

Gender Assessment Tool

Instructions for use:

This tool is designed to assess a project or organisational team (this could be a country office or Organisation of People Affected by Leprosy leadership team) from a gender perspective and to identify strengths and areas for improvement. It can be used during project design, implementation or review, or as part of a wider organisational assessment.

Where possible, the assessment should be participatory and involve people with different roles, experiences and perspectives. This may include organisational team and project staff, people affected by leprosy and disability, project participants, partners and other relevant stakeholders. Consider whose voices may be less easily heard and how they can participate meaningfully in the assessment.

For each row, discuss the five statements across the Gender Continuum and agree which one best reflects the **current situation in practice**. Base the assessment on available evidence and experience rather than intentions or planned actions. Evidence might include project documents and data, observations, feedback from participants and partners, or examples of how decisions have been made in practice.

The five levels represent a progression:

- **Gender Unequal** – reinforces or increases existing gender inequalities.
- **Gender Blind** – does not recognise or consider gender differences, barriers or inequalities.
- **Gender Aware** – recognises gender differences and inequalities, but takes limited action to address them.
- **Gender Responsive** – actively responds to identified gender differences, barriers and inequalities.
- **Gender Transformative** – seeks to address the underlying norms, power relations and structures that contribute to gender inequality and support lasting change.

Not every statement will fit a project or organisational team perfectly. Select the statement that most closely reflects current practice and tick the relevant box on the Assessment Record. Where practice falls between two levels, select the lower level and identify what would need to change to reach the next level. Where a criterion is genuinely not applicable, record it as **N/A** rather than assigning a level.

Gender does not operate in isolation. Throughout the assessment, consider how gender intersects with other characteristics and inequalities, including age and disability and, where relevant, other factors within the local context. Throughout this tool, references to gender-disaggregated data include sex-disaggregated data where this is the appropriate measure used by the project.

Use the findings to agree practical actions for improvement. The aim is not necessarily for every project or organisational team to be gender transformative in every area, but to understand the current position, identify where gender inequalities need to be addressed, and make appropriate and realistic improvements.

It is recommended that the assessment is repeated annually to review progress, reflect on learning and identify where further action is needed.

Assessment Record

Name of Organisational Team/Project: _____

Date of assessment: _____

Assessment facilitated by: _____

People involved in the assessment: _____

Area assessed		Assessment				
		Unequal	Blind	Aware	Responsive	Transformative
Organisational Team	Leadership					
	Capacity					
	Strategy					
Project Team	Staff members					
	Capacity					
	Partnerships					
Project Design	Intention					
	Gender analysis					
	Participation					
	Risk					
Project Implementation	Access to opportunities					
	Participation and voice					

Area assessed		Assessment				
		Unequal	Blind	Aware	Responsive	Transformative
MEARL	Indicators					
	Data collection					
	Data analysis and research					
	Accountability					
	Learning and adaptation					

Gender Continuum		Gender Unequal	Gender Blind	Gender Aware	Gender Responsive	Gender Transformative
Organisational Team	Leadership	Leadership practices reinforce gender inequality or create barriers to leadership for people of a particular gender.	Leadership is heavily dominated by one gender, with little or no consideration of gender balance or barriers to representation.	Leadership is predominantly one gender, but the gender imbalance is recognised and consideration is being given to improving representation.	Leadership has balanced gender representation, including in senior roles, with active efforts to address barriers to equitable participation.	Leadership team is gender balanced, with equitable representation, influence and decision-making power across genders.
Organisational Team	Capacity	Organisational team members have little or no gender awareness or expertise, and their practice reinforces or increases gender inequality.	Organisational team members have limited gender awareness or expertise, and gender differences and inequalities are not routinely considered in their work.	Some organisational team members have relevant gender knowledge and skills, but these are not yet consistently applied across the team.	Relevant organisational team members have the gender knowledge and skills needed for their roles, with access to additional gender expertise where needed. Gender considerations routinely inform the team's work.	Gender knowledge and expertise are embedded across relevant roles and routinely influence planning, decision-making and practice. The organisational team has the capacity to identify and address underlying gender inequalities, norms and power relations.
Organisational Team	Strategy	The organisational strategy reinforces or supports approaches that may increase gender inequality.	Gender and gender inequality are not considered in the organisational strategy.	The organisational strategy recognises relevant gender inequalities, but there are limited or unclear commitments to address them.	The organisational strategy includes clear objectives and actions to address relevant gender inequalities.	The organisational strategy includes clear objectives and actions to address the underlying norms, power relations and structural factors that contribute to gender inequality and support lasting change.
Project Team	Staff members	Staffing practices reinforce gender inequality or create barriers to particular roles or positions for people of a particular gender.	The project team is heavily dominated by one gender, with little or no consideration of gender balance or barriers to representation across different roles.	The project team is predominantly one gender, but the imbalance is recognised and there is some representation of other genders across different roles.	The project team has balanced gender representation across different roles, including key positions, with active efforts to address barriers to equitable participation.	The project team is gender balanced, with equitable representation across roles and equitable influence and decision-making power across genders.

Gender Continuum		Gender Unequal	Gender Blind	Gender Aware	Gender Responsive	Gender Transformative
Project Team	Capacity	Project team members have little or no gender awareness or expertise, and their practice reinforces or increases gender inequality.	Project team members have limited gender awareness or expertise, and gender differences and inequalities are not routinely considered in their work.	Some project team members have relevant gender knowledge and skills, but these are not yet consistently applied across the team.	Relevant project team members have the gender knowledge and skills needed for their roles, with access to additional gender expertise where needed. Gender considerations routinely inform the team's work.	Gender knowledge and expertise are embedded across relevant roles and routinely influence planning, decision-making and practice. The project team has the capacity to identify and address underlying gender inequalities, norms and power relations.
Project Team	Partnerships	Partnerships reinforce gender inequalities or discriminatory practices, with little or no recognition of the need for change.	Gender equality is not considered when selecting partners or developing and managing partnerships.	Gender equality is considered in partnerships, and partners recognise relevant gender inequalities, but action to address them is limited.	Partners are expected and supported to address relevant gender inequalities in their organisations and programmes. Gender equality is considered in partner selection, capacity strengthening and joint working.	Partners actively seek to address the underlying norms, power relations and practices that contribute to gender inequality. They learn from and challenge each other and work together to promote lasting organisational and programmatic change.
Project Design	Intention	Takes advantage of or reinforces existing gender norms, inequalities and unequal power relations.	Does not consider how gender norms, inequalities or unequal power relations may affect project activities or intended results.	Recognises that people of different genders may experience different needs, barriers or opportunities, but does not specifically seek to address these differences.	Intentionally responds to identified gender differences, needs and barriers, and seeks to reduce gender inequalities through project activities and results.	Explicitly seeks to transform unequal gender relations, norms and power structures by addressing the underlying causes of gender inequality and contributing to lasting change.

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Project Design	Gender analysis	No gender analysis is undertaken, and project design reinforces or increases existing gender inequalities.	No gender analysis is undertaken and differences in needs, experiences, barriers or opportunities between genders are not considered.	Basic gender analysis identifies some differences in the needs, experiences, barriers and opportunities of different genders, but findings have limited influence on project design.	Gender analysis identifies differences in needs, roles, access to resources and opportunities, decision-making, risks and barriers. Findings are used to inform project design and approaches.	In-depth gender analysis examines underlying gender norms, power relations and the root causes of inequality, including how gender intersects with other factors. Findings are used to shape project design and identify opportunities to address and transform gender inequality.
Project Design	Participation	People of one or more genders are intentionally excluded from participating in project design.	Gender is not considered when deciding who participates in project design, which may result in some voices and perspectives being overlooked.	People of different genders are consulted during project design, but their involvement is limited and they have little influence over decisions.	People of different genders are actively and meaningfully involved throughout project design, with barriers to participation identified and addressed so that different voices can be heard.	People of different genders, particularly those experiencing inequality or exclusion, participate meaningfully in project design and have genuine influence over priorities, approaches and decisions. Participation seeks to address unequal power within the design process.
Project Design	Risk	Project design reinforces or increases harmful gender norms, inequalities or gender-related risks.	Potential gender-related risks and unintended consequences are not identified or considered.	Potential gender-related risks and unintended consequences are recognised, but there are limited plans to address them.	Gender-related risks and potential unintended consequences are identified, with appropriate measures in place to prevent or mitigate them.	Gender-related risks and potential unintended consequences are analysed and addressed, including the underlying gender norms, inequalities and power relations that contribute to these risks.

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Project Implementation	Access to opportunities	Project activities intentionally exclude or disadvantage people of one or more genders.	Gender-related barriers to accessing and benefiting from project activities are not considered.	People of different genders are included in project activities, but gender-related barriers to meaningful participation are not fully addressed.	Gender-related barriers to accessing and participating in project activities are identified and addressed, enabling people of different genders to participate meaningfully and exercise agency.	Participants are supported to exercise agency, challenge unequal gender norms and power relations, and contribute to wider change beyond their own participation in the project.
Project Implementation	Participation and voice	People of one or more genders are intentionally excluded from opportunities to participate, provide feedback or influence project implementation.	Gender is not considered when providing opportunities for participation and feedback, which may result in some voices being overlooked or excluded.	Opportunities for participation and feedback consider gender differences, but some gender-related barriers remain and participants have limited influence over project implementation.	Gender-related barriers to participation and feedback are identified and addressed, enabling people of different genders to express their views safely and meaningfully throughout implementation.	People of different genders, particularly those experiencing inequality or exclusion, have meaningful and ongoing opportunities to influence project implementation and decisions. Their participation helps challenge unequal power relations and shape how the project responds and adapts.
MEARL	Indicators	Indicators focus on one gender in ways that reinforce or overlook existing gender inequalities.	Indicators do not consider gender differences or inequalities.	Relevant indicator data is disaggregated by gender and enables differences between genders to be identified.	Indicators measure relevant differences in access, participation, experience and outcomes between genders, including progress in reducing identified gender inequalities.	Indicators measure changes in underlying gender inequalities, norms, power relations and agency, where relevant to the project's intended outcomes.

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MEARL	Data collection	Data collection excludes or inadequately represents people of one or more genders.	Data is collected but gender differences and inequalities are not considered, and relevant data is not disaggregated by gender.	Relevant data is disaggregated by gender, enabling differences between genders to be identified.	Data is collected in gender-sensitive and accessible ways, with relevant data disaggregated by gender and other characteristics needed to understand differences in project participation and outcomes.	Data is collected safely and inclusively in ways that enable intersectional analysis of gender inequalities, including gender, age, disability and other relevant characteristics where appropriate and safe. Data collection approaches seek to address barriers that may prevent some groups from being represented or heard.
MEARL	Data analysis and research	Data analysis or research overlooks gender differences in ways that may reinforce existing inequalities or lead to misleading conclusions.	Data is analysed without considering differences between genders or relevant gender inequalities.	Gender-disaggregated data is analysed to identify differences between genders, but there is limited exploration of the reasons for these differences.	Data analysis and research explore gender differences, barriers and inequalities and use findings to understand differences in project participation, experience and outcomes.	Intersectional analysis and research explore how gender interacts with other characteristics and examine underlying norms, inequalities and power relations. Findings contribute to understanding the causes of inequality and opportunities for change.
MEARL	Accountability	Accountability and feedback mechanisms exclude or disadvantage people of one or more genders, or may expose them to additional risk.	Accountability and feedback mechanisms do not consider gender-related differences, barriers or risks.	Gender-related barriers to accessing accountability and feedback mechanisms are recognised, but are only partially addressed.	Accountability, feedback and complaints mechanisms are safe and accessible to people of different genders, with identified gender-related barriers addressed and responses adapted where needed.	People experiencing gender inequality or exclusion can safely use accountability mechanisms and have meaningful influence over how the project responds. Feedback and complaints are analysed for gender and intersectional patterns and used to address inequalities and improve practice.

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MEARL	Learning and adaptation	Learning about gender inequalities or unintended gender-related effects is ignored, and approaches that reinforce inequality continue unchanged.	Learning and adaptation take place without considering gender differences or inequalities.	Gender-related findings are identified and discussed, but they have limited influence on project decisions or adaptation.	Gender-related findings routinely inform learning and decision-making, and project approaches are adapted where needed to address identified differences, barriers or inequalities.	Gender and intersectional analysis systematically inform learning, decision-making and adaptation. Learning is used to strengthen approaches that address underlying gender norms, inequalities and power relations and to support lasting change.

Action Plan

Following the assessment, agree the priority areas where improvement is needed. Focus on practical and achievable actions that will help the project or organisational team address identified gender inequalities and move towards more gender-responsive or gender-transformative practice.

Not every area identified through the assessment needs to become an immediate action. Prioritise the changes that are most important, relevant and achievable, and consider what support or resources may be needed.

Priority area	What needs to change?	Action/s to be taken	Who is responsible?	By when?	How will we know it has improved?

Action plan review date: _____