

Reference Material for Gender Mainstreaming in the Transportation Sector

The Japan International Cooperation Agency (JICA) aims to achieve gender equality and women's empowerment through gender mainstreaming in its development projects. Gender mainstreaming in development projects refers to the incorporation of a perspective that promotes gender equality and women's empowerment in all stages of a project (i.e., planning, implementation, and monitoring and evaluation). Gender mainstreaming enhances the effectiveness of the JICA's projects by addressing different issues and needs of the people of any gender and hence contributes to the realization of an inclusive society, where everyone can fulfill their potential. Through gender mainstreaming in the transportation sector, people of all genders are expected to be able to access transportation infrastructure and services and enjoy the benefits of them, which will lead them to various socio-economic services and opportunities.



Gender is a term that refers to socially and culturally constructed attributes associated with being female or male. Many societies not only categorize humans as "female" or "male" based on biological features but also give specific values to each and prescribed their respective roles and behaviors. Thus, gender not only refers to "sex" in a biological sense but also associates sex with specific roles and behaviors expected to women and men by society.



A perspective of gender (or gender perspective) is a perspective that focuses on gender issues, needs, and impacts arising from the different social roles and power relations of women and men in all spheres of the society, including policies, programs, institutions, and organizations. In development projects, this perspective is indispensable to deliver equitable benefits to women, girls and all other beneficiaries regardless of their gender.

Purpose of Reference Material

The Reference Material serves as a guide for all stakeholders of JICA's projects to understand gender issues, the importance of gender mainstreaming in the transportation sector, and sample methods of how to incorporate a gender perspective into each stage of a project cycle.ⁱ The Material especially focuses on the following two sub-sectors selected in accordance with JICA's project strategies and priority issues.

- (1) **Urban public transportation:** Promotion of the development and use of public transportation such as track-based transportation and buses.
- (2) **Connectivity improvement:** Improvement of connectivity between domestic and overseas cities and hubs through the development of various infrastructures such as roads, bridges, airports, ports, and railroads, alongside management of assets.

ⁱ It must be noted that involvement of men is important for addressing gender issues, and also gender issues faced by men must be addressed in the efforts for transforming patriarchy. Capturing and addressing gender issues faced by other genders (other than 'women' and 'men') are also important in gender mainstreaming.

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Chapter 1. Major gender issues and their causes in the transportation sector

This chapter outlines four major gender issues and their causes that must be understood for gender mainstreaming in the transportation sector.

- (1) Policies and project plans in transportation sector do not reflect different needs according to gender.
- (2) There are risks of gender-based violence such as sexual harassment against women and girls.
- (3) There is gender-based segregation of occupations, and women's occupations are often informal, non-professional, and low-paid.
- (4) Positive and negative impacts of infrastructure development are biased by gender.

(1) Policies and project plans in transportation sector do not reflect different needs according to gender

In many societies, women and men often use different means of transportation. Especially for women in rural areas and the urban poor, walking is the main mode of transportation, for reasons such as "there are no other means of transportation available," "it is expensive," "transportation routes and timings do not meet their needs," "it is not accessible because it is far from home" among others. When a private car is available in the household, men often have priority in using it, while most women use bicycles, carts, or motorcycle cabs, especially in rural areas, and public transportation in urban areas.¹ This gender gap in access to transportation is not only owing to economic factors, but also stereotypes that men are better at operating machinery and social and cultural backgrounds that discourage women from driving cars and motorcycles.² In order for women and men to equally enjoy the benefits of transportation services, it is necessary to understand the mobility needs and patterns that vary by gender as described above, alongside the gender roles in the family, society, and economy, access to social services and participation in economic activities, and the existence of mobility (action) restrictions owing to gender norms when formulating transportation policies and business plans. However, these women's needs and voices are not fully reflected in practice.

(2) There are risks of gender-based violence such as sexual harassment against women and girls

Women and girls are at high risk of being victims of sexual harassment and other gender-based violence when using public transportation. 78% of women in Karachi, Pakistan, 92% in three Egyptian cities, and 89% in Santiago, Chile, reported to have experienced sexual harassment.³ Gender-based violence occurring in public transportation can be divided into three main categories: verbal (jeering, whistling, sexual expressions, sexual comments about (women's) appearance or clothing), nonverbal (leering, sexual gestures, showing sexual photos or nudity of oneself, stalking), and physical (touching women's bodies, including breasts and buttocks). The risk of being victimized in this manner is high not only when commuting by public transportation but also while traveling from home, waiting for public transportation at a bus stop or train station, getting on or off the bus.

According to UN Women, the risk of gender-based violence has increased because of restrictions on leaving the house as a measure to prevent the spread of the new coronavirus and a sharp decrease in the number of people using public transportation, making it difficult to seek

help when harassment or violence against women occurs in public transportation, train stations, or bus stations⁴ This situation could lead to more restricted mobility and access to public transportation for women and girls, as described in (1), and have a significantly negative impact on the provision of safe and sustainable services that public transportation aims to provide.

(3) There is gender-based segregation of occupations, and women's occupations are often informal, non-professional, and low-paid

Gender-based occupational segregation exists in the transportation sector, often with men in full-time, professional, well-paid positions, while women are often in informal, non-professional, low-paid positions. Female workers are concentrated in low-paid clerical and passenger service sectors, and few are engaged in well-paid driving jobs. According to a survey conducted by the International Transport Workers' Federation (ITF) women workers in the public transportation sector in Thailand, Colombia, South Africa, Mexico, and Kenya experience discrimination, such as being undervalued for their driving skills and aptitude, and that women are often employed in low-wage work and precarious or informal jobs.⁵ Data on employment rates by gender in the transportation sector are not well-developed. However, women are employed in only 22% of the sector as a whole.⁶ In addition, the percentage of female managers is generally low.⁷

(4) Positive and negative impacts of infrastructure development are biased by gender

The impact of infrastructure development varies according to gender. Typical examples include resettlement and economic activities. When resettlement occurs because of infrastructure development, compensation for land and other assets is often paid to the male head of the household and may not be equally distributed within the family. Since ownership of land and assets by women is not legally, socially, or customarily recognized in many countries, compensation may not be provided to female-headed households, such as those who have “use only” rights. Regarding the impact on economic activities, because women are often engaged in informal economic activities such as roadside stalls, they may be affected by the unavailability of space for stalls or difficulties in securing new stall space when new highways are constructed, making it impossible for them to continue their previous economic activities.

Chapter 2. Importance of gender mainstreaming in the transportation sector

Following the gender issues and their causes presented in the previous chapter, this chapter explains the importance of a gender perspective in development projects from two aspects: realization of gender equality and women's empowerment, and increase of development effectiveness. It also outlines international frameworks for achieving gender equality in the transportation sector.

2-1 Why is gender mainstreaming important in the transportation sector?

(1) Improved access reduces the time and effort required for women to travel

Transportation infrastructure when developed from a gender perspective, including operations and fares that consider women's travel patterns will provide women access to diverse modes of transportation and lead to a reduction in the time and effort that women spend traveling, which can then be used for education, production, and other social activities. The lack of adequate transportation is a major challenge for both women and men, especially in developing countries, however, the impact of solving problems related to women's mobility is significant because of the many barriers that they face when moving from one place to another.

At the household level, improved mobility leads to increased income as the spare time is utilized in other labor allowing women to have more time for social activities that enrich their own and their families' lives.

For society as a whole, women's socioeconomic activities are expected to have the effect of expanding markets and securing labor force of female workers. As female workers in developing countries may be responsible for certain formal/informal sector industries,⁸ they can be expected to promote the development of these industries.

(2) Women will be able to move around safely and without harassment or violence

From the perspective of human rights protection, it is extremely important that gender perspectives are incorporated into transportation projects and services, such as the installation of women-only seats, vehicles, and security cameras, so that women can travel safely without harassment or violence. Public transportation services have been considered to benefit women and men equally, however, in recent years, gender relations and norms in society have revealed that women are at a high risk of violence, including harassment, when using public transportation services.⁹ Therefore, there is an urgent need to design and provide transportation services that consider the safety of women.

(3) Elimination of gender-based occupational segregation in the transportation sector will increase the workforce and improve services for diverse users

In the past, there was a biased stereotype that most jobs in the transportation sector were men's jobs that required physical strength and prowess. However, advances in technology and the creation of a more comfortable working environment for women have enabled women to play a more active role. This contributes to the productivity of the sector by enabling transportation operators to recruit more qualified personnel. A study by the International Monetary Fund (IMF) concludes that increasing the employment of women and having women and men work together in

a complementary manner will be of greater benefit to companies than increasing the employment of men. In turn, as this can be a contributing factor to higher wages for men, it is safe to say that promoting gender equality benefits both women and men working in the transportation sector.¹⁰

Furthermore, various perspectives are required to achieve inclusive transportation services. The entire process of creating, planning, and implementing policies for the transportation sector tends to be biased toward the male perspective, however, incorporating the perspectives of different genders, including women, will help meet the needs of more users and, thus, improve the sustainability of the service.^{11,12}

There is also a belief that many more female workers in public transportation services will make it easier for them to use transportation services. For example, there are bus routes in Mexico with female drivers for female passengers, and cab companies with female drivers for female passengers.¹³ Thus, it can be said that by increasing the number of female workers, transit operators will be able to meet the needs of women-only services, leading to increased users and profitability.

Alternatively, women working in the transport sector face gender disparities in promotion, education, and training opportunities, and risks of exposure to violence, including harassment. Thus, it is critical to develop working environments that are inclusive of women and conduct gender training for executives and staff to ensure the physical and mental safety of women workers and, thus, promote their advancement. In particular, because the risk of exposure to violence, including harassment by passengers and colleagues, is one of the reasons for the low proportion of female workers in the sector,¹⁴ immediate action is required.

Furthermore, increasing the percentage of women in management positions in the public transportation sector will help companies design public transportation services from the same perspective as women users. In addition, increasing the number of women in senior management positions in labor unions will promote efforts to ensure the safety of women as well. Thus, it is necessary that women take leadership positions in the public transportation sector.

2-2 International frameworks to achieve gender equality in the transportation sector

(1) The 2030 Agenda for Sustainable Development and Sustainable Development Goals (SDGs) (2015)

Gender equality and women's empowerment are considered a prerequisite for achieving the Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development. In other words, gender equality and women's empowerment are the means to realize all 17 goals and 169 targets, and actions for achieving gender equality and women's empowerment are required.

Among the 17 goals, Goal 5, which addresses gender equality and women's empowerment, aims to empower women and eliminate gender-based discrimination and build a society in which all people equally enjoy their rights and opportunities, and share responsibilities. The following is a list of targets of Goal 5, which is related to the transportation sector. Relevant points are highlighted in orange.

- 5.1. End **all forms of discrimination** against all women and girls **everywhere**
- 5.2 **Eliminate all forms of violence** against all women and girls in the **public** and private spheres

- 5.4. Recognize and value unpaid care and domestic work through the provision of **public services, infrastructure**, and social protection policies (...).
- 5.5 Ensure women’s full and effective participation and equal opportunities for leadership at **all levels of decision-making** in political, **economic and public life**
- 5.b Enhance the **use of enabling technology, in particular information and communications technology**, to promote the empowerment of women
- 5.c Adopt and strengthen **sound policies and enforceable legislation for the promotion of gender equality and the empowerment** of all women and girls **at all levels**

The table below shows other Goals, Targets and Global indicators relevant to both the transportation sector and gender equality and women’s empowerment, except for Goal 5.

| Goal | Target | Global indicator |
|---|--|--|
| 3. Ensure healthy lives and promote well-being for all at all ages | 3.6 By 2020, halve the number of global deaths and injuries from road traffic accidents | 3.6.1 Death rate due to road traffic injuries |
| 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation | 9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and trans-border infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all | 9.1.1 Proportion of the rural population who live within 2 km of an all-season road 9.1.2 Passenger and freight volumes, by mode of transport |
| 11. Make cities and human settlements inclusive , safe, resilient and sustainable | 11.2 By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all , improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women , children, persons with disabilities and older persons | 11.2.1 Proportion of population that has convenient access to public transport, by sex , age and persons with disabilities |

*: Highlights in **orange** indicate relevance to achieving gender equality and women’s empowerment.

Reference: Prepared based on the information

<https://www.mofa.go.jp/mofaj/gaiko/oda/sdgs/statistics/index.html> (Accessed April 20, 2022)

(2) Sustainable Mobility for All (SuM4All)

Its members are international organizations, government agencies, bilateral partners, the private sector, and civil society organizations with influence in the transportation sector, including the International Transport Workers' Federation, Economic Commission for Europe, and World Bank.¹⁵

In its 2019 “Global Action Roadmap for Sustainable Mobility Paper 3,”¹⁶ SuM4All identifies key challenges for mobility and gender as (1) inadequacies in legal systems and markets (including limited access to information and networks) and social norms, (2) traditionally unequal gender roles with respect to care work, (3) gender issues in transportation service provision and employment, and (4) unequal access and control over property and household finances between women and men in the household. Thereafter, it sets the following four goals as measures to address these issues.

- 1) Women's participation in decision-making: 30% of decision-makers in the transportation sector will be women by 2030.
- 2) Addressing women users of transportation: develop strategies for providing gender-sensitive transportation services that are more responsive to the mobility needs of women.
- 3) Addressing women workers: 30% (eventually 50%) of the total workers in the sector will be women
- 4) Gender needs for transportation infrastructure: design and procure transportation infrastructure that meets different gender needs (conduct public consultations etc.)

(3) The International Transport Forum (ITF)

The International Transport Forum (ITF),¹⁷ with 62 member countries, is the only international organization that covers all means of transportation. ITF states that gender mainstreaming of transport policies is important for achieving universal access to means of reaching a destination, which is essential for creating a society in which all citizens can participate and contribute to society without leaving anybody behind.¹⁸ In addition to issuing the Compendium on Women in Transport and introducing innovative efforts to promote gender equality in the transportation sector,¹⁹ gender issues are addressed every year at the annual summit as follows:

- Women's travel and participation in regional transport systems (2019)
- Safe and secure transport of women (2018)
- Getting women on board (2017)
- Women in transport: The road to diversity (2016)
- Women shaping mobility for a connected world (2015)

(4) G20 Principles for Quality Infrastructure Investment²⁰

The “G20 Principles on Quality Infrastructure Investment” are standards shared by the international community, including emerging donor countries, on the basic elements of quality infrastructure investment, endorsed at the G20 Osaka Summit in June 2019. As for items related to gender equality and women's empowerment, “Principle 5: Integrating Social Considerations in Infrastructure Investments” states that infrastructure should be inclusive and enable economic participation and social inclusion of all people, and lists the following as points to consider when assessing the quality of infrastructure investments.

- (5.1) Open access to infrastructure services should be secured in a non-discriminatory manner for society. This is best achieved through meaningful consultation and inclusive decision-making with affected communities throughout the project life cycle, with a view to securing non-discriminatory access to users.

- (5.2) Practices of inclusiveness should be mainstreamed throughout the project life cycle: Design, delivery, and management of infrastructure should respect human rights and the needs of all people, especially those who may experience particular vulnerabilities, including women, children, displaced communities or individuals, those with disabilities, indigenous groups, and poor and marginalized populations.
- (5.3) All workers should have equal opportunity to access jobs created by infrastructure investments, develop skills, be able to work in safe and healthy conditions, be compensated and treated fairly, with dignity and without discrimination: Particular consideration should be given to how infrastructure facilitates women's economic empowerment through equal access to jobs, including well-paying jobs, and opportunities created by infrastructure investments. Women's rights should be respected in labor market participation and workplace requirements, including skills training and occupational safety and health policies.
- (5.4) Safe and healthy occupational conditions should be put in place, both at the infrastructure site and in the surrounding communities. Maintaining occupational safety and health conditions would also present a huge economic advantage worldwide.

Chapter 3. Mainstreaming gender perspective in project cycle

Gender mainstreaming in a project means integrating a gender perspective in all the stages of the project: planning, implementation, monitoring, and evaluation. This Reference Material presents the following five practical steps to mainstream a gender perspective in a project.

- **Step 1 “Social and gender analysis”**: Conduct a social and gender analysis. Specifically, identify gender issues through analyzing related policies, structures, organizations, and different experiences, challenges and needs of women and men in the region, in view of promoting gender equality and women’s empowerment.
- **Step 2 “Formulation of an activity plan”**: Formulate a plan of activities to address the gender issues identified at Step 1.
- **Step 3 “Setting gender indicators”**: Set quantitative and qualitative indicators to objectively measure the effects of the activities.
- **Step 4 “Implementation and monitoring with a gender perspective”**: Establish a gender-responsive implementation structure. With a gender perspective, implement activities, and monitor the progress, results, and impacts (unexpected positive and negative effects of project implementation).
- **Step 5 “Evaluation with a gender perspective”**: Evaluate implemented activities that had incorporated a gender perspective, and their results and impacts.

The table below shows the five steps for gender mainstreaming applied in three project phases: project formulation phase, project implementation phase, and after project completion. Step 1 to 3 fit into the project formulation phase, Step 4 is the project implementation phase, and Step 5 is the phase after project completion. Although a gender perspective must be incorporated throughout all phases, it is particularly important to mainstream a gender perspective in the project formulation phase (Step 1 "Social and gender analysis" to Step 3 "Setting gender indicators").

| Project formulation phase | | | Project implementation phase | After project completion |
|--------------------------------------|---|-------------------------------------|---|--|
| Step 1 Social and gender analysis | Step 2 Formulation of an activity plan | Step 3 Setting gender indicators | Step 4 Implementation and monitoring with a gender perspective | Step 5 Evaluation with a gender perspective |

The following table indicates where to refer in the Reference Material according to the project cycles of technical cooperation, Official Development Assistance (ODA) loan and ODA grant.

| Scheme | Project cycle | Where to refer in the Reference Material |
|-----------------------|---|--|
| Technical Cooperation | At the time of preparing the Terms of Reference (TOR) for the data collection survey, detailed design study and basic design study | Step 1 (Analysis) |
| | At the time of drafting Main Point Discussed in the Record of Discussion (R/D) (activities related to gender), PDM, and Ex-Ante Evaluation document | Step 2 (Activity planning), Step 3 (Indicators) |

| | | |
|-----------|--|--|
| | At the time of preparing the TOR of the project, implementing the project, and reviewing a monitoring sheet | Step 4 (Implementation and monitoring) |
| ODA loan | At the time of preparing the TOR for the data collection survey and Preparatory Survey, and drafting Project Planning Documents (1) | Step 1 (Analysis) |
| | At the time of preparing Minutes of Discussion (M/D), Project Planning Document (2)/(3), Records of hearings, and drafting Ex-Ante Evaluation document | Step 2 (Activity planning), Step 3 (Indicators) |
| | At the time of supervising the project and reviewing Project Status Report | Step 4 (Implementation and monitoring) |
| ODA grant | At the time of preparing the TOR for the data collection survey and Preparatory Survey, and drafting Project Planning Record (1) | Step 1 (Analysis) |
| | At the time of preparing Minutes of Discussion (M/D), Project Planning Document (2)/(3), and Ex-Ante Evaluation Document | Step 2 (Activity planning), Step 3 (Indicators) |
| | At the time of supervising the project and reviewing Project Monitoring Report | Step 4 (Implementation and monitoring) |



Details of Steps 1 to 5 are explained in the following sections.



Step 1. Social and gender analysis


The first thing to perform in gender mainstreaming of a project is to identify gender issues through social and gender analysis. Specifically, a survey is to be conducted to collect and analyze gender-disaggregated data and related information in the target countries and areas to understand the current situation and issues of each gender. It is especially important to understand 1) behaviors and actions of people of different genders and their beliefs and values, 2) social and cultural norms and practices affecting those people, and 3) issues that they face based on their gender.

The table below is a "List of Survey Items and Contents for Social and Gender Analysis" to be referred to when preparing a survey. It shows exemplary survey items with respective survey questions. When a survey content is related only to a specific sub-sector, the name of the sub-sector is shown in a square bracket, "[sub-sector]". The list also includes 'Basic information' that helps better understand the current situation and issues related to gender in the sector and the sub-sectors. Furthermore, since every project is expected to contribute to Goal 5 of the SDGs, including the elimination of sexual and gender-based violence (SGBV), it is desirable to collect and analyze a wide range of data; thus, the survey items include those related to Goal 5. It should be noted that these survey items and contents are examples. Thus, in accordance with the purpose and scope of the project, survey items and contents should be modified or added.

List of survey items and contents

| Survey items | Survey contents |
|---|--|
| Policies and system | |
| Positioning and status of measures on gender issues in the transportation sector in relevant legal policies and initiatives | <input type="checkbox"/> Positioning and status of gender issues such as in laws, policies, strategies, action plans in the field of transportation. <input type="checkbox"/> Positioning and activities on gender issues in the transportation sector within the laws and policies to promote gender equality  In addition to the policy documents in this area, also check <u>how gender issues in the transportation sector are positioned in the relevant policies for the promotion of gender equality formulated by ministries and agencies in charge of gender equality promotion</u> (e.g., Ministry of Women's Affairs, Ministry of Gender Affairs). |
| Laws prohibiting gender-based violence and harassment | <input type="checkbox"/> Is violence and harassment in public transportation and public spaces explicitly prohibited and penalized? |
| Laws and regulations concerning land ownership | <input type="checkbox"/> Do relevant laws and regulations (such as Civil Code, Land Registration Law Act) guarantee equal rights to women regarding land ownership and land use? <input type="checkbox"/> Do relevant customary laws (such as land ownership and inheritance, head of household and freedom of movement) also guarantee equal rights for women?  It should be noted that, even if the statutory law describes gender equality rights, the possibility of discrimination based on customary law may exist simultaneously. |
| Legal systems related to resettlement and compensation | <input type="checkbox"/> How is compensation paid for land and other property, when public works projects such as infrastructure development cause resettlement? Are women at a disadvantage (e.g., payments are made to the male head of the household and are not distributed within the household, payments are not made to households headed by women who do not have land |

| | |
|--|--|
| | ownership rights)? |
| Labor law | <input type="checkbox"/> Regulations regarding active employment of women (such as fixed percentage) and application of equal pay for women and men |
| Organizational structure | |
| Gender mainstreaming policies and organization at executing agencies | <input type="checkbox"/> How is gender equality and women's empowerment being promoted throughout the institutions and organizations involved in the implementation of the project? <input type="checkbox"/> What organizational structures have been established and what activities are being conducted for gender mainstreaming? (e.g., whether or not there is a person in charge of promoting gender mainstreaming) <input type="checkbox"/> Status of women's participation in decision-making (e.g., percentage of female executives and managers) <input type="checkbox"/> Status of gender training for executives and staff |
| |  Regarding the status of implementation of gender-related activities, <u>even if there are no female managers, it is desirable to hear from female staff members in relevant departments.</u> In addition, since increasing the number and retention of female technical staff is an issue, it is advised to check their needs. |
| Gender balance among staff | <input type="checkbox"/> Gender balance of staff (general, technical, and managerial) (number and percentage, by age) |
| Experience of decision makers participating in gender training | <input type="checkbox"/> Gender training for executives and staff |
| Status of employment, training, competencies, and skills of female technicians | <input type="checkbox"/> Availability and number of female technicians with necessary abilities and skills (if there are fewer female technicians than male ones, reasons for this) <input type="checkbox"/> Existence or non-existence of measures to increase the number of female technicians (e.g., quota system ²¹), and if yes, the details of such measures <input type="checkbox"/> Challenges and needs faced by female technicians <input type="checkbox"/> Existence or non-existence of a mechanism for capacity building that meets the needs of female engineers, and if yes, the reasons |
| Response to cases of harassment and SGBV | <input type="checkbox"/> How harassment and SGBV cases are identified and handled, and whether there are reporting channels <input type="checkbox"/> Are specific measures taken to prevent gender-based violence and harassment (e.g., establishment of a department in charge, formulation of rules, implementation of internal training and awareness campaigns) |
| |  Regarding the target executing agency, depending on the progress of privatization, it might be necessary to <u>collect information not only on the central supervisory ministries and agencies, but also on, for example, subordinate organizations, public agencies, and private companies</u> in charge of operations and customer service. |
| Collaboration with specialized gender organizations | Is there any collaboration such as with the Ministry of Women's Affairs, Ministry of Gender in the implementation of the project? If yes, what kind of collaboration? |
| Gender equality efforts by other donors and NGOs | |
| Support from other donors, international organizations, NGOs, etc. | <input type="checkbox"/> Particularly, content of the support related to gender issues (existence and content of approaches) |
| Private sector initiatives | <input type="checkbox"/> Activities to address gender issues |
| Status of usage | |
| Public transportation | <input type="checkbox"/> Number of users (by gender and time of day) <input type="checkbox"/> Status of use of public transportation, purpose and means of use, and reasons for not using public transportation (by gender) <input type="checkbox"/> Routes and stations/bus stops used by a particularly large number of women <input type="checkbox"/> Availability and status of use of separate toilets for women and men and |

| | |
|---|---|
| | <p>multipurpose toilets</p> <ul style="list-style-type: none"> <input type="checkbox"/> Number of incidents of gender-based violence and harassment <input type="checkbox"/> Effective measures to address gender issues (e.g., introduction of women-only cars) |
| Other transportation infrastructure | <ul style="list-style-type: none"> <input type="checkbox"/> Status on the use of roads, purpose and means, reasons for not using them (by gender) <input type="checkbox"/> Status on the use of bridges, purpose and means, and reasons for not using them (by gender) <input type="checkbox"/> Route selection (by gender) <input type="checkbox"/> Status on the use of airports and ports, purpose and means, and reasons for not using them (by gender) |
| Other related information | |
| Gender situation in the target area | <ul style="list-style-type: none"> <input type="checkbox"/> Enrollment status (by education level and gender) <input type="checkbox"/> Participation in economic activities (by gender) <input type="checkbox"/> Incidence of sexual and gender-based violence (SGBV) <input type="checkbox"/> Women's participation in decision making in the community |
| Social norms, customs, and other social context | <ul style="list-style-type: none"> <input type="checkbox"/> Existence and content of norms that restrict women's mobility <input type="checkbox"/> Norms governing gender roles (e.g., at home, profession, involvement in decision-making) <input type="checkbox"/> Background factors of gender norms (religion, customs) |
| Segments requiring special attention | <ul style="list-style-type: none"> <input type="checkbox"/> Number/percentage of people in poverty (by gender) <input type="checkbox"/> Number/percentage of socially disadvantaged people (e.g., stratum, ethnicity, migrants) |
| |  The diverse demographics of women (age, class, ethnicity, religion, presence or absence of disabilities, education level, family and household type [gender of head of household, marital status, number of children], income level) will affect their circumstances, challenges they face, needs, and impact from development projects. Therefore, it is important to understand in advance the characteristics of the women that live are in the target areas of the project. |
| Differences in support needs based on gender | |
| Provision of facilities and equipment | <ul style="list-style-type: none"> <input type="checkbox"/> Ease of access to train and bus stations (by gender) <input type="checkbox"/> Availability of facilities in the vicinity that women often use <input type="checkbox"/> Security status in the neighborhood (incidence of gender-based violence, availability of streetlights) |
| Design | <ul style="list-style-type: none"> <input type="checkbox"/> Ease of use for women (separate toilets for male and female, nursing spaces, flow lines) <input type="checkbox"/> Ensuring the safety of women (accidents, gender-based violence and harassment) |
| Division of roles | <p>(For road infrastructure cases)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Division of responsibilities and labor between women and men in maintenance <input type="checkbox"/> Training on road maintenance methods and organizations that include female participants <input type="checkbox"/> Possibility of establishing an implementation management entity (e.g., village road management committee) and active promotion of women |



[Tips on survey methodology]

Social and gender research methods include literature review, interviews (including Key Informant Interviews and Focus Group Discussions), field observations, and inspections. It is also useful to use "gender analysis tools" (referred to the attached list of reference materials at the end of the document) specifically developed to gain more

accurate understanding of gender relations, such as gender division of roles and labor, and access and control over resources. Other points to be considered in conducting surveys are as follows.

- * Interview both women and men to see if there are differences in their perceptions.
- * When forming groups for interviews or discussions, carefully assess if target groups should be gender-mixed or single-gender. It depends on the cultural practices and social norms of the target country/area as well as the content and purpose of the information to be gathered. If women have difficulties expressing their opinions in front of men, it is desirable to interview women and men separately. On the other hand, mixed group discussions may provide the participants with an opportunity to deepen their discussions while understanding each other's perceptions.
- * Girls and boys may also have different needs and perspectives, thus make an effort to collect their voices.
- * For sensitive contents such as SGBV, it is preferable that staff of local NGOs with experience and expertise conduct individual interviews rather than group interviews. Carefully protect anonymity and confidentiality of the respondents.

In order to identify gender issues based on the collected data and information, the following points should be taken into account during the analysis.

- Division of labor: Are there any stereotyped gender division of labor?
- Access: Are there any gender disparities in the access to resources, services and the benefits derived?
- Control: Who manages and owns resources and services? Who controls benefits (are there any gender-based biases)?
- Decision making: Are there any gender-based biases in participation in decision-making?
- Organizational capacity: Do relevant institutions have policies, experience, and capacity to promote gender equality and women's empowerment?
- Sexual and Gender-Based Violence (SGBV): Are there any SGBV within the scope of the transportation sector?

(Example: Sexual violence and harassment in public transportation (transportation sector))

In addition, to ensure the project help the promotion of gender equality and women's empowerment, consider the following points:

- Will the benefits from the planned project be equally enjoyed by all beneficiaries regardless of gender? If there are any possibilities that they may not be equally beneficial to all, what are the reasons? What should be done to make them equally beneficial?
- What are the entry points for eliminating inequalities, such as gender-based prejudices, and social, cultural, and institutional constraints, and further promoting gender equality in a society?

Against the gender issues identified in Step 1, Step 2 and the subsequent Steps propose effective activities and present some points to keep in mind during implementation: Step 2 lists up gender-responsive activities for helping develop Activities section of a Project Design Matrix (PDM)

(see "List of Effective Activities for Solving Gender Issues" in Step 2), and Step 4 introduces tips for the implementation of the activities set in Step 2.

Step 2. Planning gender-responsive activities

In order to address gender issues identified in the previous Step, an activity plan needs to be developed and reflected in the PDM. In planning activities, it is important to take into account all three of the following aspects.

(1) Actions to strengthen agency of women and girls (Agency)

Actions to empower women and girls to overcome their relatively disadvantaged positions through strengthening their capabilities and increasing their opportunities.

(Example: acquiring skills and knowledge for facility maintenance, training female engineers, promoting women's participation in the decision-making process).

(2) Actions to change people's mindset, attitudes and behaviors (Relations)

Actions to transform gender power relations by addressing patriarchal social norms, people's attitudes and behaviors.

(Example: awareness campaigns to extinguish gender-based violence and harassment in public transportation).

(3) Actions to transform policies and institutional mechanisms (Structure and systems)

Actions to review and develop relevant policies and institutional mechanisms to promote gender equality and women's empowerment.




(Example: formulation of policies and review of systems to promote gender equality and women's empowerment in the sector, introduction of a quota system for women at the executive level in the organization)



These three aspects are interrelated, and it is necessary to work on all these three when promoting gender mainstreaming activities to address the identified gender issues. For example, while it is important for individual women to have greater mobility and freedom of movement, such changes can be counterproductive for gender relations if gender-equitable environments and relationships are not established within the home and community (e.g., husbands and families may not be happy with the increased mobility of women, harassment of women on public transportation can increase). To eradicate harassment and other gender-based violence in public transportation and public spaces (stations, roads), it is essential to conduct awareness-raising campaigns to promote changes in society and people's awareness and behavior, and to develop laws that clearly state that such behavior will be severely punished.

Below are the examples of effective activities to tackle gender issues.

List of useful measures to tackle gender issues

| Identified gender issues | Useful strategies and measures (examples) |
|---|--|
| Policies and systems | |
| Laws, regulations, and policies related to the transportation sector do not address gender issues | <input type="checkbox"/> Include activities that address gender needs and gender issues in the transportation sector policies (e.g., formulation of workplace environment policy from a gender perspective in the Transport Corporation of India, which was the executing agency). |

| | |
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| <p>Gender issues in the transportation sector are not accurately understood</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Collect relevant data and information (by gender and age) (e.g., conduct a survey with at least 45% of the target population as women, conduct consultation from women's groups, youth, older adults, and people with disabilities) <input type="checkbox"/> Conduct satisfaction surveys by gender among users of existing public transport services <input type="checkbox"/> Install opinion boxes for public transport services |
| <p>Organizational structure</p> | |
| <p>Low gender awareness among executives and staff</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Conduct gender training for executives and staff (e.g., gender awareness training for at least 50% of total staff) <input type="checkbox"/> Introduce a quota system to increase the number of female executives <p> Training items for gender training include the following: what is gender, the impact of gender bias on organizational operations and systems, the significance of gender mainstreaming (e.g., sound organizational operations, improved project results and sustainability), creating action plans to promote gender mainstreaming, and response to harassment and SGBV.</p> |
| <p>Gender mainstreaming and gender issues are not adequately addressed</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Assign a person in charge of promoting gender mainstreaming (e.g., appointment of gender focal point) <input type="checkbox"/> Create structures to promote gender mainstreaming (e.g., formulate the Terms of Reference (TOR) and establish a Gender Equality and Social Inclusion (GESI) Committee in the executing agencies) <input type="checkbox"/> Conduct gender training by hierarchy <input type="checkbox"/> Develop an action plan to promote gender mainstreaming <p> It is important to secure a budget from the viewpoint of feasibility when lobbying for policies and systems. It is necessary to fully understand the financial situation and budgeting possibilities of the partner government and related ministries and agencies, and to discuss budget allocations.</p> |
| <p>There are few female executives and managers, making it difficult for women's voices to be reflected in organizational decision-making</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Formulate human resource plans with a gender perspective to increase the number of female executives and managers <input type="checkbox"/> Establish a workplace environment that is comfortable for women (childcare facilities, parental leave) e.g., formulation of a gender-oriented workplace environment policy at the Transport Corporation of India, the executing agency. <input type="checkbox"/> Introduce a quota system to increase the number of female executives and managers <input type="checkbox"/> Strengthen the capacity of female executives and managers <input type="checkbox"/> Conduct consultations to reflect women's voices <p> Since the introduction of a quota system and active promotion of women's employment are matters related to personnel affairs of the executing agencies, it is expected that there will be cases where it will be difficult to actively incorporate them in the project. ADB's activities are instructive in this regard. In many cases, ADB has clearly positioned the promotion of women's employment as an activity to be addressed in its projects in its Gender Action Plan and has also set specific quantitative targets.</p> |
| <p>There are few women in technical positions</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Encourage hiring female technicians, introduction of quota system <input type="checkbox"/> Strengthen the capacity of female technicians (e.g., provide on-the-job training for employees working on site, requiring 80% of female staff to take the course) <input type="checkbox"/> Establish a work environment that is comfortable for women (e.g., childcare facilities, parental leave) |

| | |
|---|--|
| |  <p>In many countries and societies, being a driver or conductor of public transportation (trains, subways, buses) is often perceived as a male job, and the reasons for this are sometimes explained as women's physical and muscular weakness compared with men, or to protect women from the risk of gender-based violence. However, the generalization that "women are physically and muscularly weak" does not necessarily apply to all women, and technological advances mean that physical strength and muscularity are not necessarily required to carry out work. The latter point should rather be considered in efforts to eradicate gender-based violence.</p> |
| Gender division of labor | |
| Uneven division of roles between women and men in the maintenance of facilities (in the case of road infrastructure) | <input type="checkbox"/> Clarify gender-equal roles for maintenance and management of facilities <input type="checkbox"/> Provide women with opportunities for technical training on maintenance |
| Provision of unpaid domestic labor at home and the community is perceived as a women's role | <input type="checkbox"/> Active employment of women <input type="checkbox"/> Conduct gender awareness training for the community |
| |  <p>Gender awareness-raising conducted by men's groups to men about gender division of roles and women's roles is also effective.</p> |
| Participation in decision-making | |
| Women's voices in the community are often weak | <input type="checkbox"/> Assign a certain percentage of the members and leadership of the Road Steering Committee and other committees to women. |
| Support needs | |
| Needs related to facility location, specifications, and design differ between women and men, and women's needs are not easily reflected | <input type="checkbox"/> Conduct interviews by gender on facility location, specifications, design <ul style="list-style-type: none"> - Women-only cars, maternity/women's priority seating, height of suspension straps, height of seats and steps - Women-only waiting areas, separate ticket windows for women and men, separate toilets for women and men, space for strollers, nursing space, baby space (e.g., diaper changing) - Fare systems and operation schedules that are accessible to women (off-peak fares, discount system for using multiple public transportation modes, time-limited passes to getting on and off for free) <input type="checkbox"/> Conduct satisfaction surveys by gender (in the ex-post phase). |
| Harassment and other gender-based violence against women and girls are common | <input type="checkbox"/> Install facilities to prevent gender-based violence (e.g., surveillance cameras, adequate lighting, in-car telephones, emergency buttons, no blind spots with poor visibility) <input type="checkbox"/> Establish a patrol system in cooperation with the police (assign female police officers and station staff) <input type="checkbox"/> Establish a helpline <input type="checkbox"/> Confirm procedures for responding to incidents of gender-based violence and strict enforcement of penalties <input type="checkbox"/> Implement campaigns to eradicate gender-based violence at bus stops/stations and onboard vehicles (e.g., posters in the company) <input type="checkbox"/> Conduct interviews and set up opinion boxes to identify where female users are concerned and take necessary measures <input type="checkbox"/> Provide training on gender-based violence to traffic police officers and operating company staff |
| Opportunities for women's participation in economic activities are limited | <input type="checkbox"/> Allocate retail space in stations, bus terminals to women (e.g., conduct feasibility study for women to sell in street stalls inside stations) <input type="checkbox"/> Provide capacity building opportunities to promote women's employment and entrepreneurship (e.g., provide training to 1,400 women for employment and entrepreneurship) |

Good practices in gender mainstreaming

The following shows good practices in gender mainstreaming relating to two or three of the above aspects.

Example of JICA's activities 1: Bangladesh “Dhaka Urban Transport Network Development Project”, ODA Loan

Project Summary: This project aims to alleviate traffic congestion in the Dhaka metropolitan area by constructing a 20-km-long urban rapid transit system of track-based mass transit in the city of Dhaka to meet the transportation demand in the area.

Activities with a gender perspective:

- Identification of gender needs through social and gender analysis surveys during the project preparation phase

With the participation of a gender mainstreaming member in the mission, information was collected on gender mainstreaming policies, gender issues in the target areas, the status of activities by other donors, and environmental and social considerations, and issues related to urban transportation infrastructure and services from a gender perspective were identified as (1) few public transportation systems, (2) poor quality of public transportation services, and (3) lack of safety for women in public places. Furthermore, the needs from a gender perspective have been analyzed as "providing safe and reliable public transport infrastructure and services for women," and the corresponding activities have been compiled into a Gender Action Plan (GAP) and agreed upon with the executing agency.

- Activities to prevent sexual harassment (Facility maintenance + Relations)

Efforts to prevent sexual harassment against female users included security cameras, emergency call buttons, adequate lighting, and the assignment of male and female security guards, educational activities for users to prevent sexual harassment, and gender training for enforcement agencies and traffic police personnel who handle harassment cases.

- Promote employment of female staff in executing agencies (Agency+ Structure and systems)

In addition to providing equal training opportunities for female staff, the executing agencies introduced equal pay for equal work and improved working conditions, and improved facilities for female staff.

Example of JICA's activities 2: India “Delhi Mass Rapid Transport System Project (Phase 1-3)”, ODA Loan

Project Summary: This project aims to meet the increasing transportation demand, reduce traffic congestion, and decrease traffic pollution by constructing a mass rapid transit system with a total length of 245 km in the Delhi metropolitan area.

Activities with a gender perspective: The project incorporated specifications tailored to women's needs, such as the installation of closed-circuit television (CCTV) in station buildings and trains and the introduction of low-slung suspension straps, to ensure that women can use the train safely and comfortably, in addition the following gender-oriented initiatives were also included.

- **Efforts to strengthen the enabling power of women and girls (agency):** To ensure that female customers feel safe and comfortable, and to encourage female passengers to use the service a helpline for reporting and consulting on sexual and gender-based violence (SGBV) and harassment has been set up and posted on the train. In addition, by actively promoting female drivers and station staff, the company aims to provide services that meet a wider range of needs.
- **Efforts to change society and people's awareness and behavior (relations):** It aims to create a safe environment for female passengers to use public transportation through awareness activities on sexual and gender-based violence (SGBV) and harassment.
- **Efforts to improve policy systems and organizational structure (structure) :** In addition to developing a code of conduct and rules that integrate a gender perspective as an organization, the company will conduct gender training for all employees and work to create an environment in which women can work comfortably. Also address sexual and gender-based violence (SGBV) and harassment by establishing a Sexual Harassment Response Committee and conducting regular meetings with the state government and police on safety outside the station.

Step 3 Setting gender indicators

After considering activities with a gender perspective, indicators (gender indicators) will be set to measure expected results (changes) of such activities. When setting indicators, set quantitative indicators as much as possible to objectively assess the status of the changes. If it is difficult to set quantitative indicators, qualitative indicators can be set to measure the progress of change. Examples of gender indicators are indicated below.

List of gender indicators

| |
|---|
| Policies and systems |
| <input type="checkbox"/> Relevant policies and plans that incorporated gender perspectives (type and number) <input type="checkbox"/> Gender perspectives that were incorporated in relevant policies and plans (contents) <input type="checkbox"/> Gender action plans formulated <input type="checkbox"/> Number of available gender disaggregated data (number of passengers) <input type="checkbox"/> Opinions of female users/passengers (received in opinion boxes) (number and contents) <input type="checkbox"/> Solutions adopted based on these opinions (number and contents) |
| Organizational structure |
| [Activities for gender mainstreaming] <input type="checkbox"/> Strategies and plans for gender mainstreaming (contents) <input type="checkbox"/> Increased budget for gender mainstreaming [Gender training for executives and staff] <input type="checkbox"/> Number of gender training sessions for executives and staff <input type="checkbox"/> Number of training participants (by gender and age) <input type="checkbox"/> Change in gender awareness after training [Female executives] <input type="checkbox"/> Increase in the number and percentage of female executives <input type="checkbox"/> Percentage of quota to increase female executives (planned and actual) [Female staff and technicians] <input type="checkbox"/> Increase in the number and percentage of female staff and technicians <input type="checkbox"/> Percentage of quota for active employment of women (planned and actual) <input type="checkbox"/> Personnel policy for active employment of women (content) [Work environment] <input type="checkbox"/> Decrease in the number of female retirees <input type="checkbox"/> Details of improved work environment <input type="checkbox"/> Satisfaction level of female employees with the work environment [Strengthening the capacity of female technicians] <input type="checkbox"/> Technical training for female technicians (number of times held, number of participants) <input type="checkbox"/> Participation status in various training programs (by gender) <input type="checkbox"/> Identified training needs of female technicians <input type="checkbox"/> Enhanced competencies and skills of female technicians [Harassment and SGBV in the workplace] <input type="checkbox"/> Number of reports of harassment and SGBV in the workplace (by type) <input type="checkbox"/> Number of incidents of harassment and SGBV in the workplace (by type) <input type="checkbox"/> Training on harassment and SGBV (number of times conducted, number of participants (by gender)) <input type="checkbox"/> Changes in staff understanding and awareness of harassment and SGBV |
| Gender division of labor |
| [Women's participation in technical training] <input type="checkbox"/> Increase in the number and percentage of female residents who participated in technical training <input type="checkbox"/> Techniques and skills acquired by women [Employment of women] <input type="checkbox"/> Number and percentage of women employed by the project |

| |
|----------------------------------|
| Participation in decision-making |
|----------------------------------|

- | |
|--|
| <ul style="list-style-type: none"><input type="checkbox"/> Increase in the number and percentage of female members and leaders in the Road Steering Committee<input type="checkbox"/> Percentage of quota for active participation of women (planned and actual)<input type="checkbox"/> Gender-specific needs incorporated in action plans<input type="checkbox"/> Satisfaction levels on infrastructure by gender |
|--|

Here is a noteworthy point on indicators for infrastructure development. In addition to collecting and analyzing data by gender as much as possible, especially for those indicators listed as examples in JICA's indicator reference for grant and loan projects by strategic development objective (e.g., the number of users and public transportation usage rate for urban public transportation and bus maintenance projects), operational and effectiveness indicators should be considered from the perspective of gender equality and women's empowerment taking the above indicators as reference.

Step 4. Gender responsive project implementation and monitoring

A project should also include actions to respond to situations of the stakeholders of different gender, including their gender issues and needs identified in Step 1.

In monitoring, gender-disaggregated data and gender indicators set in Step 3 help understand the implementation status of the activities, including the participation rates of women and men, and assess if the expected results are being achieved.

If unexpected gender issues have been identified during the monitoring, effective solutions should be formulated, assessed on the compatibility with the project scope and progress, and added in the project as new activities. Where the situation allows, it is desirable to revise project plans, such as Project Design Matrix (PDM) and Plan of Operation (PO) accordingly.

The table below illustrates points to keep in mind during project implementation and monitoring.

Points to remember for gender-responsive project implementation and monitoring

| Category | Points to remember |
|------------------------------|---|
| Implementation structure | <ul style="list-style-type: none"> ● Except where there is a specific reason, check the gender balance of the counterpart (C/P) and consider measures to achieve balance if there is a bias. ● Conduct gender training for C/Ps, project staff, and Japanese experts prior to and during implementation. If, at the time of training, it is found that there is a lack of understanding and awareness of gender, continuously consider ways to change attitudes and behaviors. ● When hiring project staff, clearly communicate clauses prohibiting sexual harassment and sexual exploitation of beneficiaries and have them sign a consent form. ● In view of the culture and customs of the target countries/regions and the responses to sexual exploitation, abuse, and harassment in the field of international cooperation, Japanese experts should exercise caution and remind each other not to unintentionally engage in discriminatory language or behavior. ● Set up a consultation window and route that can be used by all parties concerned to respond to cases of SGBV and harassment. ● Assign international and local gender experts as required. |
| Implementation of activities | <ul style="list-style-type: none"> ● Ensure that consideration is given to the time and place of activities so that women, who are busy with unpaid care and domestic work, can easily participate in activities. Moreover, check to see if participation in activities does not increase the burden on particular persons/groups. ● If the literacy rate of women is low, devise ways to convey information and skills through training and technical guidance (e.g., explanations using illustrations and photographs rather than text, group learning), and continuously monitor participation to ensure that those who need the information and skills are attending the training. ● Create an environment in which it is easier for women to participate and speak out, paying attention to factors such as the composition of members and the way meetings are conducted, so that women always participate in the decision-making process and their voices are reflected. ● Pay attention to diversity among women, as their circumstances, challenges, needs, and impacts from development projects differ according to gender, age, social class, ethnicity, disability status, education level, family/household type, and other factors. ● Engage and promote understanding among boys, men, and community members. ● If gender norms and discrimination are strong in the project site, the understanding and cooperation of influential community leaders, religious leaders, and others is especially important. |

| | |
|------------|---|
| Monitoring | <ul style="list-style-type: none"> ● If participation in project activities and benefits from the project are biased toward either men or women without justifiable reasons, identify the causes and factors and consider implementing necessary measures. (e.g., participation in training, lower proportion of women in employment compared to men) ● Ensure that consideration is given to the time and place of activities so that women, who are busy with unpaid care and domestic work, can easily participate in activities. Moreover, check to see if participation in activities does not increase the burden on particular persons or groups. ● If differences in the practice and retention of introduced skills owing to gender or other reasons are found, identify the contributing factors and address them. ● Verify whether there any positive or negative impacts that were not anticipated at the planning stage. If they do exist, consider ways to maximize positive impacts and minimize negative impacts. |
|------------|---|

Step 5. Gender mainstreaming evaluation

In the evaluation phase, project achievements, implementation process, outcomes, and impacts should be assessed with a gender perspective, while evaluating the project in accordance with a prescribed project evaluation framework (ex-post evaluation) and evaluation methodology (DAC six evaluation criteria). When identifying the outcomes and impacts, attention needs to be paid to signs of emerging outcomes and impacts as well as already achieved outcomes and impacts. If there is difference in benefits received by women and men, details of the difference and its causes should be analyzed.

It should be noted that during the evaluation, whether be it quantitative or qualitative, gender-disaggregated data and information should be collected, whenever possible, and analyzed. When conducting interviews, attention should be given to gender balance and attributes of the survey participants. Group formation (either single-gender or mixed-gender) will be decided depending on the content of the interview. Gender composition of an evaluation team should also be decided after thorough consideration.

The following shows gender-responsive evaluation questions listed in accordance with the DAC six evaluation criteria.

Check points for gender-responsive evaluation

| OECD DAC 6 evaluation criteria | Check points |
|--------------------------------|---|
| Relevance | <p>Development policy and development needs of the partner country</p> <ul style="list-style-type: none"> - Are project activities with a gender perspective consistent with the priorities and contents of the gender equality promotion policy or policies in this sector? <p>Inclusion of people with special needs</p> <ul style="list-style-type: none"> - Are beneficiaries biased toward any particular gender group? - When selecting beneficiaries, has information been collected from women and girls' groups? <p>Adequacy of plan and approach</p> <ul style="list-style-type: none"> - Have methods been taken that do not exclude certain gender groups? - Have measures been taken to ensure that diverse beneficiaries can participate in and benefit from the activities? - Have measures been taken that do not increase the workload of specific gender groups? - Have activities been modified based on the results of monitoring conducted during project implementation? |
| Coherence | <p>Alignment with international goals and initiatives, such as the SDGs, and international norms and standards</p> <ul style="list-style-type: none"> - Are project activities with a gender perspective consistent with the content of the international initiatives? - Have project activities with a gender perspective contributed to the achievement of international goals such as the SDGs? |
| Efficiency | <ul style="list-style-type: none"> - Were women's knowledge, experience, and women's groups utilized? - How is the gender balance of the participants in training programs conducted in Japan and those conducted in third countries? |
| Effectiveness | <ul style="list-style-type: none"> - Did project activities with a gender perspective achieve their originally expected results? - Did project activities with a gender perspective contribute to the achievement of the project's objectives and results? - Satisfaction level of users (of the constructed facility), (by gender) |

| | |
|----------------|--|
| Impact | <ul style="list-style-type: none"> - Positive indirect effects of the implementation of project activities with a gender perspective (e.g., women's leadership, lobbying the government to change systems, improving mechanisms to capture women's opinions, reducing domestic violence and SGBV against women) - Status of negative impact manifestations owing to failure to implement project activities with a gender perspective or owing to inadequate gender analysis (e.g., increased work burden for women, increased domestic violence and SGBV against women) |
| Sustainability | <ul style="list-style-type: none"> - Will women be able to continue their activities without difficulty? - Will women be able to continue to participate in the initiatives and contribute to the continuation of the project's effectiveness? - Will gender mainstreaming activities by relevant organizations be sustained? - Will the participation of women continue to be promoted in the decision-making of relevant institutions? - Will the voices of women and girls continue to be reflected in policies, measures, and institutions in the transportation sector? - Will gender-responsive actions be reflected in transportation sector policies and plans? - Will gender-responsive actions be reflected in the budget of the transportation sector? |

Regarding effectiveness (outcomes), impact, and sustainability, identify how gender-responsive activities have contributed to the promotion of gender equality and women's empowerment, taking into account the three aspects of agency, relations, and structure and systems (see Step 2). Specifically, "agency" refers to what women have become able to do as a result of the implementation of the activities (including not only their own abilities but also changes in the external environment surrounding the women). "Relations" refers to how the activities have helped transform the gender relations among stakeholders and in societies. As for "structure and systems," the scope of evaluation includes how the activities have been integrated into policies and systems, as well as operational policies and plans of the implementing agencies, and how gender equality has been promoted in the organization. If a negative impact is identified, lessons learned should be extracted as much as possible for reflecting in future projects.

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role of transportation in relation to economic growth, sustainable environment, and social inclusion, to discuss and negotiate transport policy issues, and to promote interaction between transport policy decision makers and civil society.

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²⁰ Japan Ministry of Foreign Affairs, G20 Principles for Quality Infrastructure Investment

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²¹ A quota system is one of the methods taken with the aim of achieving substantial equal opportunity to those who are disadvantaged by social/structural discrimination by making allocations, such as providing special opportunities within a certain extent. For example, gender quota in the political arena is a system to assign the number of women or the men to women ratio based on gender, with the aim of correcting gender gaps in the legislature. (Reference: Cabinet Office

https://www.gender.go.jp/research/kenkyu/pdf/gaikou_research/2020/05.pdf (Accessed January 11, 2022)