**Guidelines for analysing cross-cutting issues in a project**

The following sections give guidance on how to analyse and integrate the cross‐cutting issues in the project.

**1. Good governance**

Good governance has 6 main principles: it is participatory and inclusive, accountable, transparent, responsive, effective and efficient, and follows the rule of law. Implicit in this is a zero tolerance towards corruption, that the views of minorities are taken into account, and that the voices of the most vulnerable in society are heard in decision‐making.

The above‐mentioned principles have the following characteristics:

• Participation and inclusiveness – participation of all relevant stakeholders, which includes both men and women, directly or through institutions (public and private).

• Accountability – in general organisations and institutions should be accountable to those who will be affected by decisions or actions.

• Transparency – decisions and enforcement are done in a manner that follows rules and regulations; information is freely available and directly accessible.

• Effectiveness and efficiency – institutions and processes produce results that meet the needs of society while making the best use of resources at their disposal.

• Rule of law – a fair legal framework that is enforced impartially, including respect of human rights, and without corruption.

The Project Promoter shall ensure that the principles of good governance are followed by defining a management set‐up that includes establishing and maintaining procedures for preventing, identifying, and managing cases of corruption and mismanagement, and that responds quickly and professionally to indications of irregularities, mismanagement and corruption.

**2. Sustainable development**

Sustainable development is a framework for a long‐term vision of sustainability in which economic growth, social cohesion and environmental protection go hand in hand and are mutually supporting. The term “sustainable development” is defined as “…development that meets the needs of the present without compromising the ability of future generations to meet their needs.”

Sustainable development aims to provide a long‐term vision for society. Activities to meet present needs may still have short‐term horizons, but they must in addition always include a long‐term perspective. Sustainable development is an integrated concept involving all human actions down to the local level, and:

• aims to improve the quality of life of both current and future generations, while safeguarding the earth’s capacity to support life in all its diversity;

• is based on democracy, the rule of law and respect for fundamental rights including freedom, equal opportunities and cultural diversity;

• promotes high levels of employment in an economy whose strength is based on education, innovation, social and territorial cohesion and the protection of human health and the environment.

**3. Environmental concerns**

Projects must reflect environmental considerations, not only those projects that are specifically aimed at environmental improvements. Examples may include infrastructure projects, building activities or economic activities in different sectors. The key issue is to assess systematically the environmental impact of the project, to quantify it and to integrate measures to limit any negative environmental impacts resulting from the project.

The planning phase is crucial when it comes to environmental considerations, as key decisions relating to the project design might be difficult to adjust in later phases. By undertaking environmental considerations during the planning phase, it is possible to identify and avoid any harmful direct and indirect environmental impacts and to enhance environmental conditions.

The following key questions should as a minimum be considered when undertaking the environmental considerations. Will the project:

• use natural resources in ways that will pre‐empt the use or potential future use of those resources for any other purpose?

• generate waste and hazardous waste, is this prevented and is the waste recycled/reused?

• be located in, and potentially, affect any environmentally sensitive areas such as National Parks and other protected areas, important archaeological and cultural sites, vulnerable ecosystems that provide important ecosystem services or with species threatened by extinction?

• cause soil, water or air pollution, including climate change, and are the potential direct and indirect impacts likely to be of minor or of major significance, and not easily mitigated?

• result in policy initiatives which may affect the environment such as changes in agricultural, water, energy and transport policies?

• involve the risk of accidents with potential environmental impacts (oil spills, chemical spills etc)? How is the risk reduced?

• lead to occupational health and safety risks?

The Project Promoter shall describe what will be done in order to reduce/minimise the environmental impact and risks, in particular energy consumption (e.g. in relation to transportation, energy use in buildings, etc) and waste generation (including wastewater). Baseline figures and target values shall be given whenever possible.

**4. Economic sustainability**

The following areas should be considered when assessing such impact at project level:

• effects in terms of economic development at national/regional/local levels;

• effects in terms of job creation;

• impact on entrepreneurship and innovation;

• capacity to create a favourable environment to the development and provision of key services;

• the cost‐benefit of the project;

• why the required inputs are justifiable in terms of the outputs (cost‐efficiency), including an assessment of costs in relation to alternative approaches;

• if applicable, the extent to which the government at the relevant level (or other financing bodies), is prepared to continue financing the outputs of the project after the support from the financial mechanisms has ended.

**5. Social sustainability**

An assessment of sustainable development should reflect upon the project’s impact in terms of:

• building social capital, including access to networks, further cooperation at national or international level, etc;

• ensuring that priorities and needs of various groups, in terms of gender, disability, ethnicity, age, sexual orientation, and religious affiliation are respected, promoting equality and antidiscrimination;

• contributing to the fight against poverty and social exclusion, including of children;

• limiting major threats to public health**;**

• facilitating access to employment, housing, mobility, and health care;

• facilitating access to education and skills training.

**6. Gender equality**

Men and women must have equal rights and opportunities in all areas of society and the economy if sustainable development is to be achieved. A gender impact assessment involves looking for gender relevance at every step of policy and activities, with the aim of avoiding reproducing discrimination on the grounds of gender and to promote equality between women and men.

While some projects can appear gender neutral in their content, in practice they may have a very differential impact on women and men, and thereby result in reinforcing existing inequalities. It is therefore important not to make general assumptions when designing projects, e.g. assumption that women will automatically benefit from the planned activities under a project, or that the planned activities will benefit men and women equally.

**EXAMPLE**

*Projects that aim to prevent or reduce life‐style related diseases might appear to be gender neutral. A gender impact assessment will however reveal that men and women have a different set of vulnerabilities when it comes to certain life‐style related diseases. As an example, greater biological susceptibility increases women’s vulnerability to HIV transmission compared to men. Gender norms can also result in differences when it comes to access to health information and services. In the area of research, to take another example, a gender assessment will reveal the under‐representation of women in science and technology and the need to promote women’s participation in the planned research activities.*

Addressing the following questions can help identify some of the specific needs of women and men targeted by the project:

• Representation and participation: Is there a different share of women and men in the project target group? What are their characteristics?

• Access to resources: How are resources divided between men and women in your target group (time, information, money and economic power, education and training, work and career, IT and communication, social services, mobility)?

• Rights, norms and values:Are there assumptions about what men and women do in the area you are targeting? How do these influence gender roles and the gendered division of labour?

After identifying these specific needs, the following methodology should then be addressed in order to ensure that gender equality is taken into consideration:

• How does the project take into account the identified gender‐specific needs and address gender‐specific conditions?

• How is the project in line with national policies and priorities related to gender equality?

• How does the project provide sex‐disaggregated baseline data and indicators?

• Does the project include explicit budget allocations and resources towards activities targeting women/men or gender equality issues?

• How does the project promote equal participation within its management?