



**ST. MARY'S UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
DEPARTMENT OF PROJECT MANAGEMENT**

**ASSESSMENT ON THE PRACTICE OF GENDER INTEGRATION IN  
PROJECT PHASES IN THE CASE OF THE ETHIOPIAN CATHOLIC  
CHURCH SOCIAL AND DEVELOPMENT COMMISSION**

**BY**

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**JUNE, 2023**

**ADDIS ABABA, ETHIOPIA**

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MANAGEMENT**

**JUNE, 2023**

**ADDIS ABABA, ETHIOPIA**

## **DECLARATION**

I declare that this thesis is my original work and has not been presented in any other university and college. All sources and materials used are duly acknowledged.

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## APPROVAL FROM THE ADVISOR'S

The Undersigned certifies that, He has read and hereby recommends for acceptance by the St Mary's University a thesis entitled: "*Assessment on the Practice Of Gender Integration In Project Phases In The Case Of The Ethiopian Catholic Church Social And Development Commission*", in partial fulfillment of the requirements for the MBA of the St Mary's University.

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June 14, 2023

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**APPROVED BY BOARD OF EXAMINERS**

We, the undersigned certify that we have read and hereby recommend to the Saint Mary's university to accept the thesis submitted by Beza Sulamo entitled "*Assessment on the Practice Of Gender Integration In Project Phases In The Case Of The Ethiopian Catholic Church Social And Development Commission*" for the fulfillment of the requirement for the award of an MA in Project Management.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

CDB	Caribbean Development Bank
CSA	Central Statistics Agency
CSOs	Civil Society organizations
DAWN	Development Alternatives with Women for New Era
ECC-SDCO	Ethiopian Catholic Church Social and Development Commission
EIGE	European Institute for Gender Equality
GAD	Gender and Development
GED	Gender and the Environment
GRB	Gender Responsive Budgeting
HR	Human Resource
KII	Key Informant Interview
M&E	Monitoring and evaluation
NGOs	Non-governmental organizations
SAPs	Structural adjustment programmes,
SLO	Social License to Operate
WAD	Women and Development
WID	Women in Development
UN	United Nations

## ABSTRACT

*Various studies indicate that the development projects don't equally engage male and female and the impact of projects is not similar for both sexes. Gender equality is a global phenomenon that interlinks with all aspects of human life. Studies indicate that there are various factors affecting participation of women in the project phases. There were different researches conducted to assess project management in gender lens by focusing on a single phases or area of knowledge. The purpose of this study is to assess the practice of gender integration in the project phases in the case of the Ethiopian Catholic Church Social and Development Commission (ECC-SDCO). The study aimed to assess the practice of gender integration in project problem identification phases, planning/designing phase, implementation, monitoring and evaluation phases of the projects implemented in the ECC-SDCO and four branch offices. Additionally, the study intends to explain the impacts of gender integration on project performance. The study design is descriptive and used qualitative and quantitative methodologies for data collection and analysis of the findings. The researcher used questionnaire, KII and secondary data review to collect data based on structured and unstructured questions. The major findings of the study indicates that there are few areas that the organization had integrate gender in the project phases like using sex disaggregated data, setting gender sensitive objectives and activities. However, there are major gap identified in the study which shows limited integration of gender in the project problem identification, project designing phase, and implementation and monitoring and evaluation phases. The study directs that the projects don't analyze the different status of women and men roles, decision making power, access, and control over resources, needs, priorities and challenges in the project planning and implementation. Additionally there are gaps on designing strategies, using monitoring and evaluation lessons to enhance participation of women in the project. The study also indicates that the projects that engage women specific activities and promoting gender equality contribute to the project sustainability, effectiveness as well as relevance. The finding of the KII indicates that gender integration in the project phases enhances stakeholders' satisfaction. The researcher therefore, recommends the organization to increase effort to integrate gender in the project planning, execution, monitoring and evaluation using a standard tools like gender analysis, gender planning and gender sensitive indicators. Moreover, projects needs to use monitoring inputs and lessons learnt from the evaluation to enhance participation of women and contribute to gender equality. The researcher also elaborates that the need for further research studies to examine the impact of gender integration on projects performance.*

**Key Words: Project, gender integration and equality**

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the study

Development Projects are planned to attain the national development goal of a country. Projects could be planned by governmental or non-governmental organizations to address the need of the society: men, women, boys and girls. Women and men have diverse needs and have different access to and control over resources. Therefore, gender equality and women's empowerment are cross-cutting issues that must be mainstreamed across all development policies, plans and programs to benefit men and women equally and build a gender equal society (CSA, 2017).

Gender inequality is the unequal power relation and social construction reflected in all aspects of life in the society. Project as an instrument of development enhances gender equality if gender issue is incorporated in the planning, execution, monitoring and evaluation process. However, most development projects don't include gender issues in the project phases, so that contribute to gender inequality directly or indirectly. There are various strategies developed in the world to attain the participation and benefit of all community members. Gender mainstreaming is the common strategy in which the project could incorporate gender issues in the project phases using various tools and techniques. Mainstreaming a gender perspective used as a strategy to integrate gender in projects, programs and policies at all level. It is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men as an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated (UN, 2019).

This research assessed the practice of gender integration/mainstreaming in the project phases in the case of the Ethiopian Catholic Church Social and Development Commission (ECC-SDCO). The study conducted in the case organization, ECC-SDCO and its four branch offices, implementing various development projects of with the aim to analyze that to what extent the project phases integrate gender in the projects. It will also describe the tools and techniques used to integrate gender, identify the gaps in integrating gender and its impact on project performance.

The ECC-SDCO is a faith based CSO working on various development programs since 1968. The Ethiopian Catholic Church Social and Development Commission is well known for her intervention in the health and education programs in the rural and urban areas of the country. The ECC-SDCO implements various development projects categorized in different programs such as Health, Education, Food Security and emergencies, Migration and Internally, Women Development and Social Rehabilitation, Water and Sanitation, Peace and Justice and Child Protection. The ECC-SDCO has 13 branch offices in Ethiopia directly implementing the projects at the ground level with in their own jurisdiction. The research is planned to assess the level of gender integration in the project planning, execution, and monitoring and evaluation phases in the case of the Ethiopian Catholic Church Social and Development Commission. (ECC-SDCO Annual Report,2022)

## **1.2. Statement of the problem**

The participation of women plays crucial role in the social, economic and political development of the world. Despite the political commitment by government, women experience inequalities in Ethiopia as well as in the world. According to the United Nations Gender Inequality Index, that assesses gender-based inequalities in reproductive health, empowerment, and economic activity, Ethiopia ranks 129<sup>th</sup> out of 191 countries (UNDP, 2022). The World Economic Forum Gender Gap Index ranks Ethiopia 74<sup>th</sup> out of 146 countries in the year 2022. Despite the enormous improvement showed on political representation, it indicates that there is remarkable gender inequality on access to health service, opportunities to education and economic resources. It also indicates parity of women and men in labour force participation, income, number of skilled persons and access to asset ownership (IDRC, 2020)

There is an Ethiopian women Policy, declared in 1995; the Gender mainstreaming guideline and various strategies designed and implemented by the Ministry of Women and Social Affairs. However, development Policies, programs and projects lacks effective gender integration in the planning, implementation, monitoring and evaluation stages. The research conducted by Meseret (2010) on household energy saving from the gender perspective revealed that the national energy policy does not mainstream women except states them only as a victim of collection and use of Biomass. On the finding of her assessment the organization she had studied has no gender policy or action plan that is applied in the course of the project. Although the project she have studied

have direct relation with women, it is understood that the project is not considering gender issues or not applying Gender mainstreaming strategy in its overall cycle. The researcher also argues that the improvement of the technology of the stove did not involve women who are mainly users, as a result, there features of the product not convenient and comfortable for the users.

The study conducted by Ginbowgsh (2007) indicates that the policies, programs and projects lack clear and measurable indicators, ignores social norms, focused only on sex disaggregated data and affected by stereotypes. Therefore, impacts of the project and programs become insignificant and lack sustainability. The survey showed that, with regard to positive economic changes affected by saving and credit program it has promised great opportunities for beneficiaries to have access to and control over resources and control over loans. However, the promise has remained a mere as described by the researcher due to the pressures of the gender inequality in household. His findings therefore reveal that NGOs are not realizing their objective in this respect as their services provide support only to households in general with no progress whatsoever in removing gender inequality. This leaves the economic condition of women unimproved in real terms. Based on the above argument the researcher suggests that the prevailing inequality of access and control over resources should be reconsidered and perceived through the gender lens.

“The Chinese adage, “women hold up half the sky,” aptly describes the contribution of women to development, and explains why leaving them out of development is often detrimental to project success. Leaving women out of development projects is not only intolerable but also very costly. This is because such actions often end up generating unforeseen circumstances, which in turn inadvertently sabotage project activities and therefore success” (Armstrong-Mensah PhD 2012, P.4).

As the above studies showed that there are gaps on integrating gender in the project planning, execution, monitoring and evaluation process. The gender gaps needs to be identified in each stage of the project cycle to bring effective changes and sustainable development. Projects needs to integrate gender in the planning stage by recognizing the different gender needs sociocultural constraints and the gender biases existing in the target community. This can be done only when planning of projects ensures participation of women in the process. The integration of gender in the project phases of execution, monitoring and evaluation is guided by the planning of the project. Therefore, this research aims to identify that to what extent the planning of projects of the

case organization integrate gender and its application in the next phases of the project cycle. It will also identify the gaps in the gender perspective in each project phase of the projects of case organization and describe how it affects the project effectiveness.

There are researches conducted in other countries on gender integration in project planning and management. On the article reviewed by U.M. Stella, K.Abdu, N.Kulthumis (2017) using review of relevant literatures on gender in project planning and management. The research recommends that gender needs to be incorporated to overall development project phases. Another research conducted on gender issues on project management by Pacha, M. & Banda, S. (2012) focused on the projects of software businesses in India. The study underlines the importance of gender integration in the policies and programs of any organization to enhance women participation in project management. The various researches conducted by Nongovernmental organizations like Oxfam focused on the assessment of the gaps to mainstream gender. The researches on gender and project conducted in Ethiopia focused only on few knowledge areas of project like human resource management and the role of NGOs. Another study conducted by Alemayehu (2015) studies the gender mainstreaming gap in government sector offices planning, implementation and monitoring and evaluation. Therefore, the above mentioned researches doesn't indicate the overall practice of gender integration in all project phases, rather indicated operational challenges and reviewed the specific areas of knowledge area.

Based on the above reviews of literatures this research identified a methodological and conceptual gaps that needs to be filled by this research through collecting and analyzing firsthand information from a case non-governmental organization implementing development projects. The researches reviewed by the former researchers indicated that the challenges of the gender mainstreaming in the government sector organization. However, this research intended to show the practice how the gender integrated in the nongovernmental organization, named ECC-SDCO. The research will also describe its impact on project performance especially stakeholders satisfaction. Moreover, it indicate the tools and strategies used to integrate gender in the project identification, designing, execution, monitoring and evaluation.



### **1.3. Research questions**

This study addressed the following research questions.

- 1) How does the project recognize the interest of both female and male in need assessment and project planning phase?
- 2) How do the project implementation strategies promote gender equality in different project knowledge areas?
- 3) Does the project monitoring and evaluation tool incorporate gender equality?
- 4) How does gender integration affect the project performance?

### **1.3. Objective of the study**

#### **1.3.1. General Objective**

The general objective of the research is to assess the level of gender integration in project phases and its impact on project performance.

#### **1.3.2. Specific Objectives**

- To analyze how the project integrate gender in project identification stage
- To assess the level of gender integration in the project implementation, monitoring and evaluation,
- To evaluate how the project implementation strategies promote gender equality in different project knowledge areas
- To describe the impact of gender integration at project stages on the project performance

### **1.4. Significance of the study**

The findings of the research will serve to inform development practitioners on the areas that need improvement in project cycle management in regard to gender integration. The findings of the research will indicate the gaps in the integrating gender in project phases. It will generate knowledge on how gender integration in project planning, implementation, monitoring and evaluation enhances project performance such as relevance, effectiveness, end user satisfaction as well project sustainability. The project will use to inform the project managing team and the organization to identify the gaps and to take improvement actions on gender integration in order to ensure project effectiveness. Therefore, the finding of the research helps the organization to

design the standard guidelines and gender integration tools to be used for the projects planning, implementation, monitoring and evaluation to enhance gender equality.

### **1.5. Scope of the study**

The research will be conducted to assess the gender integration in the project cycle in the case of Ethiopian Catholic Church Social and Development Commission. The study will focus on assessing the level of integration of gender issues in the development project planning, implementation, monitoring and evaluation phases. The Ethiopian Catholic Church Social and Development Commission have 175 projects in the year 2022 implemented overall the country and there are thirteen branch offices function in different parts of the country (ECC-SDCO, Annual report, 2022). The research will focus on the national office and four branch offices practice on integrating gender in the project identification, planning, implementation, monitoring and evaluation. The targeted branch offices include Addis Ababa Branch office, Jimma Bonga Branch Office, Nekemte and Hosanna. The researcher collected secondary and primary data's from the project staffs selected purposely from the National office and the selected Branch offices of ECC-SDCO. Additionally the researcher reviewed various research and resource materials for the literature review of the research.

### **1.6. Limitation of the study**

As limitation of the study the researcher noted the following limitation in the process of conducting the research that could have possible effect on the research finding.

- The researcher collected data from the National office and four branch offices of the selected case organization. However, the research finding would enhance the generalizability of the study if it could be able to target all the branch offices of the ECC-SDCO. However, the researcher couldn't to target all branch offices due to financial and time constraints.
- Moreover the researcher has collected data only from the project program staffs in the case organization; however the findings of the study could enriched with more information if targeting includes stakeholders and partners.

## **1.6. Organization of the Study**

The research has five main chapters. The first chapter discuss the background of the study, statement of the problem, general and specific objectives of the research, research questions, significance of the study, scope and limitation of the study and organization of the research. The second chapter discusses on the literatures that elaborates the research idea. It includes theoretical, empirical and conceptual literatures. The third chapter of the study is focused on the methodology of the research. It describes the research approach, the research design, sampled population and sampling techniques, tools of data collection and analysis. The fourth chapter of the research discuss on the presentation of the data analysis. It discusses the research finding using tables, graph and description. The final chapter of the study provides the conclusion of the research finding and the recommendations.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1. Introduction

This chapter of the study elaborates the research problem using various theoretical, empirical and conceptual literatures on integrating gender in development project phases. The theoretical review of the literature focused on the gender concepts, the different theories on gender integration, the gender integration strategies in development project phases. The empirical review of the study focus on the studies conducted on the practice of gender integration in different areas of the world and in our country Ethiopia. This part discusses on the major findings and recommendations forwarded by the researchers. The third part provides the conceptual framework developed by the researcher on the integration of gender in development project phases.

#### 2.2. Gender integration in Development Projects

**Development projects** are projects financed by governments, institutions such as the World Bank European Union, United Nations and other donors. Development projects focus on infrastructure improvements like education, health and justice systems and humanitarian programs. The NGOs in Ethiopia engage on activities of community development, welfare support, health, education, small scale finance/loans/, water and environmental developments (Tasil 2015).

**Gender Integration** is all about strategies applied in program planning, assessment, design, implementation and M&E to consider gender norms and to compensate for gender-based inequalities. For example, when a project conducts a gender analysis and incorporates the results into its objectives, work plan and M&E plan, it is undertaking a gender integration process. (fhi360, 2012). Gender integration and gender mainstreaming are used interchangeably by different development actors. The guidance document for international development organization and practitioners prepared by USAID elaborates gender integration involves identifying and addressing gender inequalities during strategy and project design, implementation, M&E and learning. Since the roles and power relations between men and women affect how an activity is implemented, it is essential that project managers address these issues on an ongoing basis throughout implementation. Conducting a gender analysis and/or gender assessment is the first

step for ensuring successful gender integration into project design, implementation and the policies that support them (Land O'Lakes International Development,2015)

There are two major justifications given for the need of gender mainstreaming in projects. The first justification for gender mainstreaming in project planning and management is derived from the main objective of establishing development projects, which is poverty eradication. Eradicating poverty brings about benefits resulting from access to income or financial resources, access to and control over material and non-material resources which are major determinants of inequality (EIGE, 2016; CDB, 2013, Lentisco & Arenas, 2011). Benefits such as respect of rights, having political voice, employment, information, services, infrastructure and natural resources continue to disadvantaged gender (women) as a result of poverty eradication. The second justification for including gender issues in the project management is because gender equality and non-discrimination on the basis of sex are fundamental human rights recognized by international legal instruments and declarations of different countries and embedded in national constitutions (EIGE, 2016; CDB, 2013; Lentisco, 2011). Most human rights instruments guarantee equal treatment of men and women. However, in spite of this recognition, many societal structures do not accord the same treatment to men and women or boys and girls (U. M. Stella, K. Abdu, N. Kulthum,2017).

Arenas and Lantisco (2011) as stated by in U.M. Stella etal. (2017), assert that because gender equality and women empowerment are human rights, they hold a center stage in development and development projects. Gender equality brings about benefits such as a faster growth of economies, improvement in children's health and reduction in corruption. It does not only contribute to sustainable development but also helps reduce the root causes of poverty and vulnerability. (Ibid)

As it is stated by Jahan 1997 in Reeves and Baden (2000) the integration approach to gender and development differs in important ways from the agenda-setting approach to women and development (Jahan 1997:311-329; Reeves and Baden 2000:11). In the initial stage the mainstreaming approach was seeking to transform the development agenda itself while prioritising women's (gender) concerns. With this approach the gender issues are identified and addressed within the existing development paradigms. As a result, the overall development agenda is not transformed but each issue is adapted to take into account women as well as gender concerns. Now a day, gender concerns are integrated throughout the project cycle where possible (Reeves and Baden, 2000).

### 2.2.1. Review of Theoretical and Historical Approaches

The issue of gender integration in development came in to discussion since 1970's with contribution of researchers and feminists arguing on the exclusion of women from economic activities. There were different approaches developed in relation to gender view in development policies and programs. The various approaches discussed below:

1. **The Welfare Approach:** Until the early 1970s development policies were directed at women only in the context of their roles as wives and mothers. The welfare approach focused on mothers and child health and on reducing fertility. It was assumed that the benefits of macroeconomic strategies for growth would automatically trickle down to the poor, and that poor women would benefit as the economic position of their husbands improved (Momsen, 2004; 2010). According to Moser (1993) the welfare approach is based on three assumptions. The first is that women are passive recipients of development, rather than participants in the development process. Secondly, that motherhood is the most important role for women in society. Thirdly, that child-rearing is the most effective role for women in all aspects of economic development. While this approach sees itself as 'family-centred' in orientation, it focuses on women entirely in terms of their reproductive role, it assumes men's role to be productive, and it identifies the mother-child dyad as the unit of concern. The main method of implementation is through 'top-down' handouts of free goods and services, and therefore it does not include women or gender-aware local organizations in participatory planning processes.

However, studies shows that the welfare approach didn't always benefit women, therefore, challenged these assumptions, showing that women did not always benefit as the household head's income increased; instead women increasingly became backward, traditional and were losing status from time to time (Moser,1993).

2. **The WID approach:** The term WID has its origins the influential work *Woman's Role in Economic Development* by the Danish economist Esther Boserup (1970) (Kaan, 2005). The main focus of the WID approach relies on three parts according to Boserup; the first part focuses on the sexual division of labor in villages with agrarian economies, and

questions how this division of labor has been affected by different factors such as population density, farming techniques, colonial rule, patterns of land-ownership, cultivation of cash-crops, etc. The second part discusses the sexual division of labor in towns with various sectors such as petty trading, industrial occupations, clerical occupations, education sector (teaching), health sector (nursing), etc. In the third part of her work, Boserup (1970: 174) points out that economic development is accompanied by two major movements: first, a gradual movement of the population from village to town, and, second, a gradual movement from agricultural to non-agricultural activities. Examining the implications of these two major movements on the sexual division of labor, Boserup concludes that the process of economic development affects women's position and situation within the sexual division of labor adversely and deteriorates their status. (Kaan, 2005)

The rise of the women's movement in Western Europe and North America, the 1975 UN International Year for Women and the International Women's Decade (1976–85) led to the establishment of women's ministries in many countries and the institutionalization of Women in Development (WID) policies in governments, donor agencies and NGOs. The aim of WID was to integrate women into economic development by focusing on income generation projects for women. This anti-poverty approach failed on its own terms as most of its income-generation projects were only marginally successful, often because they were set up on the basis of a belief that women of the South had spare time available to undertake these projects. It left women out of the mainstream of development and treated all women identically. It also ghettoized the WID group within development agencies. By the 1980s WID advocates shifted from exposing the negative effects of development on women to showing that development efforts were losing out by ignoring women's actual or potential contribution (Momsen 2004, 2010).

According to Kaan, (2005) the WID approach underwent a major transformation throughout the 1970s and the 1980s which is a shift in focus, first from 'equity' to 'anti-poverty', and, then from 'antipoverty' to 'efficiency'.

### **2.1. The Equity Approach:**

The original WID approach was in fact the equity approach introduced within the 1976–85 UN Women’s Decade. This approach recognizes that women are active participants in the development process, who through both their productive and reproductive roles provide a critical, if often unacknowledged, contribution to economic growth. The approach starts with the basic assumption that economic strategies have frequently had a negative impact on women. It acknowledges that they must be ‘brought into’ the development process through access to employment and the market place. It therefore accepts women’s practical gender need to earn a livelihood.

The purpose of the equity approach is to gain equity for women in the development process. Women are seen as active participants in development. It recognizes women’s triple role and seeks to meet strategic gender needs through direct state intervention, giving political and economic autonomy to women, and reducing inequality with men. It challenges women’s subordinate position, Third World policy approaches to women 63 has been criticized as Western feminism, is considered threatening and is unpopular with governments(Moser, 1993).

In order to reduce the inequalities between women and men, the equity approach demands economic and political autonomy for women through top-down intervention of the state. However, (Moser, 1993: 65) argues that recognition of equity as policy principle did not guarantee its implementation in practice.

### **2.2. The Anti-Poverty Approach**

Anti-Poverty is the second WID approach, the ‘toned down’ version of equity, introduced from the 1970s onwards. Its purpose is to ensure that poor women increase their productivity. Women’s poverty is seen as the problem of underdevelopment, not of



subordination. It recognizes the productive role of women, and seeks to meet practical gender needs to earn an income, particularly through small-scale income-generating projects. It is most popular with NGOs (Moser, 1993: 67-68).

The emphasis thus shifts from reducing inequality between men and women, to reducing income inequality. Women's issues are separated from equity issues and linked instead to the particular concern for the majority of Third World women, as the 'poorest of the poor'. As Buvinic (1983) has argued on (Moser, 1993) this is a toned-down version of the equity approach, arising out of the reluctance of development agencies to interfere with the manner in which relations between men and women are constructed in a given society. However, this shift also coincided with the end of the unsuccessful First Development Decade, and the formulation of alternative models of Third World economic and social development. (Ibid)

**2.3. The efficiency approach:** The strategy under this approach was to argue that, in the context of structural adjustment programmes (SAPs), gender analysis made good economic sense. It was recognized that understanding men's and women's roles and responsibilities as part of the planning of development interventions improved project effectiveness. The efficiency approach was criticized for focusing on what women could do for development rather than on what development could do for women (Momsen 2004, 2010)

**2.4. The empowerment approach:** In the 1980s, empowerment was regarded as a weapon for the weak, best wielded through grassroots and participatory activities (Parpart 2002). However, empowerment has many meanings and by the mid-1990s some mainstream development agencies had begun to adopt the term. For the most part these institutions see empowerment as a means for enhancing efficiency and productivity without changing the status quo. The alternative development literature, on the other hand, looks to empowerment as a method of social transformation and achieving gender equality. Jo Rowlands (1997) sees empowerment as a broad development process that enables people to gain self-confidence and self-esteem, so allowing both men and women

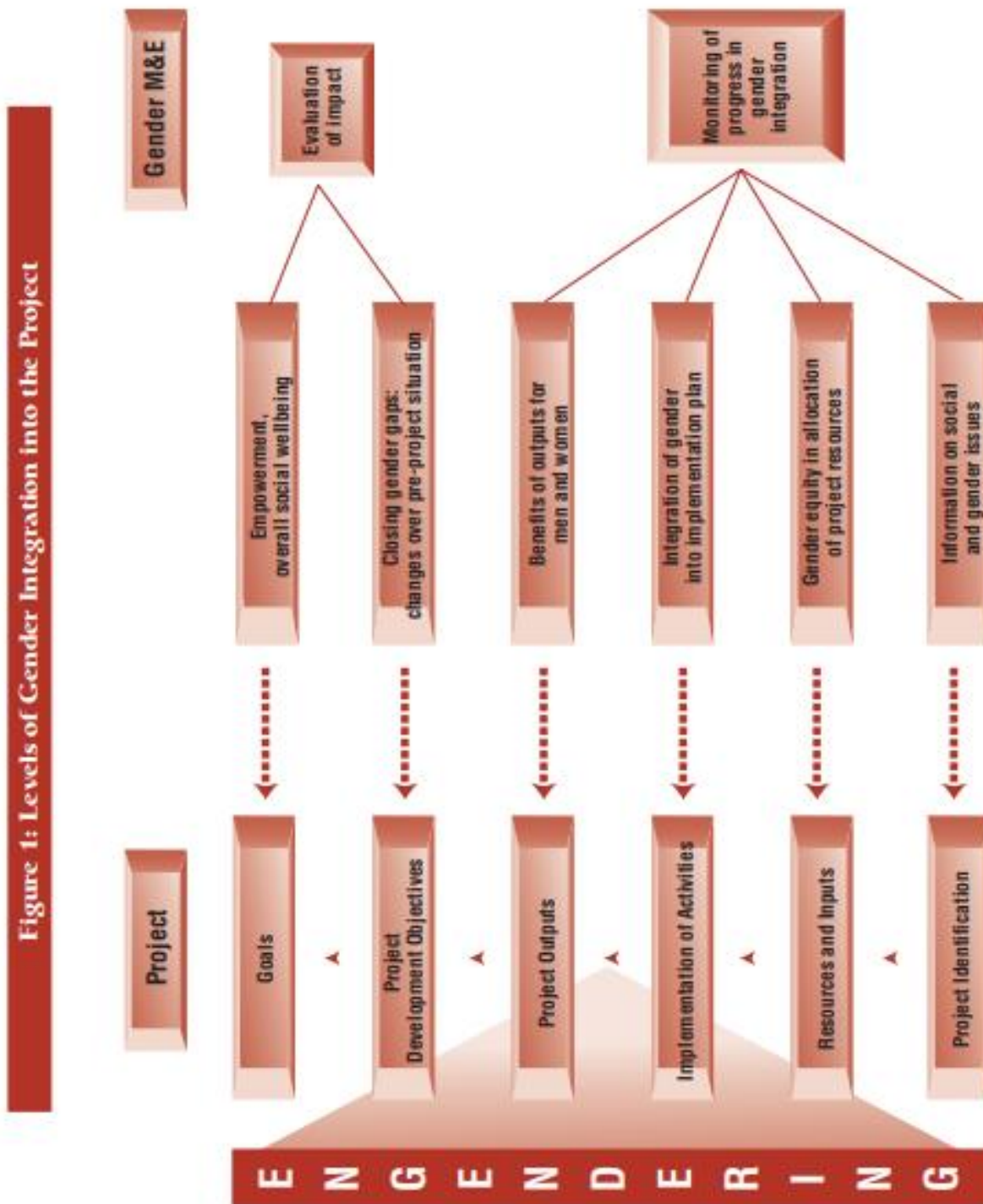
to actively participate in development decision-making. The empowerment approach was also linked to the rise of participatory approaches to development and often meant working with women at the community level building organizational skills (Momsen 2004, 2010).

3. **Gender and Development (GAD)** This approach originated in academic criticism starting in the mid-1970s in the UK (Young 2002: 322). Based on the concept of gender (the socially acquired ideas of masculinity and femininity) and gender relations (the socially constructed pattern of relations between men and women) they analysed how development reshapes these power relations. Drawing on feminist political activism, gender analysts explicitly see women as agents of change. They also criticize the WID approach for treating women as a homogeneous category and they emphasize the important influence of differences of class, age, marital status, religion and ethnicity or race on development outcomes. Proponents distinguished between ‘practical’ gender interests, that is items that would improve women’s lives within their existing roles, and ‘strategic’ gender interests that help to increase women’s ability to take on new roles and to empower them (Molyneux 1985; Moser 1993). Gender analysts demanded a commitment to change in the structures of power in national and international agencies through gender mainstreaming (Derbyshire 2002).
4. **Women and Development (WAD):** At the 1975 UN Women’s World Conference in Mexico City the feminist approaches of predominantly white women from the North aimed at gender equality were rejected by many women in the South who argued that the development model itself lacked the perspective of developing countries. They saw overcoming poverty and the effects of colonialism as more important than equality. Out of this grew the DAWN Network, based in the South, which aimed to make the view of developing countries more widely known and influential (Sen and Grown 1987). By 1990 WID, GAD and WAD views had largely converged (Rathgeber 1990) but different approaches to gender and development continued to evolve (Momsen 2004, 2010).
5. **Gender and the Environment (GED)** This approach was at first based on ecofeminist views in 1989, by Vandana Shiva which made an essentialist link between women and the

environment and encouraged environmental programmes to focus on women's roles (Parpart et.al 20002).

6. Mainstreaming gender equality: The term 'gender mainstreaming' came into widespread use with the adoption of the Platform for Action at the 1995 UN Fourth World Conference on Women held in Beijing. The 189 governments represented in Beijing unanimously affirmed that the advancement of women and the achievement of equality with men are matters of fundamental human rights and therefore a prerequisite for social justice. Gender mainstreaming attempts to combine the strengths of the efficiency and empowerment approaches within the context of mainstream development. Mainstreaming gender equality tries to ensure that women's as well as men's concerns and experiences are integral to the design, implementation, monitoring and evaluation of all projects so that gender inequality is not perpetuated. It attempts to overcome the common problem of 'policy evaporation' as the implementation and impact of development projects fail to reflect policy commitments (Derbyshire 2002). It also helps to overcome the problems of male backlash against women when women-only projects are successful (Momsen 2001). In the late 1990s donor supported development shifted away from discrete project interventions to general poverty elimination, which potentially provides an ideal context for gender mainstreaming. Attention is only just beginning to be paid to the gender dimensions of poverty alleviation (Narayan and Petesch 2002).

Figure 1 Theoretical Framework of Gender integration in Project Cycle



Source: World Bank (2001, PPP 3)

### 2.2.2. Empirical Review

The researchers conducted on gender integration in Ethiopia shows that there are various problems hindering gender integration in project cycle. Human resource management is one of the knowledge areas that needs in gender integration studied by Endalkachew (2014) in a targeted NGOs focusing on gender integration in human resource. According to Endalkachew (2014) the Problems hindering gender integration in human resource management in Care Ethiopia indicates that:

- a. Inadequate Gender policy awareness and limited policy implementation
- b. Less priority for organizational gender issues
- c. Unfavorable recruitment procedure to Gender mainstreaming:

In relation to the human resource manual the researcher identified five major challenges that hinders gender integration in the recruitment process. Such as the HR manual contains limited gender issues, limited motivation on Job announcement, unfavorable evaluation criteria, selection dependency on education and experience and hiring units stereo type attitude (Endalkachew, 2014).

The other study conducted by Alemayehu(2015) on the gender mainstreaming in the case of Amhara region revealed that mainstreaming gender is not yet taken as Central to the government organizations' plans, implementation, monitoring and evaluation and budgeting.

The other research conducted by Frehiwot (2018) on Gender Responsive Budgeting(GRB) in the case of Ethiopian Ministry of Agriculture and Natural Resource indicates that the project work in actual is always done through considering community rather than disaggregating as men and women. The research shows that there is no difference between women and men so that they do not support the inclusion of gender aspect in their work. Moreover, it reveals that the respondents lacks knowledge and skill on how to integrate gender activities in their work. As a result it the research shows that there are employees who had never include gender during planning and budgeting process. Additionally, the research indicates that on the planning and budgeting document of the studied organization, gender issues have not been reflected in outputs, targets and three years' expenditure estimates. As a result, the miss out of gender perspective is missed out from output; target and indicators would affect the proper implementation of gender responsive budgeting in the program budget. The research argues that incorporating gender issues is not the

issue of only budgeting for GRB however, it is incorporating in the overall process of program planning and implementation (Firehiwot,2018).

The article written by David Jijeleva and Fank Vanclay (2014) on the study conducted in Georgia, argues that the development assistance projects typically bring different outcomes for women and men in local communities. The study argues that women in traditional conservative communities are, obviously, in a particularly disadvantageous situation, and consequently it will be hard for them to take part in project activities or consultation processes, even when there is a deliberate effort by project organizers to involve them. Thus, there is a risk that their specific needs and ideas will be left out, even when a gender lens is applied.

The researcher suggests developing comprehensive gender sensitive Social license to operate (SLO) for development assistant projects. The study focused on stating the challenges of including women's interests in development assistant projects in relation to SLO. The researcher identified that the cultural protocols, gender roles, limited opportunities, limited mobility, gender disparity in access to information and resources, exploitations and various risks increasing women vulnerability affecting women participation and benefit in the development assistant projects.

The research finally recommends that development organizations needs to be gender sensitive in project designing.

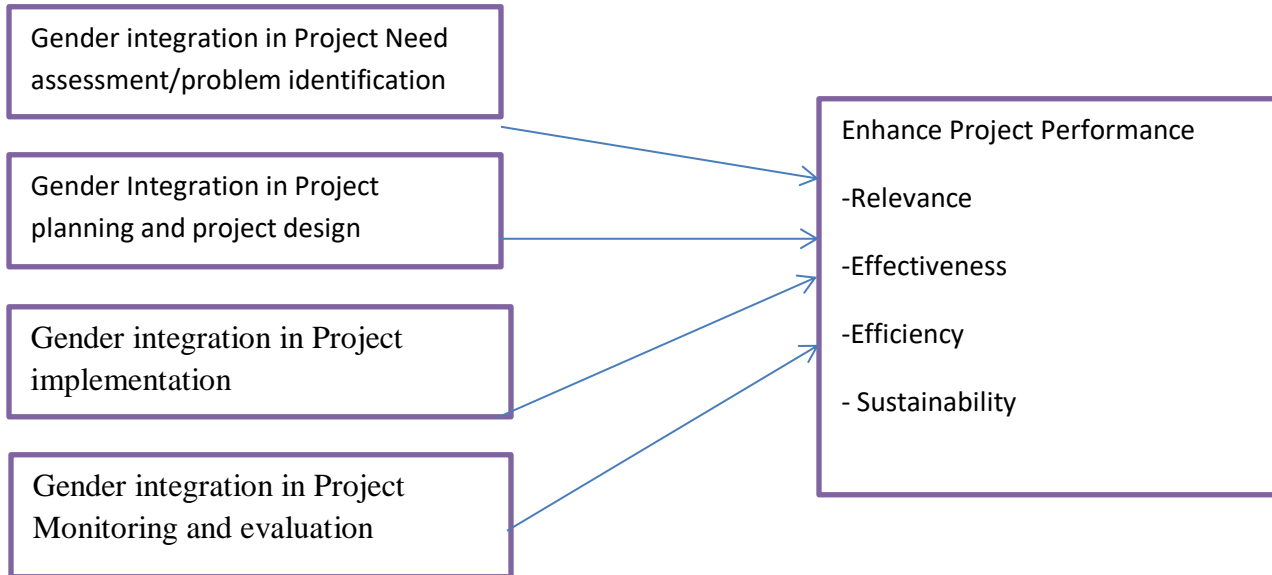
As stated in the research gap part the researches' conducted in various areas focused on a specific project knowledge area not the project stages itself. This research aimed to assess the gender integration practice of the selected case organization in the various project stages.

### **2.2.3. Conceptual framework**

Integrating gender equality in project planning is crucial to achieve project objective. Integrating gender enhances women participation, ownership and ensures benefit of women in all stages of project managements. Such as project need assessment, planning, designing, implementation, monitoring and evaluation. Effective gender integration is ensured by equal participation of women and men in planning, implementation as well as in monitoring and evaluation. The participation of men and women increases project effectiveness as well as beneficiary satisfaction.

Based on the review of various publications, books and researchers the researcher developed the following conceptual framework of integrating gender in project phases

Figure2. Conceptual framework on gender integration



The above figure shows that the gender integration in the project identification and research design allows participating men and women and women in problem analysis and objective analysis, stakeholder analysis. This will help the project planners to identify the problems affecting the different categories of society such as men, women, boys and girls. Gender integration in the project planning phase will also considered gender gaps in the project activities, outcomes, objectives and project goal as well as indicators. The project which mainstream gender in the project planning stage will help project staff to purposely use gender appropriate implementation strategies, project target men and women equally, reduce discrimination and any forms of abuse. This can be indicated in the project human resource, decision making, targeting and equal opportunities for both women and men. In the project monitoring and evaluation the gender integration could be shown in using gender sensitive indicators in the examining and analyzing the project impact on women and men, reporting and learning. In general, the researcher assumes that integrating gender in project phases will affect project performance by improving project efficiency, effectiveness, relevance and sustainability.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This section of the research describes the research design, approach and the characteristics of the target population. It also elaborates the source of data, data collection tools, techniques and the data collection procedure used in the research. Moreover, it discusses the reliability and ethical considerations undertaken in during data collection procedure.

#### **3.1 Research Design and Approach**

The research design called as a frame work and master plan that indicates the methods and procedures on how to collect data and analyze the data (Zikmund, 2009) . The research design used in this research is descriptive and explanatory approach. He also describes that descriptive research is to describe the characteristics of an objects, people, groups, organization, or environments. It answers the questions what, how and measure the level of the gender integration in the case of Ethiopian Catholic Church Social and Development Commission. Additionally, the research will explain the impact of gender integration on project performance.

The research uses mixed methods of research, both qualitative and quantitative. A mixed methods of research helps to collect adequate data and elaborate the finding using the quantitative and qualitative ways of description.

#### **3.2. Target Population**

The research targeted the project managers and program implementers of the projects at national and branch offices of ECC-SDCO to gather information needed for the study. There are various sectors in the ECC-SDCO, the respondents of the research are project program staffs in the social development projects composed of different sectors, such as food security and livelihood (43% ), water and sanitation (15.3), health (9%), migration (4 %), education(7.7%) , social rehabilitation (5%) and Women and Children (16%). The researcher selected the project program staffs of the national office and four branch offices namely, Addis Ababa, Hosanna, Jimma Bonga and Nekemte. From the total respondents 28.2% staffs who participated in the research from national



office, 23% respondents participated from Hosanna, 19.23% staffs participated from Jimma Bonga, 12.82% project staffs participated from Nekemte and 16.66 respondents participated from Addis Ababa Branch offices. A total of 96 questionnaires' were distributed to the staffs of the ECC-SDCO and four branch offices, among them 78 were completed and responded timely, therefore, the response rate is 81.25%.

The research used census as a method of sampling to distribute questionnaires. The reason that the researcher selected program staffs of the due to the importance of project implementation experience to understand and answer the questions. The research distributed questionnaire for 96 project staffs, and 78 responded appropriately. The researcher targeted project coordinators, project officers and team leaders working in the ECC-SDCO national office and four branch offices such as Hosanna, Jimma Bonga, Nekemte and Addis Ababa. The total population working in the above mentioned positions in the ECC-SDCO and the four branch offices counts 96 (34 women and 62 men).

### **3.3. Data Collection Tools, techniques and Data Collection procedures**

The research applied secondary and primary data collection tools. The secondary data collection mechanisms include review of project document, action plans, monitoring reports, narrative reports and other working documents. The primary data collection techniques would be questioner and KI interview. The data collection tools use structured and unstructured questions to triangulate the results.

The data collection tools developed and pretested in a small group to increase the relevance of the data. The researcher first collected the relevant actors who have been engaged in the project implementation in the organization. The data collected in person from the key informants and staffs from the national office and two branch offices and questionnaire collected through email from the two branch offices.

### **3.4. Method of Data Analysis**

The researcher collected primary data using both qualitative and quantitative tools and secondary data. The questionnaire had close ended questions and open ended questions to triangulate the results of the research. After collecting the data the researcher inserted the data to excel and SPSS 2020 to formulate and present in the appropriate way. The researcher used description, tables and

charts to present the data collected from the respondents. The researcher analyzed and summarize the data using excel for the first part of the questionnaire and descriptive statistics and the statistical package for social scientists(SPSS) application for the assessment of level of gender integration in the project phases. Therefore, different statistical tools such as frequency, mean and standard deviation used in the research.

### 3.5. Reliability and validity

To ensure reliability and reduce misunderstandings of the research, variables are comprehensively defined. Moreover, triangulation of results employed to ensure reliability of the data collected. The below table indicates the reliability of the data based on Cronbach's Alpha, SPSS method.

Reliability Statistics	
Cronbach's Alpha	N of Items
.919	22

Table 3.1. Reliability Statistics

To ensure reliability of the data, the questionnaires will be tested prior to distribute to the intended respondents. The questions then will be amended based on the comment which will be collected from those who will participate in the test. The validity of the data will also be acquired through careful selection and use of appropriate size of the sample.

### 3.7. Ethical Considerations

The documents used from the organization remains confidential and only used for the academic research purpose. During this study respondents were free to respond their own opinion from their experience and their personal information. The names and religion are not mentioned in the question.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

This part of the research describes the findings of the data collected using secondary and primary data collection tools for this research purpose. The primary data collected using two techniques such as self-monitored questioner and Key Informant interview. The researcher used secondary data sources such as project documents, reports and evaluation documents are reviewed to enrich the research finding. A total of 96 questionnaires' were distributed to the staffs of the ECC-SDCO and four branch offices, among them 78 were completed and responded timely, therefore, the response rate is 81.25%. However the remaining 4 were incomplete and 14 were not responded back. A total of 23 respondents were from ECC-SDCO national office and 55 were from the four Branch offices namely; Hosanna, Addis Ababa, Jimma and Nekemte. All the respondents were project implementing persons in the ECC-SDCO offices. There are various sectors in the ECC-SDCO, the respondents of the research are project program staffs in the social development projects composed of different sectors, such as food security and livelihood (43% ), water and sanitation (15.3), health (9%), migration (4 %), education(7.7%) , social rehabilitation (5%) and Women and Children (16%).

The responded data recorded and analyzed using excel sheet and SPSS and presented here in three sections, such as, demographic data, second the main component includes; the practice of Gender integration in Project Phases, and the third one is Discussion on the impact of gender integration on project performance and Summary of KII.

#### **4.1 Demographic Data**

##### **4.1.1. Sex of Respondents**

A total of 78 respondents filled questionnaire, among the respondents 16 are female and 62 are male, the percentage of the respondents shows that 20.51% female and 79.48 % are male.

##### **4.1.2. Age of Respondents**

The respondents of the research age range indicates that the majority of replies are between age 36-40 which consists 32.05% from the total of respondents, the second age group consisting

higher number of respondents is 41-50 consisting 25.64. The third age group is age 46-50 years consisting 13 respondents, the next group is age 30-35 consisting 10.25 and the smallest number of respondents filled above age 55. The below table indicates the age range of the respondents.

**Table 1. Age range of Respondents**

Range of Age	Number of respondents	Percentage
30-35 YRS	8	10.25
36-40 YRS	25	32.05
41-45 YRS	20	25.64
46-50 YRS	13	16.7
50-55 YRS	7	9
Above 55	5	6.41
Total	78	100

Source: own survey, 2023

#### 4.1.3. Educational Status

As the below table indicates the educational status of respondents fall in Diploma, Degree and MA/MSC/MPH. Out of 78 respondents 7.7% hold Diploma, 51.3% hold BA and 41% replied that they hold MA/MSC/MPH.

**Table 2 . Educational status**

Educational status	Number of respondents	Percentage
Diploma	6	7.7
Degree	40	51.3
MA/MSC/MPH	32	41
PHD		
Total	78	100

Source: Own Survey

#### 4.1.4. Experience on Project

All the respondents are working on projects in different positions, the year of the experience of the respondents on project summarized in the below table

**Table 3 Experience on Project**

Years	Number of respondents	Percentage
<1 YRS	11	14
1-3 YRS	12	15.4
4-6 YRS	12	15.4
7-9 YRS	22	28.20
10< YRS	21	27
Total	78	100

Source: Own Survey, 2023

## 4.2. The practice of Gender Integration in Project Phases in ECC-SDCO

### 4.2.1. Gender Integration in Project Problem Identification Phase

There are five main areas that the researcher would like to assess the level of gender integration in project problem identification phase. Such as both sexes participation in problem identification, the gender integration tools used during problem identification, consideration of roles, needs, opportunities and challenges of men and women, and analysis and identification problems for intervention that affect women and men.

Concerning participation of men and women in problem identification process the result of the study shows that from the total respondents 73.1 % replied that they consult men and women in problem identification where as 26.9 % don't consult men and women. However when it comes to the using of gender analysis in the need identification process only 43.6 % of participants applied the tools that are helpful to understand the gender gap of the target group. The remaining 56.4 had not conducted gender analysis in their project planning period. The extent of men and women participation shows that only 1.3 % replied to the great extent, 9.1% replied to the fullest extent and 32.1 % replied to the moderate extent. The remaining 39.7% replied to the limited extent and 17.9 % replied not at all that men and women participated in the project problem identification. The reports showed in the below tables

**Table 4** Projects consult women and men in problem identification

	Frequency	Percent	Valid Percent	Cumulative Percent
No	21	26.9	26.9	26.9
Valid Yes	57	73.1	73.1	100.0
Total	78	100.0	100.0	

Source: Own Survey, 2023

**Table 5** projects conduct gender analysis in the project planning stage

	Frequency	Percent	Valid Percent	Cumulative Percent
No	44	56.4	56.4	56.4
Valid Yes	34	43.6	43.6	100.0
Total	78	100.0	100.0	

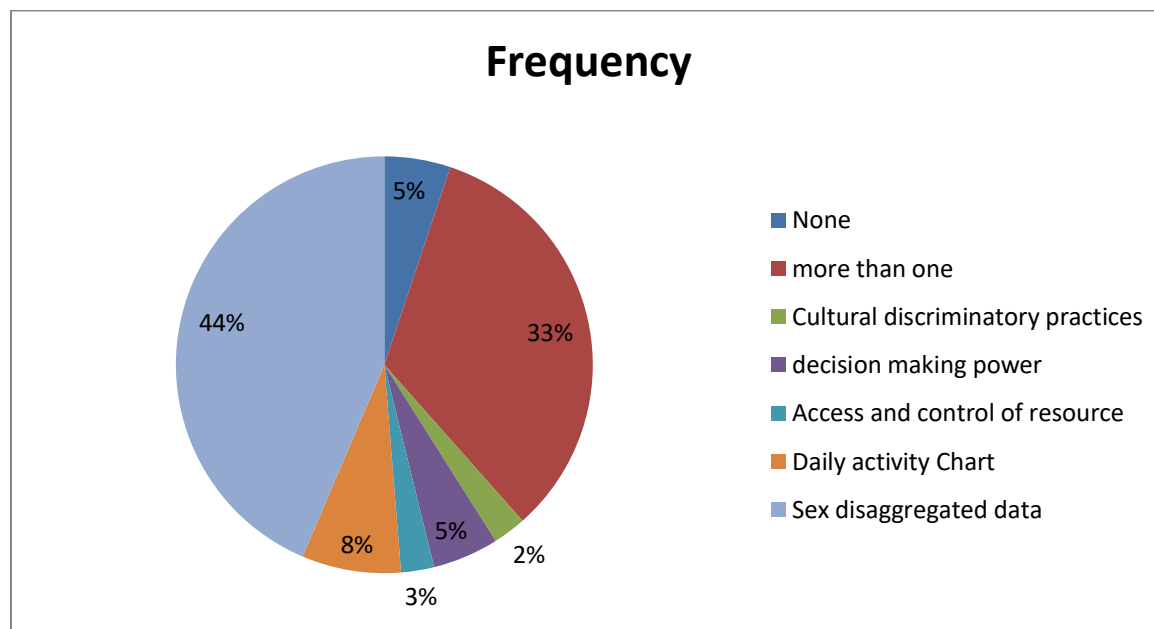
Source: Own Survey, 2023

**Table 6** Male and female participation in problem identification process

	Frequency	Percent	Valid Percent	Cumulative Percent
not at all	14	17.9	17.9	17.9
to a limited extent	31	39.7	39.7	57.7
to a moderate extent	25	32.1	32.1	89.7
Valid To the fullest extent	7	9.0	9.0	98.7
to a great extent	1	1.3	1.3	100.0
Total	78	100.0	100.0	

Source: Own Survey, 2023

**Figure 3** Gender integration tools used in the project planning period Based



Source: Own Survey, 2023

When it comes to the use of various tools in project problem identification phase as the result indicated in the above chart there are five tools listed to see which tools were used for data collection in the project need assessment of the projects. According to the response of the participants the most frequently used tool of gender integration is sex disaggregated data counts 44% and daily activity chart used by 8% of respondents. The other three tools such as access and control of resource, decision making power, cultural discriminatory practices counts 3 %, 5% and 2% consecutively. The 33% of respondents used more than one tool in their planning and in contrast 5 % of participants had never used any of the mentioned tools in their project planning.

The research asked participants if the project analyzed and selected problems that affect men and women for intervention. From the total respondents' majority counting 50% of respondents replied that their project identified problems affecting men and women for intervention moderately, 14.1% replied to the fullest extent and 32.1 % replied to a limited extent. Insignificant number of respondents (1.3%) replied to the great extent and 2.6% replied not at all. Similarly, 44.9% of respondents replied that they analyze how the identified problems differently affect men and women. Among the research participants 25.6% of respondents replied to a limited extent, 17.9% replied not at all and minimal number of respondents replied to that their project analyzed the differing effect of the identified problem on men and women.

Concerning the extent of considering the priorities and needs of men and women in the project problem identification process 46.2% of respondents replied that their project considered the differing priorities and needs of men and women in the project formulation. From the remaining respondents 35.9% of participants replied to the fullest extent, 10.3% and 7.7% replied to the moderate extent and to a limited extent consecutively. In the same way, concerning to what extent the project considered the different opportunities and challenges; 11.5% replied to the fullest extent and 16.7% to a limited extent. Whereas majority of the respondents which is 47.4% and 24.4% replied that their project considered to a limited extent and did not consider the different opportunities and challenges of the two sexes in the project problem identification stage. The secondary data review also shows that the project doesn't critically analyzed the different impact of problems identified for intervention on men and women. The below table indicates the mean and standard deviation of the gender integration factors in project problem identification stage.

Table 7 Summary of gender integration practice in project problem identification phase

<b>Descriptive Statistics</b>			
	N	Mean	Std. Deviation
10.1. The project planning team identified problems affecting men and women for intervention	78	2.7949	.76207
10.2. The project planning team analyzed how the problem affected men and women	78	2.5000	.92231
10.3. Both male and female community members participated in problem identification process	78	2.3590	.92546
10.4. Sex disaggregated data used for planning of the project	78	3.3077	.97111
10.5. The project planning included gender roles, control and access to resource and decision making of	78	2.0385	.99925
Valid N (listwise)	78		

Source: Own Survey, 2023

As the above table indicates the extent of the gender integration in project problem identification process is good in using sex disaggregated data for planning and identification of problems affecting men and women. However, the integration of gender is less on the other process such as conducting gender analysis, participating men and women equality in assessment, assessing the gender roles, access and control of resources and decision making.

#### 4.2.2. Gender integration in Project Designing phase

To study the level of gender integration in the project designing phase, the researcher used the questions that asks if their project has specific problem affecting female identified for intervention, gender action planning, gender sensitive objectives, outputs, activities, designing of gender specific strategies and indicators.

From the total of respondents 65.4% replied that their project has identified a problem that affects female specifically and 34.6% replied that their project doesn't identified gender specific problems. Among the respondents of the questionnaire 50% stated that they have gender action plan to address the gender gaps, 42.3% respondents replied that they have no gender action plan



and 7.7% respondents indicated that they are not sure if their project have gender action plan or not.

**Table 8 9 Does the projects have gender action plan?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not sure	6	7.7	7.7	7.7
	No	33	42.3	42.3	50.0
	Yes	39	50.0	50.0	100.0
	Total	78	100.0	100.0	

Source: Own Survey, 2023

In project designing stage integrating gender in the project objectives, outcomes, outputs and activities of the project is essential to address gender inequalities. Among the research participants 54.6% of respondents replied that their project has gender sensitive objectives, outcomes, outputs and activities and 45.4% of respondents replied that their project doesn't have gender sensitive objective, outcome, outputs and activities. Among 44 respondents who has mentioned their project has gender sensitive objectives, outcomes, outputs and activities 26 which counts 69% believe that the projects have sufficient budget allocated for gender related activities, however the remaining 31% believe that the project doesn't have sufficient budget for gender related activities. Moreover, the research assessed the opinion of the respondents if there project budget allocated for gender mainstreaming exclusively used for its purpose, 5.1% strongly agree, 23.1% agree, 28.2% partially agree, 29.5% disagree and 14.1% strongly disagree.

**Table 10 projects has specific objectives, outcomes, outputs and activities to address gender specific problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	34	43.6	43.6	43.6
	Yes	44	56.4	56.4	100.0
	Total	78	100.0	100.0	

Source: Own Survey, 2023

Concerning the extent of gender sensitivity of the project goals, objectives and outputs, the data shows that only 2.6% and 12.8% of respondents replied to a great extent and to the fullest extent

consecutively. Whereas, 38.5% respondents stated that their project goals, objectives and outputs are moderately gender sensitive. The remaining 28.2% as well as 17.9% replied that to a limited extent and not at all consecutively.

**Table 11 Projects goals, objectives and outputs are gender sensitive**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	14	17.9	17.9	17.9
	to a limited extent	22	28.2	28.2	46.2
	to a moderate extent	30	38.5	38.5	84.6
	To the fullest extent	10	12.8	12.8	97.4
	to a great extent	2	2.6	2.6	100.0
	Total	78	100.0	100.0	

Source: Own Survey, 2023

The other area that assessed in the projects is to what extent the projects contribute to men and women equitable access to resource and improved gender equality. According to the data collected from the response of questionnaires', majority (51.3%) of respondents replied that to a moderate extent, 14.1% replied to the fullest extent and 7.7% replied to a great extent contribute to men and women equitable access to resources and increase gender equality. The remaining 17.9% and 9% replied to a limited extent and not at all consecutively.

**Table 12 Project has strategy to benefit men and women equitably**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	18	23.1	23.1	23.1
	to a limited extent	29	37.2	37.2	60.3
	to a moderate extent	21	26.9	26.9	87.2
	To the fullest extent	9	11.5	11.5	98.7
	to a great extent	1	1.3	1.3	100.0
	Total	78	100.0	100.0	

Source: Own Survey, 2023

The other most important factor to insure gender integration in the project formulation stage is gender sensitive strategy to address the different needs of men and women. As the above table indicates higher number, 37.3%, of respondents replied to a limited extent and 23.1% replied that their project have strategy to benefit men and women equitably by addressing their different

needs. Additionally, 26.9% replied moderately, 11.5% replied to the fullest extent and only 1.3% replied to that their project have strategy to benefit men and women equitably.

**Table 13 project address gender inequalities and ensure equal benefits for women and men**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	15	19.2	19.2	19.2
	to a limited extent	18	23.1	23.1	42.3
	to a moderate extent	28	35.9	35.9	78.2
	To the fullest extent	17	21.8	21.8	100.0
	Total	78	100.0	100.0	

Source: Own Survey, 2023

The finding of the questioner shows that the extent of activities and outputs that address gender inequalities and aims to ensure equal benefits for women and men among respondents shows that 21.8% to the fullest extent, 35.9% to a moderate extent, 23.1% to a limited extent and 19.2 don't incorporate any activities and outputs to address gender issues.

Additionally, in assessing the extent of it comes to setting gender sensitive indicators to measure the project outputs and outcomes, only 10.3% replied to the fullest extent, 35.9% to a moderate extent, 30.8% to a limited extent and 23.1% doesn't have gender sensitive indicators at all.

**Table 14 project includes gender sensitive indicators**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	18	23.1	23.1	23.1
	to a limited extent	24	30.8	30.8	53.8
	to a moderate extent	28	35.9	35.9	89.7
	To the fullest extent	8	10.3	10.3	100.0
	Total	78	100.0	100.0	

Source: Own Survey, 2023

**Table 15 Project risk analysis consists the concerns of male and female**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	16	20.5	20.5	20.5
	to a limited extent	29	37.2	37.2	57.7
	to a moderate extent	26	33.3	33.3	91.0
	To the fullest extent	7	9.0	9.0	100.0
	Total	78	100.0	100.0	

Source: Own Survey, 2023

Among the respondents of the questionnaire only 9% of replied that their project have risk analysis that consist the concerns of male and female beneficiaries and staffs to the fullest extent and 33.3% replied to a moderate extent. Whereas, the greater number of respondents counts 37.2% replied their project have risk analysis that consist male and female beneficiaries and staffs to a moderate extent and 20.5% doesn't have any project risk analysis that consist male and female beneficiaries and staffs.

Additionally the research asked respondents if the project assessed that it will have any adverse effect on women, men, boys or girls; the result shows 10.3% strongly agree, 7.7% agree, 56.4% partially agree, 20.5% disagree and 5.1% strongly disagree that the project assessed if the project will have adverse effect on women, men, boys or girls. The below table indicates the mean and standard deviation of the gender integration factors in project designing stage.

**Table 16 Gender integration practice in project designing/planning phase**

<b>Descriptive Statistics</b>			
	N	Mean	Std. Deviation
11.1. Your project goals, objectives and outputs are gender sensitive	78	2.5385	1.01537
11.2. Your project contribute to men and women equitable access to resources and increase gender equality	78	2.9359	.99792
11.3. Your project has strategy to benefit men and women equitably by addressing their different needs	78	2.3077	.99750
11.4. Your project includes activities and outputs that address gender inequalities and aims to ensure equal benefits for women and men	78	2.6026	1.03622
11.5. Your project includes gender sensitive indicators to measure the outputs and outcomes	78	2.3333	.94891
11.6. Your project risk analysis consists the concerns of male and female beneficiaries and staffs	78	2.3077	.90177
Valid N (listwise)	78		

Source: Own Survey, 2023

The findings of the above table indicates that the projects integrate gender equalities in project activities and outputs as well as contribute to equitable access to resources to a moderate level.

However, the remaining gender issues like designing gender strategies, indicators and risk analysis indicates used in project designing to a limited extent.

### 4.2.3. Gender integration in Project Implementation Phase

In the project implementation stage the researcher assessed the project targeting, male and female participation, staff capacity building to mainstream gender equality and resource utilization of gender related activities.

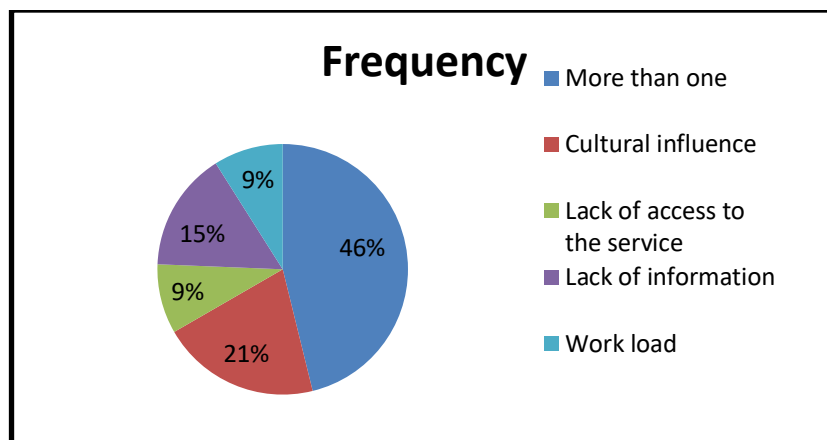
**Table 17** Project activities implementation purposefully target male and female

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	9	11.5	11.5	11.5
	to a limited extent	19	24.4	24.4	35.9
	to a moderate extent	30	38.5	38.5	74.4
	To the fullest extent	17	21.8	21.8	96.2
	to a great extent	3	3.8	3.8	100.0
	Total	78	100.0	100.0	

Source: Own Survey, 2023

For the question asked that if their project activities implementation purposefully target male and female, 38.5% of respondents of the questionnaire replied that to a moderate extent and 21.8% replied to the fullest extent and only 3.8% replied to a great extent. The significant number of respondents which is 24.4% stated that their project purposefully target male and female to a limited and 11.5 % doesn't intentionally target male and female in the project intervention. Consequently, the responses of the questionnaires indicate that most female project participants affected with workload, traditional and cultural influences, information gap and access to services. 47.4 % of respondents indicate that women doesn't equally benefit as men from their projects. The below chart indicates that the result of the responses.

**Figure 4** Factors affecting female participation and benefit in project implementation



Source: Own Survey, 2023

For the question asked if the project staffs trained on gender mainstreaming and gender issues, 46.2% replied that the project staffs trained to a moderate level and 7.6% replied to the fullest level. The remaining 30.8% and 15.4% replied to a limited extent and not at all trained on the gender mainstreaming and gender integration in the project implementation.

**Table 18 project activities implementation consider women and men different opportunities and challenges**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	17	21.8	21.8	21.8
	to a limited extent	30	38.5	38.5	60.3
	to a moderate extent	25	32.1	32.1	92.3
	To the fullest extent	6	7.7	7.7	100.0
	Total	78	100.0	100.0	

Source: Own Survey, 2023

The other important aspect in project implementation stage to integrate gender issues is considering men and women different opportunities and challenges during project implementation and creating women friendly project sites. The research participants' response shows that only 7.7% to the fullest extent and 32.1% to a moderate extent consider women and men different opportunities and challenges to participate in project implementation. The remaining 38.5% and 21.8% shows that limited extent and not at all consequently. Similarly, project site selection and service provision areas are not women friendly as response of 35.9% and to a limited extent by 23.1% of respondents. The project site selection and service provision areas are women friendly to

the fullest extent as per 11.5% of respondents and to a moderate extent as per 29.5% of respondents.

The below table summarizes and indicates the mean and standard deviation of the gender integration factors in project implementation stage

**Table 19 gender integration in the project implementation stage**

<b>Descriptive Statistics</b>			
	N	Mean	Std. Deviation
12.1. Project activities implementation purposefully target male and female	78	2.8205	1.02872
12.2. Women project beneficiaries are not affected with work load, information gap and access to resource	78	2.2821	1.05557
12.3. Project activities implementation consider women and men different opportunities and challenges	78	2.2564	.88912
12.4. All Project staffs trained on gender mainstreaming and integrate gender in the project activities implementation	78	2.4615	.84810
12.5. Project site selection and service provision areas are women friendly	78	2.1667	1.04963
Valid N (listwise)	78		

Source: Own Survey, 2023

The above summary table indicates that the organization integrate gender issue in the project implementation in especially on targeting male and female purposefully. However, the summary indicates that there are gaps on considering the women and men different opportunities and challenges as well as creating women friendly project service provision areas.

#### **4.2.4. Gender integration in Project Monitoring and evaluation**

The extent of gender integration in M&E analyzed from four aspects such as sex disaggregated reporting and documentation, monitoring frameworks, male and female participation in monitoring and evaluation, the extent the monitoring inputs and evaluation lessons used for decision making to enhance women participation. According to the finding of the data collected, a total of 36 respondents replied that their reporting and documentations are sex disaggregated to the fullest and to a great extent whereas majority 38 respondents replied that they used sex

disaggregated data in the reporting and documentation and the remaining few respondents replied that to a limited extent. This shows in general, all respondents are using sex disaggregated data in their reporting and documentation despite the difference of the extent.

The other factor assessed is if the monitoring framework uses gender sensitive indicators to measure results during monitoring. The extent of gender sensitivity indicators indicated as below table.

**Table 20** Monitoring frameworks of the project use gender sensitive indicators

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	8	10.3	10.3	10.3
	to a limited extent	22	28.2	28.2	38.5
	to a moderate extent	30	38.5	38.5	76.9
	To the fullest extent	16	20.5	20.5	97.4
	to a great extent	2	2.6	2.6	100.0
	Total	78	100.0	100.0	

Source: Own Survey, 2023

The research has also assessed the participation of male and female in project monitoring and evaluation process; among the respondents of the questionnaire majority 43.6% believe that the projects engage male and female equally to a limited extent, 28.2% to a moderate extent and 17.9% engage to the fullest extent. The remaining 10.3% believe that their project doesn't equally engage male and female in the project monitoring and evaluation process.

**Table 21** Projects equally engage male and female in project M&E

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	8	10.3	10.3	10.3
	to a limited extent	34	43.6	43.6	53.8
	to a moderate extent	22	28.2	28.2	82.1
	To the fullest extent	14	17.9	17.9	100.0
	Total	78	100.0	100.0	

Source: Own Survey, 2023

The other area assessed is to what extent the projects used monitoring inputs to enhance women participation and decision making. The replies of the research participants shows that 2.6% to a great extent, 10.3% to the fullest extent, 38.5% to a moderate extent, 35.9% to a limited extent and



12.8% stated that they have not used the projects monitoring inputs used to enhance women participation and decision making. Similarly, the project requested to know that if the projects had gender related lessons learnt from the project evaluation, in which 41% of respondents replied that they don't have gender related lessons collected from the project evaluation. The remaining 26.9% replied to a limited extent, 24.4% to a moderate extent and 7.7% to the fullest extent documented gender related lessons learnt from the project evaluation. The below table summarizes and indicates the extent of gender integration in project monitoring and evaluation.

**Table 22 gender integration in project monitoring and evaluation**

<b>Descriptive Statistics</b>			
	N	Mean	Std. Deviation
13.1.Project reporting and documents are sex disaggregated	78	3.5128	.75151
13.2.Monitoring frameworks of the project use gender sensitive indicators to measure results	78	2.7692	.97931
13.3.The project equally engage male and female in project monitoring and evaluation process	78	2.5385	.90729
13.4.Monitoring inputs used to enhance women participation and decision making	78	2.5385	.93548
13.5.The project analyse and document the achievements and long term impacts of the project on women and men	78	2.3590	1.00614
13.6.There are gender related lessons learnt from the projects evaluation	78	1.9872	.98684
Valid N (listwise)	78		

Source: Own Survey, 2023

The above table indicates that the projects of ECC-SDCO mainly integrate gender in the reporting formats and monitoring frameworks. However, the finding of the research elaborates that there is gap on male and female engagement in the M & E process, analyzing the impact of the project on male and female. Moreover, the organization has limitation on using the monitoring inputs and evaluation lessons to enhance women participation and gender equality.

#### 4.2.5. Gender integration and project performance

In addition to the level of gender integration in the project phases the researcher intends to know that how gender integration affected the project performance. The opinion of the project staffs requested on the issue and 52.6% of respondents believe that the project gender integration affects project performance and the remaining 47.4% respondents believe that gender integration doesn't affect their project performance.

#### **How the gender integration affected project performance?**

The response research participants for the above question summarized as follows:

Integrating gender issues in projects phases contribute to enhance project stakeholders' participation. As the projects are implemented to promote the livelihood of men and women, the project relevance needs to be evaluated from the impact that the project brought on the different groups of the target community. If a project doesn't have a strategy to enhance participation and benefit of men and women, the relevance of the project varies as per the contribution for each sex. Therefore, respondents of the research underlined the need of both male and female priorities, needs, opportunities and challenges needs to be identified to enhance participation.

In the project evaluation document review it is mentioned that the project gender integration enhanced project efficiency. It is recognized that the women specific activities performance contributed towards efficiency and sustainability. The evaluation document states that the women economic groups of the project have established procedures in the management of all relevant activities, hence ensuring institutional sustainability.

Additionally participants of the research indicated that the gender integration enhances project efficiency through minimize challenges, improve quality and create synergy to promote the expected changes of the project.

#### 4.2.6 Summary of KII

There were two project managers and one monitoring and evaluation Manager interviewed using the interview guiding questions. The KII result indicated that the ECC-SDCO has a policy promoting gender integration/mainstreaming in projects and programs of the organization. However, there is no comprehensive gender mainstreaming guideline in project management phases at the organizational level. Additionally, due to the absence of guiding standard the projects lack sufficient resource to implement gender action plan. Respondents of interview believe that although there are few in number there are projects that have gender action plan and allocated budget for the activities.

The interviewees also stated that there is a sex imbalance on human resource especially, on the profession staffing. During the discussion it is agreed that the HR of the projects is not planned in gender sensitive manner.

The interviewees of the research mentioned that the projects in ECC-SDCO uses sex disaggregated targeted setting and reporting mechanism. For example it has been mentioned that some of the projects intentionally plan percentage of male and female target of the project activities, however, it is understood that the projects lacks gender sensitive indicators as well as strategy to enhance women participation.

There is limited participation of women, in the project problem identification and project planning/designing stage. The interviewees mentioned that the participation of men and women is not equal in the project problem identification and planning phase due to the traditional roles of women in the community. Women are less represented in the meetings and discussions of community based organizations, local government offices as well as in the organization itself. The key informant interviews believe that the projects have mainstreamed gender issues in the projects on implementation phases only through deliberately assigning sex disaggregated data. However, there is limited gender specific strategy formulated to empower women and men equally. One of the Key informant interview mentioned that women are mostly targeted to the activities that focus on small scale trading, small ruminant rearing and horticulture; whereas there are traditionally

male dominated activities that target mostly men except in some exceptional cases. Although very limited number of women targeted in the male dominated income generating activities, they are very successful in sustaining the changes.

Additionally, the KI interviewees mentioned that the gender integration enhances the projects performance through enhancing active participation of beneficiaries therefore, they believe that it increase the relevance as well as the sustainability. One of the KI interviewee replied that the project when we work with women we would result a lot with limited resource therefore, it enhances effectiveness.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. SUMMARY OF MAJOR FINDINGS

The major findings of the study indicates that the level of gender integration in in project identification, designing, implementation, monitoring and evaluation. Based on the analysis and interpretation of the study the following are the key findings that are reflected in the research:

First, when we see the gender integration in the projects in the project problem identification stage, it shows that the projects integrate gender to a moderate extent in some of the factors. However, we see the mean of the responses of questions on the extent of gender integration at the project identification stage, it shows that 2.6 which is to a limited extent. The finding shows that using sex disaggregated data is commonly used in baseline survey; however the participation of women is not as equal as men in the process.

Second, as the summary table 16 indicates the ECC-SDCO integrates gender issues in the project designing stage integrates to a limited extent especially on designing strategies, setting gender sensitive indicators, and risk analysis. Whereas, there is better experience on integrating gender issues in project objectives, outcomes, outputs and activities. The projects in the organization have also contributed to promoting access to resources for men and women equitably. The mean of the above mentioned table response shows 2.5 that the projects in general shows the projects integrated gender to a limited extent in the project designing. Based on the documents review of projects planning there is inconsistency with in projects on integrating gender in the project objectives and results.

Third, as the mean of table 19 indicates that the project has limited gender integration in the project implementation stage except purposeful targeting is to a moderate extent. The response of the research participants indicates that project site selection, women and men opportunities and challenges are not considered differently in the project implementation stage. The mean of the above mentioned table indicates 2.3 which is the projects integrate gender issues in the project implementation to a very limited extent. According to the findings of the study the projects lacks gender sensitive strategies to promote women participation and equality.

Fourth, the finding of the research shows that the projects integrate gender issues in the monitoring and evaluation process to a moderate extent with a mean of 2.6. The data analysis indicates that the projects reporting and monitoring formats used sex disaggregated data to the fullest extent and gender sensitive indicators used in the monitoring framework. This is also ensured on the evaluation documents of projects. The number of beneficiaries targeted in the project recorded in sex disaggregated way. However, findings of other factors such as men and women equal participation, using inputs to enhance women participation and analysing the project achievement and long term impacts of the project scored to a moderate level. The findings of key informant interview shows that the participation of women and men is not equal in the project monitoring and evaluation process due to the less representation of women in the Community based organizations, committees and local government offices. Similarly, in the document analysis one of the evaluation document shows that the respondents of evaluation question are 85.3% are male and 14.7% were female. The analysis of the responses shows that there is high gap on tracking gender related lessons from projects evaluation for learning.

Fifth, the finding of the study also elaborates that gender integration in project phases contributes to increase project relevance by enhancing stakeholders' satisfaction. Additionally, it has been stated that it increases the project efficiency and effectiveness, through promoting quality and cost effectiveness. The other important factor stated among key informant interviewees and analyzed in the evaluation documents is projects that engage women specific intervention contributed highly to the project sustainability.

## 5.2. Conclusion

This study assessed the level of gender integration in project phases and its impact on project performance in the case of Ethiopian Catholic Church Social and Development Commission. Specifically, it assessed the gender integration in project planning, implementation, monitoring and any other stage of a project. The study use descriptive research design and qualitative research approach. The data mainly taken from primary source using questioner and interview. The primary data were collected from 78 respondents and analyzed using table, frequency, percentage and descriptive statistics. Based on the finding the study reveal the following conclusions answering the four research questions.

The study indicates that the gender differences are more considered in numbering rather than the analyzing and addressing the different status, roles, priorities, needs, opportunities and challenges of men and women among community. There is use of sex disaggregated data in the planning however; the participation of women is limited in the project need assessment and designing phase. Studies indicate that conducting both formal and informal gender analysis is key to explore gender norms, inequalities and to understand gender relations better. However, the research finding indicates there is inconsistency on the practice of conducting gender analysis in the projects planning stage. Due to lack of gender analysis in the project identification stage, the projects lack action plan and strategies contributing that promote women participation and gender equality. Therefore, the researcher recommends that the organization needs to improve its effort in analysing the different status of men and women in relation to access and control to resources, roles and decision-making power in the project need identification stage.

There are few projects that mainly targeting youth and women and integrate gender to the fullest extent in the project activities, outputs, outcomes and objectives. The documents also shows that those projects have activities to be implemented to specifically targeting women, however, the other activities shows that the projects target community, households, farmers, youth etc. that doesn't show intentional targeting plan of female and male beneficiaries. The same is true for the staffing of the project, it only shows the numbering and position of the personnel required which is not sex disaggregated.

As the finding of the study shows that although the projects in the studied organization have limited practice of using monitoring and evaluation lessons towards decision making to promote gender equality. The participation of women is low in the monitoring and evaluation process. This indicates the organization lacks a systematic analysis of projects impact on men and women.

In general, the study revealed that the projects in the organization integrate gender in all project phases to a limited extent. Despite the limited gender integration the research revealed that, gender integration in project phases increase project performance. Therefore, it is essential to enhance gender integration in the project phases to enhance project performance.

### **5.3. Recommendations**

Accordingly based on the above research findings the researcher recommends that the organization needs to improve its effort in analysing the different status of men and women in the project problem identification stage through promoting women participation, conducting gender analysis and designing strategies to promote gender equality.

The researcher also recommends that the organization needs to formulate comprehensive guideline to integrate gender equality in project planning, implementation and monitoring and evaluation. Similarly, applying gender integration in the all project knowledge areas such as risk analysis, budgeting and human resource planning are essential in addressing gender inequalities.

The other clearly indicated gap in the projects is monitoring inputs and evaluation lessons are not used to promote women participation in decision making and promote gender equality. Therefore, the researcher recommends that the organization needs to develop gender sensitive monitoring and evaluation tools and document the lesson learning and sharing of projects evaluation on gender issues. The researcher also recommends for further studies to examine the correlation of the gender integration level to the project performance.



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## Annexes I. Questionnaire

**St. Mary's University**  
**School of Graduate Studies**  
**Department of Project Management**

### Questionnaire to be filled by Project staffs

Dear Respondents:

The purpose of this questionnaire is to assess and analyze the practice of gender integration/mainstreaming/ in the project phases in the case of ECC-SDCO. This research is conducted for partial fulfillment of requirements of Masters of Project Management. The study initiated with the view to secure your honest opinion and comments pertaining gender integration in the project phases. Certainly, the outcome of the research will serve as valuable input for the understanding of the gender integration in project phases for the researcher and the organization. I would like to express my heart-felt gratitude for taking your time to fill this questionnaire & your genuine response and comments are vital for the completion of the research.

N.B.

Information is being required purely for academic purpose kept strictly confidential. Do not write your name.

Please circle the choices and put tick (√) mark in the boxes or your comment (options) in the space provided.

#### Section I General Information

1. Sex:  Male  Female

2. Age : \_\_\_\_\_

3. Educational Status:

Secondary  Diploma  1<sup>st</sup> Degree

MA/MSc  PHD

4. How long have you been working in the current project? \_\_\_\_\_ Years  
\_\_\_\_\_Months

5. Sector: \_\_\_\_\_

#### Section II Main component

1. Does your project consult women and men in problem identification? A/ Yes B/No

2. Does your projects conduct gender analysis in the project planning stage? A/ Yes B/No



10.5. The project planning included gender roles, control and access to resource and decision making of					
<b>11. Gender integration in the Project Designing Stage</b>					
11.1. Your project goals, objectives and outputs are gender sensitive					
11.2. Your project contribute to men and women equitable access to resources and increase gender equality					
11.3. Your project has strategy to benefit men and women equitably by addressing their different needs					
11.4. Your project includes activities and outputs that address gender inequalities and aims to ensure equal benefits for women and men					
11.5. Your project includes gender sensitive indicators to measure the outputs and outcomes					
11.6. Your project risk analysis consists the concerns of male and female beneficiaries and staffs					
<b>12. Does the project integrate gender in the project implementation stage?</b>					
12.1. Project activities implementation purposefully target male and female					
12.2. Women project beneficiaries are not affected with work load, information gap and access to resource					
12.3. Project activities implementation consider women and men different opportunities and challenges					
12.4. All Project staffs trained on gender mainstreaming and integrate gender in the project activities implementation					
12.5. Project site selection and service provision areas are women friendly					
<b>13. Does the project integrate gender in the project monitoring and evaluation stage?</b>					
13.1. Project reporting and documents are sex disaggregated					
13.2. Monitoring frameworks of the project use gender sensitive indicators to measure results					
13.3. The project equally engage male and female in project monitoring and evaluation process					
13.4. Monitoring inputs used to enhance women participation and decision making					
13.5. The project analyse and document the					

achievements and long term impacts of the project on women and men					
13.6. There are gender related lessons learnt from the projects evaluation					

14. Does your project assessed if the project will have any adverse effect on women, men, boys or girls?       Strongly agree       Agree       Agree to some extent  
 Disagree       Strongly disagree       No opinion

16. Do you believe that women equally participate and benefit as men from your projects?

A/Yes      B/No

17. What do you think are the challenges that hinder women participation and benefit? (more than one answer is possible)

A/ Work Load      B/ Lack of information      C/Decision making power

C/ Lack of access to the service      D/Cultural influence      E/All

Any other

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18. Does your project has any gender social norm transformative activities? A/ Yes B/ No

19. Do you think that the gender integration/mainstreaming in the project phases affected your project performance? A/Yes B/NO

20. If your answer for the question number 19 is yes how does it affect the project performance?  
 Positively       Negatively

Please explain your answer that how it affected the project in terms of relevance, effectiveness, efficiency and sustainability?

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## **Annex II. KII Guiding questions**

7. Does ECC-SDCO has a policy promoting gender integration/mainstreaming in project management?
  8. Do you have any gender mainstreaming guideline to be used for project planning and management?
  9. How does the project integrate/mainstream gender in project problem identification phase?
  10. How does the project integrate/mainstream gender in project formulation and designing stages?
  11. How does the project integrate/mainstream gender in project implementation stages?
  12. How does the project integrate/mainstream gender in project monitoring and evaluation stages?
  13. Does the organization use tools such as gender analysis and gender budgeting?
  14. How does the gender integration in the project contribute to project performance (relevance, How does the gender integration in the project contribute to project performance (relevance, effectiveness, efficiency and sustainability)?
-