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GENDER MAINSTREAMING MODEL IN DEVELOPMENT PLANS: FOCUSING ON GENDER RESPONSIVE COMMUNITY DEVELOPMENT PROJECTS.

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ABSTRACT

The primary argument of this discussion is that, despite the acceptance of implementing a gender mainstreaming approach in developing countries to promote gender equality, African countries, including Tanzania, still have action plans, such as projects, laws, policies, regulations, and programs, that scarcely address gender issues compared to developed countries. Gender issues encompass limited decision-making power, participation, and division of labour, control and ownership of resources, gender needs, and gender roles. This discussion is not concerned with political dynamics, economic issues, or cultural factors; instead, it aims to introduce the 7 approaches of the gender mainstreaming model and enhance understanding of how to conduct gender mainstreaming in development plans, particularly community development projects. Gender mainstreaming is essential for enhancing the well-being of community members, including boys, girls, men, and women from diverse backgrounds. The process of gender mainstreaming in community development projects should integrate the 7 approaches model, which involves gender analysis that organises data into gender-disaggregated categories, and the setting of gender-sensitive indicators that reflect whether development goals for achieving gender equality are met or not within the development plan, based on evidence collected through various data collection tools in the particular field. Also, the process of gender mainstreaming in community development projects closely resembles other development plans, such as policies, laws, regulations, and programmes. The only distinction is in the depth of analysis and the need for gender analysis to achieve gender equality. For African countries to effectively promote

gender equality, they must strengthen their policies and strategies by incorporating 7 approaches such as Gender Mainstreaming (GM), Gender Analysis (GA), Gender Disaggregated Data (GDD), Development Plan (DP), Development Goals (DGs), Achieve Gender Equality (AGE), Sensitive Indicator (GSI) as outlined in the 7 approaches gender mainstreaming model.

KEYWORDS: *Gender Mainstreaming, Gender Analysis, Gender Sensitive Indicators, Gender Disaggregated Data, Community development Projects, Development Plan and Development Goals.*

INTRODUCTION

Historically, issues of women's inequality were addressed through efforts to integrate women into the national economy and create economic opportunities in the early 1970s (Ghamunga, 2024). However, the main question asked by Women Integration in Development (WID) is how to include women in the development process. While the WID approach does not challenge the patriarchal domination, which is related to strategic gender needs, the approach only tackles practical gender needs (Kanji, 2025). In the second half of the 1970s, Women and Development (WAD) was introduced. The approach was focused on transforming the accepted norms and values that define women's and men's roles and duties, which results in gender inequality in societies (Kanji, 2025).

WAD was focused on the transformation of patriarchal domination led to the emergence of Gender and Development (GD) in the 1980s (Kanji, 2025). The approach emphasises Gender Mainstreaming (GM) after analysing the gender inequality situation between men and women in terms of who is benefited or disadvantaged in social roles, economic roles and reproductive roles (Ghamunga, 2024). The approach is not just focused on adding women in economic or other sectors, but rather it focuses on ending gender power relations, protecting women's human rights, transforming masculinity, creating greater social and economic inclusion, empowering civil society, and promoting sustainability and peace through state policies and practices (Ghamunga, 2024). So in that regard, gender mainstreaming starts with gender analysis, which assesses the differential implications for women and men in any planned action, including projects throughout the entire cycle from design to evaluation process (Giz, 2025).

Moreover, gender analysis is used to identify responsibilities and contributions of women and men in social development (March et al., 2005). Also, it examines the difference in socially constructed roles, relations, and socially learned behaviours and expectations associated with females and males, and whether one group benefits than the other group. Actually, we say that gender analysis is the milestone of gender mainstreaming. In 1995, gender mainstreaming approach was officially emphasized by Beijing Conference to be the main mechanism to include gender perspectives in plan actions later on, The United Nation Economic and Social Council through its agreed conclusion in 1997 provided a clear definition of gender mainstreaming as ''the process of assessing the implication for women and men of any plan actions include policies, regulation, program, project in all areas and at all levels (Ghamunga, 2024; Kjørven, 2007; Kiørboe & Vinding, et al, 2006).

Global, regional and local Initiatives to enforce Gender Mainstreaming

Gender mainstreaming approach was officially emphasised by the Beijing Conference to be the main mechanism to include gender perspectives in planned actions in 1995 (Ghamunga, 2024). Later on, the United Nations Economic and Social Council reached an agreed conclusion in 1997 (Kanji, 2025). Southern African Development Community protocol on Gender and Development (SADC) 2008 emphasises integrating gender in all spheres at all levels by adhering to the human rights international conventions, regional agreements and local commitments (SADC, 2008).

In the United Republic of Tanzania (URT), gender equality is among the concerns for human rights. Its Constitution has legislatures that aimed at promoting gender equality, such as the Sexual Offences Special Provisions Act (1998) and the Law of Marriage Act (1971), which have been revised to address gender discrimination, torture and oppression (URT, 2021). Also, in the Tanzania Development Vision 2050, it has development strategies that emphasise the importance of gender equality and human well-being as a prerequisite for sustainable development (URT, 2025). It seeks to eliminate gender disparities in socio-economic and political spheres. In other words, URT adhered to the Beijing conference to employ a gender mainstreaming mechanism to integrate gender perspectives into development plans, particularly community development projects, to achieve gender equality (URT, 2021).

Methodology

Research methodology is the necessary procedure to perform research in a systematic way that provides a roadmap to the researcher to study a phenomenon (Mohajan, 2017). In this

paper, variants of related authors on the subject matter were involved in discussion, including (Giz, 2025; Ghamunga, 2024; Bonfert, 2023; Allen & Kilvington, 2010; Kjørven, 2007; Kiørboe & Vinding et al, 2006; March et al., 2005). Reliability and validity are important for the consistency of the study, which, in this study, the researcher tried to consider as far as possible (Mohajan, 2017).

The study used a qualitative research method that tries to analyse the gender mainstreaming model in development plans necessary to enhance gender equality in community development projects (Mohajan, 2018, 2017). To prepare this study, a researcher has used the secondary data sources that were related to gender mainstreaming and community development. The researcher has consulted the published journal articles, books and handbooks of renowned authors, and websites to accomplish this paper.

Relationship between Gender Mainstreaming and Community Development Project's

Gender mainstreaming in community development project is strategy for making women's as well as men's concerns and experiences a central aspect of the design, implementation, monitoring and evaluation at all levels (micro level, meso level and macro level) in all spheres of life (cultural, economic, social and political) so that men and women can benefit equally (Kjørven, 2007). As GM ensures women and men have access to and control over resources, decision-making and benefits at all stages of the community development project process in ways that promote human rights, gender equality and social justice (Ghamunga, 2024). GM is a strategy that complements and facilitates women's empowerment and autonomy by integrating into the community development project process that aims at the reduction of poverty and economic development for all community members, including men and women in their diversity (Ghamunga, 2024).

They both comprehend good governance issues, making government more efficient and effective at producing projects and services that will strengthen the social and economic wealth of a nation (Kjørven, 2007). GM is concerned with recognising whose voices are silenced and disadvantaged in community development projects for gender equity and equality (Ghamunga, 2024). Also, rights, that is, women's and men's rights to equal opportunities, recognition, rewards, decision making, control and ownership of resources at all levels in all spheres of life (Kiørboe & Vinding et al., 2006). Together, gender mainstreaming principles and community development principles are focused on people-centred development by promoting equality, inclusivity and ensuring the active participation

of all community members, including women and men from diverse backgrounds, in development plans (Ghamunga, 2024).

Challenges encountered in the implementation of Gender Mainstreaming Mechanism

Gender mainstreaming has a series of activities which require organisations/institutions/sectors to have well-knowledgeable and skilled persons to undergo the process; however, many stakeholders lack a full grasp of the concept itself due to unsustainable institutional gender capacity leading to shallow and ineffective application rather than applicable and alterations in gender relations (ITCILO, 2009). Also, economic constraints may lead to insufficient commitment at the sector/national level, and without strong political will and commitment from leadership, initiatives may lack the necessary support and resource constraints for the implementation of gender mainstreaming, as it requires financial, human, and technical resources (ITCILO, 2009). Furthermore, societal institutional norms, values, traditional and cultural attitudes may resist change of gender relations in policy and practices, which will make it difficult to enact gender mainstreaming effectively in those planned actions (Kjørven, 2007). Limited and uncoordinated institutional mechanisms for gender mainstreaming at the sector/national level may fragment the gender mainstreaming efforts across departments or sectors, resulting in inconsistent application and undermining overall objectives (URT, 2021).

Also, it's difficult to develop a tangible gender indicator since most of the indicators are of a qualitative nature; often, this measurement lacks strong indicators to effectively measure the impact of gender mainstreaming, making it hard to assess progress and outcomes (Drive & Oxford, 2014). In addition, the lack of gender disaggregated data results in an information and knowledge gap that can impede effective analysis and decision-making conclusively, and planned actions may not adequately address the needs of all genders (Bonfert, 2023). However, the need for more effective enforcement of laws and policies with no technical gaps, which can undermine gender mainstreaming efforts and be only lip service. If policies do not support gender equality, then gender mainstreaming initiatives can face additional challenges (ITCILO, 2009).

Important integrated Approaches in Gender Mainstreaming Process

Gender mainstreaming is the process of gaining entrance to the integration of gender perspective into every stage of any plan action, which includes project processes that must assess gender matters with a view to promoting gender equality in project identification,

design, implementation, monitoring and evaluation (Kjørven, 2007). That is where Gender analysis comes as an important factor in identifying, abstracting and executing development plans. Designing for people-centred development plans requires detailed information about who the people are, men and women (ITCILO, 2009). People are not a similar group. However, it includes both women and men, girls and boys. Universally, there are socio-economic groups, and the lives of women and men are arranged in different ways (AFI, 2025). For example, gender division of labour is everywhere, but it varies depending on culture, geographical location, socio-economic class and ethnicity of a particular society. As a result, women and men have different roles, resources, constraints and opportunities. Thus, the information could not be well detailed for project development unless disaggregated, which makes it possible for gender analysis to examine it.

Gender analysis emphasises the importance of Gender Disaggregated Data (GDD), but why? Because GDD is the system of collecting data and categorising separately for different genders in relation to all aspects, including violence and safety, health, education, control and access to resources and opportunities, political representation, social norms and cultural attitudes, and economic participation (AFI, 2025). It normally uses surveys, questionnaires, literature review, observation, focus group discussions, case study or interview as data collection methods that allow for a deeper understanding of how those mentioned aspects affect men and women differently (Bonfert, 2023). By analysing gender-disaggregated data, one can identify gaps, challenges, and opportunities for specific gender(s) (AFI, 2025; Bonfert, 2023). Data disaggregation is necessary in the conceptualisation of gender sensitive community development projects (Bonfert, 2023). Pave the way to developing and implementing community development projects that are sensitive to the needs of women and men (Ghamunga, 2024). An example of GDD for a community development project is described in Table 1.

Table 1.

S/N	Gender dimensions	Constraint				Opportunity			
		Male	%	Female	%	Male	%	Female	%
1.	Violence and safety	10	7	60	11	52	7	5	5.2
2.	Health	12	8	75	14	80	11	10	10.4
3.	Education	20	13	65	12	100	14	9	9.4
4.	Control to resources and opportunities	25	16	90	16	100	14	8	8
5.	Political representation	30	20	60	11	90	13	9	9.4
6.	Economic participation	15	9	50	9	100	14	20	21
7.	Social norms and cultural attitudes	10	7	102	18	100	14	-	-
8.	Access to resources and opportunities	30	20	50	9	90	13	35	37
	Total respondents	*152*	*100*	*552*	*100*	*712*	*100*	*96*	*100*

Symbol %: Means Percentage.

Adopted from (March, et al., 2005)

Note:

It's important to collect and present data that reflects the actual population number of men and women in a particular area under the project process, to highlight and understand the real gendered situation at the place, and come up with reasonable conclusions for the project. The presented data imply that despite women being a large population among men, they are a minority and are constrained in accessing and controlling all opportunities and life development chances compared to men.

Furthermore, GDD allows planners to develop project objectives. Strategies and activities that emphasised the different and divergent roles that women and men play as project beneficiaries (Bonfert, 2023). Also, it's essential for monitoring impacts and disparities on the assessment of women and men comparison in community development projects by identifying the resources upon which women/men project beneficiaries are dependent (such as wealth, education level, land, occupation) (Bonfert, 2023). Identify the activities through which women/men, rich and poor, relate to each of the resources in their day-to-day lives: across seasons, in productive, reproductive and community work (Giz, 2025). Also, identify the modes of entitlement used by women and men and by socioeconomic groups to access resources and examine the degree of control over such resources (AFI, 2025). And, identify who has the power of decision making between men and women by examining it at the individual level, family level and community level (March *et al.,* 2005). Hence, it will help the project to have an impact on its targeted beneficiaries.

It is only possible to understand the project's impact on its targeted beneficiaries by incorporating the setting of Gender-Sensitive Indicators (GSIs) at the beginning of the project (Allen & Kilvington, 2010). Why? GSIs are indicators that track gender-related changes over time. It acknowledges that gender roles or gender division of labour do exist, and it points to changes in the status of women and men over time in the process of implementing a community development project (Drive & Oxford, 2014). Thus, gender-sensitive indicators serve as signals to measure gender-related changes in projects in terms of quality, quantity and timeliness. The disaggregation of these indicators by sex is a critical step for tracking the extent to which projects are mainstreaming gender and meeting the needs of women and men (Danida, 2006). Indicators should be drawn from the identification of gender issues within the specific context of a project.

Additionally, GSIs should be linked to the goals/objectives of a project (Danida, 2006). It is a good practice to develop gender-sensitive indicators at the beginning of a project, which includes project identification and formulation preparation at the design stage (Drive & Oxford, 2014). Indicators will make it easier to monitor and track progress as well as evaluate the outcomes and impacts of projects (Danida, 2006). As mentioned above, the indicators help measure gender related changes in the project in terms of quality and quantity, which means the indicators are categorised into two: one is Gender-Sensitive Quantitative Indicators, which measure quantity (ITCILO, 2009). It deals with outputs and is easier to measure. Since they deal with numbers, they are regarded as objective and verifiable.

Second is Gender-Sensitive Qualitative Indicators, which measure people's judgment and perception about a particular subject (Danida, 2006). It's subjective and difficult to verify because it probes into the 'whys' of situations, the context of action and perceptions of people. Moreover, qualitative indicators are valuable in the evaluation process because projects and initiatives involve examining the changes in the lives of men and women who are project beneficiaries (Danida, 2006). However, both qualitative and quantitative indicators are important in monitoring and evaluation because they cross-validate and point out problems with each other, and they are complementary (ITCILO, 2009). An example of setting Gender-sensitive indicators in a community development project is described in Table 2.

Table 2.

Project objectives	Project Targets	Project Indicators
i) To ensure the equal access to land natural resource between men and women in their diversity	Equal access to land for all men and women by the end of 2024	• 100% of men and women have access to land natural resource at Matriarchal society • 95% of women have the same access to land as men in Patriarchal society • Five day care centers are built in every rural village to easy women access to land for agriculture production activities and other productive activities
i) To enhance equal control of land between men and women	Equal control over land for all men and women by the end of 2024	• 100% of men and women have control to land in Matriarchal society • 65% of women have the same control over land as men in Patriarchal society
i) To ensure men and women are benefiting equally from land natural resource	Equal benefit from land natural resource by the end of 2024	• 90% of women are involved in crops cultivation activities for food and commercial same as men • 95% of women and men are benefited by access to new agriculture technology • 90% of women have title deed to access credit from financial institutions

Adopted from (Kiørboe & Vinding, et al, 2006)

The Process of Gender Mainstreaming in Community Development Project's

Literature suggests that most gender mainstreaming models in development plans fail to achieve immediate impact on gender equality (AFI, 2025; URT, 2021; Gurung, 2008; March

et al., 2005). It is not due to the lip service given to that agenda, but rather it is because of the technical incapability of the employed gender mainstreaming model (Kjørven, 2007; March *et al.,* 2005). Most gender mainstreaming models, such as the 3R Method, Gender Integration Framework, and Gender Equality Wheel, do not clearly define and involve approaches and techniques at the beginning and end of the gender mainstreaming processes (Gurung, 2008). Resulting in complicated implementation and unclear monitoring and evaluation reports on the achievements of gender equity and equality in a respective project or program.

Gurung (2008) argued that we cannot ignore the aspect of capacitating the implementers of the gender mainstreaming model. They must understand it and be able to interpret its intention for achieving gender equity and equality. Thus, integrates all people, including women, men, boys, and girls from diverse backgrounds.

Hereby, the researcher identified the need for the development of the seven approaches gender mainstreaming model that is clearly defined, including approaches and techniques for assisting development plans. This model aims to integrate the diverse needs and concerns of men and women from diverse backgrounds necessary to achieve gender equity and equality in every development plan. The model consistently employed a combination of approaches and techniques, including gender analysis, gender-disaggregated data, and gender sensitive indicators. It did not use one or two of them, unlike other models.

The process of gender mainstreaming can be implemented before a project or after its implementation to assess whether the project integrated gender matters and improved the lives of a variety of men and women in a particular community (Kjørven, 2007; Kiørboe & Vinding *et al.,* 2006). Additionally, it can also serve as a reference for future community development projects. However, it's essential to begin integrating gender perspectives during the design/ beginning of the community project, before its implementation, to reduce and address gender needs and concerns, and ensure that the project implementation is free from a discriminatory, biased, and unequal nature (Kiørboe & Vinding *et al.,* 2006).

In this regard, to realise gender mainstreaming in the community development project cycle, it is of utmost importance that gender analysis be made an integral part of situation analysis before any project is conceptualised, developed and implemented (March *et al.,* 2005). Situation analysis is a thorough examination of the existing situation in a community, assessing the differential implications for women and men in a community development

project with the essence of promoting gender equality (March *et al.,* 2005). The analysis should be assessed throughout the entire project cycle by asking five important questions: what, when, where, who and how, from identification to the monitoring and evaluation process (March *et al.,* 2005). In particular, to identify the current responsibilities and contributions of women and men in socioeconomic development, and examining the differences in socially constructed roles, division of labour, access and control of resources, participation, decision making, and socially learned behaviours and expectations associated with females and males, one group benefits the other group (Kiørboe & Vinding *et al.,* 2006).

Now, how do we do gender mainstreaming in a project cycle? In answering this question, one must understand two things: one, entry points, meaning starting points, which could be strategic areas or locations within the project cycle where gender mainstreaming could be presented, integrated or attained (Giz, 2025). Entry points could be in terms of policies, stakeholders connected to projects or project support mechanisms. They facilitate the assessment of whether gender mainstreaming has been implemented, either as a conscious effort on the part of project implementers or the complete project cycle (March *et al.,* 2005). Entry points are simple to use, as they involve reviewing project reports, conducting actual interviews, and making observations.

Second, a checklist is a data collection tool that contains structured questions, used as an interview guide or in observations, or as a questionnaire to be administered throughout a project cycle for promoting gender equality and equity through gender mainstreaming (Giz, 2025). Thus, checklists serve as mechanisms for gender analysis, prepared to guide gender mainstreaming within the project cycle. Since project conditions vary, the checklists can only provide a general standpoint signifying broad points that may be considered when given or asked to targeted males and females participants/stakeholders in a project (Allen & Kilvington, 2010). The checklists will be used to identify potential gender issues and address the verified problems (Giz, 2025). The following are samples of the checklist questions and strategies for integrating a gender perspective in every phase of the project cycle, presented in Tables 3 to 6.

Table 3:

	QUESTIONS TO BE ASKED IN PROJECT IDENTIFICATION STAGE	MALE	FEMALE
1.	How was the problem identified? Is it identified in participatory manner?		
2.	Who identify the problem? Men or women at large?		
3.	What are the methods used to identify the problem? Are those methods involved participatory manners?		
4.	There are different groups in the community do they involved all in the project identification phase?		
5.	What are activities of the men and women in the project?		
6.	What is the composition of the community? (It concern about culture, rich and poor people, ethnicity, old people and disable people)		
7.	What is the degree of social connection in the community?		
8.	What is the level of community commitment to get the project?		
9.	Is the community aware about the project?		
10.	What means were used to communicate about the introduction of project initiation?		
11.	Does the project intend to utilize the proper technology?		
12.	What are resources available in the community?		
	STRATEGIES FOR GENDER MAINSTREAMING IN PROJECT IDENTIFICATION STAGE		
1.	Identify key source of information and ensure that there is balance between men and women.		
2.	Identify major characteristics of the targeted population group. That includes sex, age, and culture, able and disable groups, population size, resources, strength and weakness, socialization pattern. In other words, gather information in gender disaggregated data.		
3.	Determine possible requirement for the project by considering men and women		
4.	Determine specific need, issue, problem that contribute to marginalized		
5.	Prioritize the problem that concern men and women based on how big the problem is? And its long-term effects? Select a sound problem that touches both men and women and consider available resources.		
6.	Determine the appropriate set of intervention depend on the community feedbacks		

Adopted from (Giz, 2025)

Table 4:

	QUESTIONS TO BE ASKED IN PROJECT DESIGN AND PLANNING STAGE	MALE	FEMALE
1.	Should ask ourselves which situation a project proposal is going to improve?		
2.	Is the project proposal has negative achievement to men, women or children?		
3.	Who is going to be benefited between men and women?		
4.	Is the project proposal applicable in term of cost?		
5.	Is the project proposal benefits all people of all gender?		
	STRATEGIES FOR GENDER MAINSTREAMING IN PROJECT DESIGN AND PLANNING STAGE		
1.	Should make sure the objective of the project address gender issues and solve practical and strategic needs of men and women.		
2.	The objective of the project should be measurable.		
3.	The objective should identify and fill the gaps between men and women.		
4.	Should set gender sensitive indicators parallel with project objectives to able to measure the achievement and failure in the project		
5.	The project organisation structure should be set up in this stage by consider gender equality and equity.		
6.	Resources should be identified through understanding contribution from different stakeholders includes donors, women and men (individually).		
7.	The project should show clearly the way men and women are going to participate in the project activities.		

Adopted from (Giz, 2025)

Table 5:

|	QUESTIONS TO BE ASKED IN PROJECTIMPLEMENTATION STAGE	MALE	FEMALE
1.	Should ask ourselves how many workers are men and women?		
2.	Should ask ourselves about the tasks given to men and women in the project, are they relevant based on qualifications or are they cultural relevant roles?		
3.	Should ask ourselves if the term of reference show or insist on cooperation of men and women in the project processes?		
4.	Is the project management gender sensitive?		
5.	Are works/tasks assigned to men and women are relevant to their needs?		
6.	System and management are they gender friendly?		
7.	Does the project encourage equal employment opportunity for men and women?		
8.	Do men and women meet the requirement for working in the project or not?		
	STRATEGIES FOR GENDER MAINSTREAMING IN PROJECT IMPLEMENTATION STAGE		
1.	Term of reference should identify the participation of men and women in the project process		
2.	A need to monitor the participation of men and women in the project implementation		
3.	Project should identify the structure which will encourage the participation of men and women		
4.	The project should ensure equal participation of men and women		
5.	The project should address practical and strategic gender needs		
6.	The project should allow flexibility for the changing needs of men and women		

Adopted from (Giz, 2025)

Table 6:

	QUESTIONS TO BE ASKED IN PROJECT MONITORING AND EVALUATION STAGE	MALE	FEMALE
1.	Does the project has effect the needs and experience of men and women?		
2.	How the integration of gender perspectives change project implementation and results?		
3.	How have men and women benefited from or harmed by the project?		
4.	Does the project outcome improves the gender relation of targeted population?		
5.	Gender issues (division of labour, access to and control over resources, gender needs, decision making, gender roles, gender gaps and participation) were monitored at every stage of project cycle?		
	STRATEGIES FOR GENDER MAINSTREAMING IN PROJECT MONITORING AND EVALUATION STAGE		
1	Develop and operationalize the systematic monitoring into gender perspectives to achieve equality and equity		
2	Should ensure training the project workers on the use of project monitoring and evaluation system		
3	Should have gender sensitive indicators so as to know how men and women were benefited by the project		
4	Should know if the project has positive or negative effects to men or women or both.		
5	Should be able to measure changing in division of labour, access to and control over resources, gender needs, decision making, gender roles, gender gaps and participation.		

Adopted from (Giz, 2025)

The 7 Approaches Gender Mainstreaming Model

The 7 Approaches Gender Mainstreaming Model illustrates that the Gender Mainstreaming (GM) process involves Gender Analysis (GA) that include data collection tool as checklists throughout the process, which also, assisting to organise data into Gender Disaggregated Data (GDD) and examines them throughout the Development Plan (DP) phases, aiming at compelling targeted Development Goals (DGs) to Achieve Gender Equality (AGE) that can

be observed through Gender Sensitive Indicator (GSI). GSI should be set along with DGs to make it easy to determine the impacts of the DP outcome on AGE. Normally, the GM process is not one-way traffic; rather, it's two-way or more anticlockwise to determine AGE in DGs. This model is unique, as it has been adopted from various GM models (Giz, 2025; Ghamunga, 2024; Bonfert, 2023; Allen & Kilvington, 2010; Kjørven, 2007; Kiørboe & Vinding *et al.,* 2006; March *et al.,* 2005). The model will assist in an appropriate way to address all gender matters in any development plans. It will reflect any set of assumptions about what gender means and how it is relevant to development goals. The model can be modified to reflect changes in perspectives on gender and development. Moreover, the purpose of this model is to see the social world (include culture, values, norms, tradition and beliefs relevant to gender issues), to understand gender matters (why? and how?), to explain gender matters (include reflect merits and demerits), and whatsoever to change gender matters (include strategies or mechanisms to address gender matters) by achieving gender equality in development plans' goals is presented in figure 1.
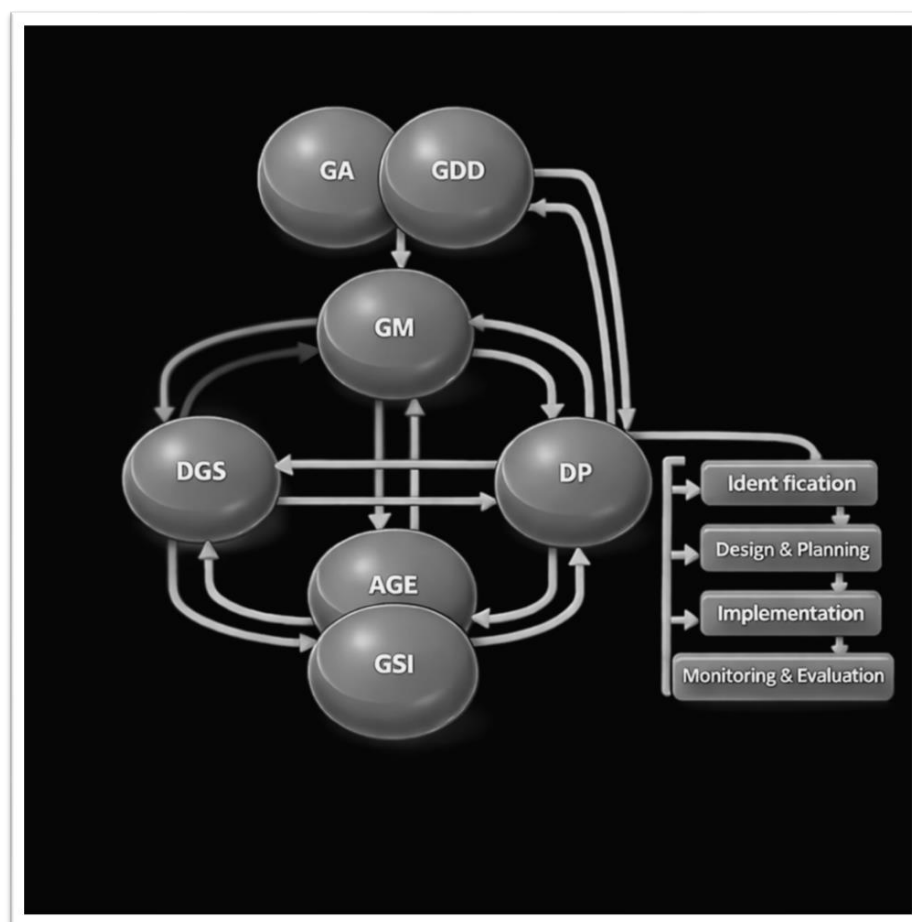
Figure 1. The 7 Approaches Gender Mainstreaming Model.

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