.pdf>
4. Ivanina T., Kyseliova O., Kolodii M. Gender-Oriented Governance: A Practical Guide. Kyiv: Publishing and Printing Company "Yuston", 2021. p. 116 URL: <http://surl.li/crjdt>
5. Gender Equality: Myths, Facts and Public Policy. Information Guide for Parliament Members / EU-UNDP Parliamentary Reform Project; Office of the Government Commissioner for Gender Policy. Kyiv, 2020. URL: https://www.ua.undp.org/content/ukraine/uk/home/library/democratic_governance/gender-equality-handbook-for-mps.html
6. A Gender-Responsive Approach in the Budget Process: A Practical Guide / T. Ivanina et al. Kyiv: Vivario, 2020. p. 88 URL: <http://surl.li/mbwnj>
7. Gender-Responsive Budgeting on the Local Level: From Integrating the Principle of Gender Equality in the Budget Process to Gender-Sensitive Policies: A Guide for Representatives of Local Executive Authorities, Local Self-Government Bodies, and Public Activists / ed. O. Strelnyk, T. Ivanina; UN Women. Kyiv, 2020. URL: https://decentralization.ua/uploads/library/file/599/gender-responsive_budgeting_on_a_local_level_ukraine.pdf
8. Gender. Tools. Activities. Methodological Recommendations for Local Government Officials. Zhytomyr, 2020. p. 48 URL: <https://zt-rada.gov.ua/files/upload/sitefiles/doc1610801721.pdf>
9. Report on Gender Analysis of the Results of the All-Ukrainian Survey on the Observance of Rights of IDPs / Oleksandr Yaremenko Ukrainian Institute of Social Research. Kyiv, 2018. URL: https://www.pvlyv.org.ua/wp-content/uploads/2018/06/Zwit_pro_gendernyi_analiz_2018.pdf
10. Gender Guidebook. Practical Recommendations for Gender Mainstreaming in the Operation of ASCs / U-LEAD with Europe. Kyiv, 2018. p. 40 URL: <https://genderindetail.org.ua/library/suspilstvo/genderniy-posibnik-134914.html>
11. Bardal H., Chermoshentsova N. Preventing and Combating Sexism at the Local Level in Ukraine. A Guide for Women and Men in Local Politics / Congress of Local and Regional Authorities of the Council of Europe. Kyiv: Via Kyiv, 2020. p. 52 URL: <https://rm.coe.int/preventing-and-combatting-sexism-at-the-local-level-in-ukraine-ukr-web/16809ee580>
12. Report on the Analysis of Best Business Practices in Women's Economic Empowerment During the Full-Scale Russian War Against Ukraine / UN Women. Kyiv, 2023. p. 88 URL: https://ukraine.unwomen.org/sites/default/files/2023-08/best_practice_analysis_private_sector.pdf
13. Ensuring Equal Rights and Opportunities for Women and Men in the Public Sector of Ukraine: Report Based on Survey Results / K. Levchenko et al.; ed. by N. Aliushyna. Kyiv, 2023. p. 76 URL: <https://nads.gov.ua/storage/app/sites/5/19.04.23/Презентація%20виправлена01.pdf>
14. Indicators for Monitoring Gender Equality in Ukraine. Monitoring Report 2021 / State Statistics Service. Kyiv, 2021. p. 170 URL: https://ukrstat.gov.ua/druk/publicat/kat_u/2021/2021_Indukator-Monitor.pdf
15. Guide for Gender Advisors / edited by K. Levchenko. Kyiv, 2023. p. 66 URL: <https://www.kmu.gov.ua/storage/app/sites/1/18%20-%20Department/18%20-%20PDF/2023/25.08.2023/poradnik-dlya-radnikov-1-1.pdf>
16. Methodological Guide for Needs Assessment of IDPs in Communities / D. Kobzin et al. Kharkiv: Kharkiv Institute for Social Research (KHSR), 2020. p. 248 URL: <https://rm.coe.int/manual-needs-assessment-idps/16809f43da>
17. Rapid Gender Analysis of the Situation in Ukraine. October 2023 / CARE International. URL: https://careevaluations.org/wp-content/uploads/RGA_Ukraine_2023_UKRAINE_UKR.pdf
18. Rapid Gender Assessment of the Situation and Needs of Women in the Context of COVID-19 in Ukraine / UN Women in Ukraine. Kyiv, 2020. p. 110 URL: https://www.auc.org.ua/sites/default/files/report_rga_covid-19_ukr_0.pdf
19. Suslova O. Equal Rights and Opportunities for Women and Men in Local Self-Government: Standards, Priorities, Recommendations. Kyiv: Publishing House "Yuston", 2020. p. 40 URL: <https://rm.coe.int/gendermanual-forlsg-2020/1680aedf5d>

20. Volosevych I., Maksymenko O. The Role of Men in Parenting During the Full-Scale War / UNFPA. 2023. URL: https://ukraine.unfpa.org/sites/default/files/pub-pdf/ukr_rol_cholovikiv_u_batkivstvi_u_chas_povnomasshtabnoi_viyiny.pdf
21. Women and Girls in Rural Areas. Empowerment of Women and Girls from Rural Areas / UN Gender Issues Group. 2018. URL: <https://ukraine.unfpa.org/sites/default/files/pub-pdf/Factsheet%20IWD2018%20UKR.pdf>
22. Comprehensive Study of the Situation of Women Living in Rural Areas / I. Volosevych et al. Kyiv: VAITE, 2015. p. 88 URL: <https://genderindetail.org.ua/library/ukraina/komplexne-doslidzhennya-stanovischa-zhinok-yaki-prozhivayut-u-silskiy-mistsevosti-134568.html>
23. Gender Accessibility Audit in Kramatorsk, Donetsk Region. Brief Summary of Results. December 2017. URL: https://eca.unwomen.org/sites/default/files/Field%20Office%20ECA/Attachments/Publications/Country/Ukraine/GAU%20brochure/Gender%20Accessibility%20Audit_brochure_UKR.pdf
24. Baida L. Yu., Hrybalskyi Ya. V. Gender Accessibility Audit. Methodological Recommendations. Kyiv: UN Women in Ukraine, 2018. URL: <https://decentralization.ua/uploads/library/file/428/2.pdf>
25. Yevchenko S. V., Ostapchuk O. L., Tarasenko N. L. Methodological Materials on Conducting a Gender-Based Audit of Territory Security. Zhytomyr: Sole Entrepreneur Orzhekhivskyi A. O., 2021. p. 16 URL: <https://zt-rada.gov.ua/files/upload/sitefiles/doc1623766159.pdf>
26. Safe Cities and Safe Public Spaces for Women and Girls. Methodological Recommendations for Conducting Safety Audits and Implementing the UN Women's Global Flagship Initiative / UN Women. Kyiv, 2021. p. 31 URL: <http://surl.li/kwtfo>
27. Guidebook on Conducting a Comprehensive Gender Audit of Vocational (Technical) Education Institutions / EU4Skills: Best Skills for Modern Ukraine. Gender Culture Centre. Kharkiv, 2023. p. 56 URL: <https://mon.gov.ua/storage/app/media/pto/2023/05/22/Posibn.z.proved.kompl.hender.audytu.P-PT-O.22.05.2023.pdf>
28. Methodology for Conducting a Comprehensive Gender Audit of Urban Spaces: Methodological Guide / Gender Culture Centre. Kharkiv, 2020. p. 25 URL: <https://www.genderculturecentre.org/wp-content/uploads/2020/11/METHODS-OF-CONDUCTING-A-COMPREHENSIVE-GENDER-AUDIT-SPACE.pdf>
29. Lytvyniuk K., Zmysla M., Shunevych K. My Gender-Sensitive Community: A Guide. Analytical Centre "YurFem". 2022. URL: <https://jurfem.com.ua/wp-content/uploads/2022/10/Posibnyk-hromada.pdf>
30. Marin F. Let's Talk About Gender. 10 Principles of Gender-Sensitive Communication for Development / UNDP. Kyiv, 2021. p. 73 URL: <http://surl.li/mbwic>
31. The Economic Consequences of Violence Against Women in Ukraine / UNFPA; Ukrainian Centre for Social Reforms. Kyiv, 2017. URL: <https://goo.gl/6WMoXw>
32. Modern Understandings of Masculinity. Men's Attitudes Towards Gender Stereotypes and Violence Against Women, UNFPA Study, 2018. URL: <http://surl.li/bzguk>
33. T. Syla, S. Forrester. Community Mobilisation: UNDP's Experience in Implementing the Approach of Community Safety and Social Cohesion. A Guide for Community Mobilizers. Kyiv: UNDP, 2018. p. 90 URL: <https://www.undp.org/uk/ukraine/publications/mobilizatsiya-hromad-dosvid-proon-u-realizatsiyi-pidkhodu-hromadskoyi-bezpeky-i-sotsialnoyi-zhurtovanosti>
34. Holub O., Volodko V., Korniienko H. The Participation of Young Women and Girls from Disadvantaged Groups in Decision-Making Processes at the Local Level. A Guide for Local Authorities and Civil Society Organizations / Council of Europe. Strasbourg, 2020. p. 96 URL: <https://rm.coe.int/young-women-ukr-web/1680a016e5>

Basic literature

35. Kis O. Models of Constructing Women's Gender Identity in Modern Ukraine. Independent cultural journal "i". 2003. No. 27.
URL: <http://www.ji.lviv.ua/n27texts/kis.htm>
36. Kimmel M. S. Gendered Society / translated from English by S. Alioshkina. Kyiv: Sfera, 2003.
URL: http://www.insight-ukraine.org/uploads/files/genderovane_suspil_sm.pdf
37. Gender for the Media: A Textbook on Gender Theory for Journalism and Other Socio-Humanitarian Disciplines / ed. M. Mayerchuk (editor-in-chief), O. Plakhotnik, H. Yarmanova. Edition 3. Kyiv: Krytyka, 2017.
URL: https://ua.boell.org/sites/default/files/gender_dlya_medii_2017.pdf

Basic online courses

- Gender-Oriented Governance. Online course on how local communities can implement a gender-oriented approach in governance. EdEra. URL: https://courses.ed-era.com/courses/course-v1:NDI_EdEra+1.2+2022/about
- Online course "Prevention and Counteraction to Sexual Harassment in the Workplace". National Agency of Ukraine for Civil Service. 12 November 2021.
URL: <https://nads.gov.ua/news/onlajn-kurs-zapobigannya-ta-protidiya-seksualnim-domaganniam-na-robochomu-misci>
- Gender-Oriented Budgeting for Community Development. AMU. Online course. Prometheus.
URL: https://prometheus.org.ua/course/course-v1:AMU+GOB101+2018_T3
- Women and Men: Gender for All. International Renaissance Foundation. Online course. Prometheus.
URL: https://prometheus.org.ua/course/course-v1:IRF+101+2015_T2

Videos and websites

- All Are Equal in the Industry – Fair Remuneration. Communication campaign by the Ministry of Information Policy of Ukraine on gender equality in professional activity. URL: <https://cutt.ly/yll6cfF>
- Your job is your choice. An information campaign by the Ministry of Information Policy of Ukraine aimed at counteracting stereotypes in jobs and demonstrating that women and men have the right to equal wages and freedom in choosing a job. URL: <https://cutt.ly/yll6cfF>
- City of Edmonton. (12 April 2018). Gender-Based Analysis+: What is it and Why? YouTube. Retrieved 16 July 2024 from: <https://www.youtube.com/watch?v=p6w-dImmjFU>
- What is "Gender-Responsive Budgeting" in practice? Gender-responsive budgeting in Ukraine. 08 December 2014. YouTube. URL: <https://www.youtube.com/watch?v=Dh2B7ausEJo>
- Niras Ukraine. Gender Mainstreaming in the Budget Process. What is it in practice? 28 December 2020. URL: <https://www.facebook.com/watch/?v=993736594483336&ref=sharing>
- United Nations in Ukraine. Team website. URL: <https://ukraine.un.org/uk>
- Official website of the UN Population Fund in Ukraine (UNFPA Ukraine). URL: <https://ukraine.unfpa.org/uk>
- European Institute for Gender Equality. Official website. URL: <https://eige.europa.eu/>
- Women are 50% of Ukraine's success. Project website. URL: <https://50vidsotkiv.org.ua>
- Respect. Website of the campaign against sexism in media and politics. URL: <https://povaha.org.ua/>
- Museum of Women's and Gender History. Gender Culture Centre
URL: <http://www.genderculturecentre.org/muzey-zhinochoi-ta-gendernoi-istorii/>
- Gender in detail. (information website). URL: <https://genderindetail.org.ua>
- Friedrich Ebert Foundation. Representative office in Ukraine. Publications. URL: <https://ukraine.fes.de/publikacii.html>
- Gender Equality. Decentralization Portal. URL: <https://decentralization.ua/gender>

Endnotes

¹ Outcome Document of the Ukraine Recovery Conference URC2022 Lugano Declaration. (4-5 July 2022). decentralization.ua. Retrieved from https://decentralization.ua/uploads/attachment/document/1060/Lugano_Declaration_URC2022-1.pdf

² With strong support from governments, UN agencies, the private sector, and civil society, the Alliance for Gender-Responsive and Inclusive Recovery in Ukraine has been launched. URL: <http://surl.li/gkblml>

³ Report of the Economic and Social Council for the year 1997. (1999). United Nations. digitallibrary.un.org. Retrieved from https://digitallibrary.un.org/record/271316/files/A_52_3_Rev-1-EN.pdf

⁴ On the Approval of the Instruction on Gender Mainstreaming into the Development of Regulatory Legal Acts: Order of the Ministry of Social Policy of Ukraine No. 86 dated 07.02.2020. URL: <https://zakon.rada.gov.ua/laws/show/z0211-20#Text>

⁵ People with Limited Mobility. 26.09.2021. Accessibility Guide. URL: <https://bf.in.ua/invalidnist/malomobilni-hrupy-naseleennia/>

⁶ The latest periodic report can be found at <https://www.msp.gov.ua/news/19890.html?PrintVersion> (Ninth periodic report of Ukraine on the implementation of the UN Convention on the Elimination of All Forms of Discrimination Against Women. 12 April 2021).

⁷ Final remarks on the ninth periodic report of Ukraine. UN Committee on the Elimination of Discrimination Against Women. CEDAW/C/UKR/CO/9. 01 November 2022. URL: <https://kyivcity.gov.ua/img/item/general/8731.pdf>

⁸ Convention on the Rights of People with Disabilities: Convention No. 995_g71 dated 13 December 2006, as of 19 June 2023. URL: https://zakon.rada.gov.ua/laws/show/995_g71#Text

⁹ UN Security Council Resolution 1325 "Women, Peace, Security". URL: https://kyivcity.gov.ua/kyiv_ta_miska_vlada/gender-na_politika_438817/rezolyutsiya_radi_bezpeki_oon_1325_zhinki_mir_bezpeka/

¹⁰ On Ukraine's Sustainable Development Goals until 2030: Decree of the President of Ukraine No. 722/2019 dated 30 September 2019. URL: <https://zakon.rada.gov.ua/laws/show/722/2019#Text>

¹¹ 17 Goals to Change Our World. Indicators for Ukraine. URL: <https://sdg.ukrstat.gov.ua/uk/> (Accessed: 26 August 2024).

¹² In Ukraine, the official coordinator of the Charter is the All-Ukrainian Association of Local Governments "Association of Ukrainian Cities", which has been a member of the Council of European Municipalities and Regions since 2002. Detailed information on the procedure for joining the Charter can be found at: www.gender.auc.org.ua

¹³ European Charter for Equality of Women and Men in Local Life. Council of European Municipalities and Regions. 2006. URL: https://www.auc.org.ua/sites/default/files/hartiya_ukr.pdf

¹⁴ On Ensuring Equal Rights and Opportunities for Women and Men: Law of Ukraine No. 2866-IV dated 08 September 2005, as of 03 August 2023. URL: <https://zakon.rada.gov.ua/laws/show/2866-15#Text>

¹⁵ On the Principles of Preventing and Counteracting Discrimination in Ukraine: Law of Ukraine No. 5207-VI dated 06 September 2012, as of 30 May 2014. URL: <https://zakon.rada.gov.ua/laws/show/5207-17#Text>

¹⁶ On the Approval of the Action Plan for the Implementation of the Commitments Taken by the Government of Ukraine Within the Framework of the International Initiative "Biarritz Partnership" for the Promotion of Gender Equality: Order of the Cabinet of Ministers of Ukraine No. 1578-p dated 16 December 2020. URL: <https://zakon.rada.gov.ua/laws/show/1578-2020-%D1%80#Text>

More details on the "Biarritz Partnership" can be found at: <https://jurfem.com.ua/partnerstvo-biarits-vazhlyvi-kroky-v-dosyagnenni-rivnosti/>

¹⁷ National Strategy for Creating a Barrier-Free Space in Ukraine until 2030 aims to establish a barrier-free environment for all population groups, ensuring equal opportunities for everyone to exercise their rights and receive services on an equal basis with others, by integrating physical, informational, digital, social and civic, economic, and educational accessibility into all areas of state policy. (On the Approval of the National Strategy for Creating a Barrier-Free Space in Ukraine until 2030: Order of the Cabinet of Ministers of Ukraine No. 366-p dated 14 April 2021. URL: <https://zakon.rada.gov.ua/laws/show/366-2021-%D1%80#Text>

Action Plan for 2023-2024 on the Implementation of the National Strategy for Creating a Barrier-Free Space in Ukraine until 2030: approved by the Order of the Cabinet of Ministers of Ukraine No. 372-p dated 25 April 2023, as of 02 April 2024. URL: <https://zakon.rada.gov.ua/laws/show/372-2023-%D1%80#Text>

¹⁸ On the Approval of the National Action Plan for the Implementation of UN Security Council Resolution 1325 "Women, Peace, Security" until 2025: Order of the Cabinet of Ministers of Ukraine No. 1544-p dated 28 October 2020, as of 16 December 2022. URL: <https://zakon.rada.gov.ua/laws/show/1544-2020-%D1%80#Text>

¹⁹ On the Approval of the State Strategy for Ensuring Equal Rights and Opportunities of Women and Men until 2030 and the Approval of the Operational Action Plan for its Implementation for 2022-2024: Order of the Cabinet of Ministers of Ukraine No. 752-p dated 12 August 2022. URL: <https://zakon.rada.gov.ua/laws/show/752-2022-%D1%80#Text>

²⁰ On the Approval of the Strategy for the Implementation of Gender Equality in Education until 2030 and the Approval of the Operational Action Plan for its Implementation for 2022-2024: Order of the Cabinet of Ministers of Ukraine No. 1163-p dated 20 December 2022. URL: <https://zakon.rada.gov.ua/laws/show/1163-2022-%D1%80#Text>

- ²¹ On the Approval of the Methodology and Criteria for Conducting a Gender Audit of Educational Institutions: Order of the Ministry of Education and Science of Ukraine No. 1182 dated 05 November 2021. URL: <https://mon.gov.ua/ua/n-pa/pro-zatverdzhennya-metodologiyi-ta-kriteriyiv-provedennya-gendernogo-audit-u-zakladiv-osviti>
- ²² DBN B.2.2-9:2018. Public Buildings and Structures. General Provisions. Amendment No. 1. Kyiv: Ministry of Communities and Territories Development of Ukraine, 2022. p. 13 URL: https://e-construction.gov.ua/laws_detail/3199648113669179181?doc_type=2
- ²³ DBN B.2.2-40:2018. Inclusivity of Buildings and Structures. General Provisions. Amendment No. 1. Kyiv: Ministry of Communities and Territories Development of Ukraine, 2022. p. 20
URL: https://e-construction.gov.ua/laws_detail/2845903765012219876?doc_type=2
- ²⁴ DBN B.2.2-5:2023. Civil Protection Shelters. Amendment No. 1. Kyiv: Ministry of Communities, Territories and Infrastructure Development of Ukraine, 2023. p. 6 URL: https://e-construction.gov.ua/laws_detail/3225773063500990463?doc_type=2
- ²⁵ On the Approval of Methodological Recommendations for Conducting Gender Audits by Enterprise, Institution, and Organization: Order of the Ministry of Social Policy No. 448 dated 09 September 2021.
URL: <https://zakon.rada.gov.ua/rada/show/v0448739-21#Text>
- ²⁶ On Approval of Methodological Recommendations for Gender Mainstreaming and a Human Rights-Based Approach at the Level of Territorial Communities: Order of the Ministry of Social Policy of Ukraine No. 359 dated 27 December 2022. URL: <https://zakon.rada.gov.ua/rada/show/v0359739-22#Text>
- ²⁷ Gender Analysis. Reference Information. Project "EU for Gender Equality: Reform Support Service". 2023.
URL: <https://euneighbourseast.eu/uk/news/publications/shho-take-gendernyj-analiz/>
- ²⁸ On the Approval of Methodological Recommendations for the Implementation and Application of a Gender-Responsive Approach in the Budget Process: Order of the Ministry of Finance of Ukraine Order of the Ministry of Finance of Ukraine No. 1 dated 02 January 2019. URL: <https://zakon.rada.gov.ua/rada/show/v0001201-19#Text>
- ²⁹ On the Approval of the Instruction on Gender Mainstreaming in the Development of Regulatory Legal Acts: Order of the Ministry of Social Policy of Ukraine No. 86 dated 07 February 2020.
URL: <https://zakon.rada.gov.ua/laws/show/z0211-20#Text>
- ³⁰ Definition by the European Institute for Gender Equality. Gender sensitivity. Glossary & Thesaurus. eige.europa.eu. Retrieved from https://eige.europa.eu/publications-resources/thesaurus/terms/1107?language_content_entity=en
- ³¹ On the Approval of the Instruction on Gender Mainstreaming in the Development of Regulatory Legal Acts: Order of the Ministry of Social Policy No. 86 dated 07 February 2020. URL: <https://zakon.rada.gov.ua/laws/show/z0211-20#Text>
- ³² Gender gap – a disparity between women and men in any field in terms of participation, access, rights, wages, financial compensation for work performed, or benefits (Glossary and Thesaurus of the European Institute for Gender Equality / Eds.: M. Babak et al.; updated edition. Kyiv: Vistka, 2021. p. 170 URL: <https://library.fes.de/pdf-files/bueros/ukraine/17580-20210419.pdf>)
- ³³ Indicators for Monitoring Gender Equality in Ukraine. Monitoring Report 2021 / State Statistics Service. Kyiv, 2021. p. 170
URL: https://ukrstat.gov.ua/druk/publicat/kat_u/2021/2021_Indukator-Monitor.pdf
- ³⁴ For example, publication "Rapid Gender Analysis of the Situation in Ukraine. October 2023", prepared by CARE International with the support of the Gender in Humanitarian Action (GiHA) Working Group.
URL: https://careevaluations.org/wp-content/uploads/RGA_Ukraine_2023_UKRAINE_UKR.pdf
- ³⁵ Human Development Index (HDI) by Country 2024. World Population Review.
URL: <https://worldpopulationreview.com/country-rankings/hdi-by-country> (Accessed: 18 July 2024).
- ³⁶ Co-creating Urban Transformation. A Guide to Community Listening and Engagement for Future-fit Cities. (2023). Agirre Lehendakaria Center for Social and Political Studies.
Retrieved from https://www.undp.org/sites/g/files/zskgke326/files/2023-07/community_listening_guide_m4eg.pdf
- ³⁷ "Gender analysis is the study of differences between women and men in terms of conditions, needs, levels of participation, access to and management of resources, decision-making authorities, etc., caused by socially established gender roles (norms, expected behaviours, activities, and traits considered characteristic of men and women)". See Part I, Clause 6 of the Instruction on Gender Mainstreaming in the Development of Regulatory Legal Acts: approved by Order of the Ministry of Social Policy No. 86 dated 07 February 2020. URL: <https://zakon.rada.gov.ua/laws/show/z0211-20#Text>
- ³⁸ Ibid.
- ³⁹ Ibid.
- ⁴⁰ Making Laws Work for Women and Men: A Practical Guide to Gender-Sensitive Legislation. (2017). Warsaw: OSCE/ODIHR. URL: <https://www.osce.org/files/f/documents/a/1/327836.pdf>
- ⁴¹ DBN B.2.2-9:2018. Public Buildings and Structures. General Provisions. Amendment No. 1. Kyiv: Ministry of Communities and Territories Development of Ukraine, 2022. p. 13 URL: https://e-construction.gov.ua/laws_detail/3199648113669179181?doc_type=2
- ⁴² DBN B.2.2-40:2018. Inclusivity of Buildings and Structures. General Provisions. Amendment No. 1. Kyiv: Ministry of Communities and Territories Development of Ukraine, 2022. p. 20
URL: https://e-construction.gov.ua/laws_detail/2845903765012219876?doc_type=2

⁴³ DBN B.2.2-5:2023. Civil Protection Shelters. Amendment No. 1. Kyiv: Ministry of Communities, Territories and Infrastructure Development of Ukraine, 2023. p. 6 URL: https://e-construction.gov.ua/laws_detail/3225773063500990463?doc_type=2

⁴⁴ Methodological Recommendations on Special Requirements for Planning Barrier-Free Access During Reconstruction (Major Repairs, Renovation, or New Construction) of Apartment Buildings. 2023. URL: <https://naiu.org.ua/wp-content/uploads/2023/10/2023-bezbaryernist-bagatokvartyrnyh-budynkiv-1.pdf>

⁴⁵ Order of the Cabinet of Ministers of Ukraine No. 366-p dated 14 April 2021. URL: <https://zakon.rada.gov.ua/laws/show/366-2021-%D1%80#Text> Action Plan for 2023-2024 on the Implementation of the National Strategy for Creating a Barrier-Free Space in Ukraine until 2030. Order of the Cabinet of Ministers of Ukraine No. 372-p dated April 25, 2023. URL: <https://zakon.rada.gov.ua/laws/show/372-2023-%D1%80#Text>

⁴⁶ Universal Design. Website. URL: <https://ud.org.ua/> (Accessed: 16 August 2024).

⁴⁷ Examples can be found in the following sources:

– Baida L. Yu., Hrybalskyi Ya. V. Gender Accessibility Audit. Methodological Recommendations. Kyiv: UN Women in Ukraine, 2018. URL: <https://decentralization.gov.ua/uploads/library/file/428/2.pdf>

– Yevchenko S. V., Ostapchuk O. L., Tarasenko N. L. Methodological Materials on Conducting a Gender Audit of Territorial Security. Zhytomyr: Sole Entrepreneur Orzhekhivskyi A. O., 2021. p. 16 URL: <https://zt-rada.gov.ua/files/upload/sitefiles/doc1623766159.pdf>

– Guidebook on Conducting a Comprehensive Gender Audit of Vocational (Technical) Education Institutions / EU4Skills: Best Skills for Modern Ukraine. Gender Culture Centre. Kharkiv, 2023. p. 56 URL: <https://mon.gov.ua/storage/app/media/pto/2023/05/22/Posibn.z.proved.kompl.hender.audytu.P-PT-O.22.05.2023.pdf>

⁴⁸ Gender and shelters. (2011). Australian Red Cross. sheltercluster.s3.eu-central-1.amazonaws.com/public/docs/2011gender_and_shelter.pdf

⁴⁹ Online course “Gender Equality and Human Rights in the Work of the ASCs”. Diia Centres Platform. URL: <https://center.diia.gov.ua/education/course/genderna-rivnist-ta-prava-ludini-v-roboti-cnapu> (Accessed: 16 August 2024).

⁵⁰ Gender Guide. Practical Recommendations for Comprehensive Gender Mainstreaming in the Operation of the ASCs / U-LEAD with Europe. Kyiv, 2018. p. 40 URL: <https://genderindetail.org.ua/library/suspilstvo/genderniy-posibnik-134914.html>

⁵¹ The Strategy for the Implementation of Gender Equality in the Education Sector until 2030 and its Operational Plan (approved by the Order of the Cabinet of Ministers of Ukraine No. 1163-p dated 20 December 2022. URL: <https://zakon.rada.gov.ua/laws/show/1163-2022-%D1%80#Text>) define Strategic Goal 4. Ensuring equal rights and opportunities for women and men, preventing and counteracting any discrimination, and implementing inclusive practices in the education sector as a basis for overcoming the consequences of military actions and post-war reconstruction of Ukraine. The tasks aimed at achieving the goal include: the sustainable recovery and reconstruction of educational infrastructure considering a non-discriminatory and inclusive approach (eliminating the gender gap and ensuring access to resources for all participants in the educational process), and broad gender mainstreaming into a post-conflict society. One of the indicators for achieving the goal is: Point 4. The number of educational infrastructure facilities restored with consideration of non-discriminatory, inclusive, barrier-free approach, as well as requirements for safety, energy efficiency, and new Ukrainian school.

To fulfil the tasks of the Strategy, the Ministry of Education and Science has approved the Methodology and Criteria for Conducting a Gender Audit of Educational Institutions (On the Approval of the Methodology and Criteria for Conducting a Gender Audit of Educational Institutions: Order of the Ministry of Education and Science of Ukraine No. 1182 dated 05 October 2021. URL: <https://mon.gov.ua/ua/npa/pro-zatverdzhennya-metodologiyi-ta-kriteriyiv-provedennya-gendernogo-audituv-zakladiv-osviti>)

⁵² Job vacancy advertisements are prohibited from setting sex-based requirements not related to the nature of work or working conditions: “Job vacancy advertisements (employment announcements) are prohibited from setting requirements based on race, skin colour, age, sex, health condition, disability, the suspicion or presence of HIV/AIDS, sexual orientation, political, religious, and other beliefs, membership in trade unions or other public associations, ethnic and social origin, family and property status, place of residence, language, or other characteristics not related to the nature of work or working conditions”. (On Advertising: Law of Ukraine No. 270/96-VR dated 03 July 1996, as of 27 April 2024, Article 241. Advertising of employment services, Point 1. URL: <https://zakon.rada.gov.ua/laws/show/270/96-%D0%B2%D1%80#Text>

⁵³ Publications:

– Women as Internally Displaced Persons in wartime conditions / edited by L. Oliinyk; Analytical Centre JurFem. 2024. URL: <https://jurfem.com.ua/wp-content/uploads/2024/01/Дослідження-Жінки-ВПО-ЮрФем-.pdf>

– Report on gender analysis of the results of the all-Ukrainian survey on the observance of the rights of IDPs. / Oleksandr Yaremenko Ukrainian Institute of Social Research. Kyiv, 2018. URL: https://www.pvlyv.org.ua/wp-content/uploads/2018/06/Zwit_pro_gendernyi_analiz_2018.pdf

– Methodological Guide for assessing the needs of IDPs in communities / D. Kobzin et al. Kharkiv: Kharkiv Institute of Social Research (KHISR), 2020. p. 248 URL: <https://rm.coe.int/manual-needs-assessment-idps/16809f43da>

- ⁵⁴ The state and needs of business in wartime conditions: results of the study conducted in June 2023 / National Project Diia Business. 2023.
URL: <https://business.diia.gov.ua/cases/novini/stan-ta-potrebi-biznesu-v-umovah-vijni-rezultati-doslidzenna-v-cervni-2023-roku>
- Every second small business in Ukraine is founded by women. How has the large-scale war changed the gender distribution of entrepreneurs? / Opendatabot. 2023. URL: <https://opendatabot.ua/analytics/businesswoman-in-war-2022>
- ⁵⁵ More information is available at: <https://dostupno.ua/>
- ⁵⁶ An intersectional approach is a concept that recognizes that each person has a unique combination of social characteristics that determine their experiences and needs. This approach allows us to consider gender issues in relation to other factors, such as place of residence (rural or urban areas), race, financial status, ethnicity, age, disability, and other aspects that may intersect, combine, and thus create additional obstacles and barriers for individuals.
- ⁵⁷ On the Approval of Methodological Recommendations for Gender Mainstreaming and a Human Rights-Based Approach at the Level of Territorial Communities: Order of the Ministry of Social Policy of Ukraine No. 359 dated 27 December 2022. URL: <https://zakon.rada.gov.ua/rada/show/v0359739-22#Text>
- ⁵⁸ Kyseliova O., Klatzer E. Problems of gender equality in healthcare sector. Kyiv, 2018. p. 26
URL: https://decentralization.gov.ua/uploads/library/file/538/Healthcare_ukr.pdf
- ⁵⁹ Invisible Battalion. Projects. URL: <https://invisiblebattalion.org/invisbat/> (Accessed: 17 August 2024).
- ⁶⁰ The questions are grouped using the guide: A Gender-Responsive Approach in the Budget Process: A Practical Guide / T. Ivanina et al. Kyiv: Vivario, 2020. p. 88 URL: <http://surl.li/mbwnj>
- ⁶¹ Sado L. Gender-Sensitive Data: Collection, Analysis, Monitoring, and Dissemination in Ukraine. A Guide for Data Producers / UN Women. Kyiv, 2021. URL: https://ukraine.unwomen.org/uk/digital-library/publications/2021/4/gender-sensitive-data-in-ukraine-a-toolkit-for-data-producers_europe
- ⁶² Gender Sensitive Communication Guide. (2023). UNDP Turkmenistan.
Retrieved from <https://www.undp.org/turkmenistan/publications/gender-sensitive-communication-guide>
- ⁶³ Based on the UNDP Guide (Marin F. Let's Talk About Gender. 10 Principles of Gender-Sensitive Communication for Development / UNDP. Kyiv, 2021. p. 73 URL: <http://surl.li/mbwic>
- ⁶⁴ Council of Europe Convention on Preventing and Combating Violence Against Women and Domestic Violence: Convention No. 994_001-11 dated 11 May 2011, ratified on 20 June 2022
URL: https://zakon.rada.gov.ua/laws/show/994_001-11?find=1&text=%D0%B3%D0%B5%D0%BD%D0%B4%D0%B5%D1%80#w1_5
- ⁶⁵ On the Approval of the Instruction on Gender Mainstreaming in the Development of Regulatory Legal Acts: Order of the Ministry of Social Policy of Ukraine No. 86 dated 07 February 2020.
URL: <https://zakon.rada.gov.ua/laws/show/z0211-20#Text>
- ⁶⁶ Glossary and Thesaurus of the European Institute for Gender Equality / Eds.: M. Babak et al.; updated edition. Kyiv: Vistka, 2021. p. 170 URL: <https://library.fes.de/pdf-files/bueros/ukraine/17580-20210419.pdf>
- ⁶⁷ On the Approval of the Instruction on Gender Mainstreaming in the Development of Regulatory Legal Acts: Order of the Ministry of Social Policy of Ukraine No. 86 dated 07 February 2020.
URL: <https://zakon.rada.gov.ua/laws/show/z0211-20#Text>
- ⁶⁸ On Ensuring Equal Rights and Opportunities for Women and Men: Law of Ukraine dated 08 September 2005, as of 03 August 2023 (Art. 1). URL: <https://zakon.rada.gov.ua/laws/show/2866-15#Text>
- ⁶⁹ Glossary and Thesaurus of the European Institute for Gender Equality / Eds.: M. Babak et al.; updated edition. Kyiv: Vistka, 2021. p. 170 URL: <https://library.fes.de/pdf-files/bueros/ukraine/17580-20210419.pdf>
- ⁷⁰ Sado L. Gender-Sensitive Data: Collection, Analysis, Monitoring, and Dissemination in Ukraine. A Guide for Data Producers / UN Women. Kyiv, 2021. URL: https://ukraine.unwomen.org/uk/digital-library/publications/2021/4/gender-sensitive-data-in-ukraine-a-toolkit-for-data-producers_europe
- ⁷¹ On the Approval of the Instruction on Gender Mainstreaming in the Development of Regulatory Legal Acts: Order of the Ministry of Social Policy of Ukraine No. 86 dated 07 February 2020. (Part I, Clause 6).
URL: <https://zakon.rada.gov.ua/laws/show/z0211-20#Text>
- ⁷² On Ensuring Equal Rights and Opportunities for Women and Men: Law of Ukraine dated 08 September 2005, as of 03 August 2023 (Art. 1). URL: <https://zakon.rada.gov.ua/laws/show/2866-15#Text>
- ⁷³ On the Approval of the Instruction on the Integration of a Gender Approach in the Development of Regulatory Legal Acts: Order of the Ministry of Social Policy of Ukraine No. 86 dated 07 February 2020. (Part I, Clause 6).
URL: <https://zakon.rada.gov.ua/laws/show/z0211-20#Text>
- ⁷⁴ Adapted by Natalia Chermoshentseva for the online course "About Gender in Plain Language for Communities".



undp.org/ukraine

 @UNDPukraine