

MAINSTREAMING GENDER IN ENVIRONMENTAL PROJECTS

A guidance document to support the integration of gender equality in WWF project design.

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1. INTRODUCTION

Natural resource management programs may affect women and men differently due to their rights, roles, and responsibilities. The unique roles men and women play in their communities lead to different bodies of knowledge about the environments around them. Due to their roles gathering resources like wood, water, and forest products, not to mention subsistence agriculture, **women have a unique understanding of the natural resources around them**. However, if women are not explicitly included in designing policies and programs, this knowledge can be lost. Increasing women's participation in decision-making will ensure tremendous success and sustainability of projects while properly safeguarding natural resources and enhancing the shared benefits of their careful use¹.

WWF addresses this issue by helping women in developing countries gain better access to education, health care, decision-making bodies, and sustainable livelihoods. Doing so helps ensure that women's voices, skills, and knowledge are incorporated into discussions and decision-making related to conservation in their families and communities. For this to happen, we must integrate social equity principles and practices into strategies, programs, project activities, and administrative functions; this is called mainstreaming.

The present document is a living and dynamic document that should be continuously edited as policies are updated and new knowledge and best practices are available. This document gives (i) an overview of the main gender concepts, (ii) a detailed description of the relationship between gender equality and environmental sustainability, (iii) a review of the gender policies for WWF, GEF, GCF and USAID, (iv) guidelines on how to include and follow gender requirements in a project cycle and (v) the most important lessons learned from previous projects.

¹ https://wwf.panda.org/our_work/people/people_and_conservation/our_work/gender_and_conservation/

2. GENDER CONCEPTS

Gender refers to roles, responsibilities, rights, relationships, and identities of men and women defined or ascribed to them within a given society and context – and how these roles, responsibilities, rights, and uniqueness of men and women affect and influence each other. These roles etc. are changeable over time, between places and within places². Note that 'gender' is not interchangeable with 'women' or 'sex' but refers to the simultaneous consideration of both men's and women's roles and interactions.

Gender equality means that individuals' rights, responsibilities, and opportunities will not depend on whether they are born male or female. Equality does not mean 'the same as' – promotion of gender equality does not mean that women and men will become the same. Equality between women and men has both a quantitative and a qualitative aspect. The quantitative aspect refers to the desire to achieve equal representation of women – increasing balance and parity. In contrast, the qualitative aspect refers to achieving a similar influence on establishing development priorities and outcomes for women and men. Equality involves ensuring that the perceptions, interests, needs, and priorities of women and men (which can be very different because of the differing roles and responsibilities of women and men) will be given equal weight in planning and decision-making³.

Gender mainstreaming is not an end in itself but a means to an end. Gender mainstreaming entails developing separate women's projects within work programs or even women's components within existing work programs. It requires that attention be given to gender perspectives as an integral part of all programs. This involves making gender perspectives – what women and men do and what resources and decision-making processes they have access to – more central to all policy development, research, advocacy, development, implementation, and monitoring of norms and standards, and planning, implementation and monitoring of projects⁴.

Gender-sensitive, an approach/strategy/framework that supports policies, programs, administrative and financial activities, and organizational procedures to differentiate between the capacities, needs, and priorities of women and men: ensure the views and ideas of both women and men are taken into account: consider the implications of decisions on the situation of women relative to men: and take actions to address inequalities or imbalance between women and men. (Glossary REDD+SES Version2)

Gender-responsive, an approach/strategy/framework that includes planning, programming, budgeting that contributes to gender equality and the fulfillment of women's rights (UN Women). This advancement will involve changing gender norms, roles, and access to resources as a critical component of project outcomes. (Adapted from Eckman, A. 2002 by INSTRAW)

Gender-transformative, an approach/strategy/framework that includes a critical awareness of gender roles and norms among men and women, challenges the distribution of resources and allocation of duties between men and women and promotes the position of women while addressing power relationships between women and others in the community (Interagency Gender Working Group, USAID). This approach focuses on deconstructing hierarchical gender norms, constructing new concepts of masculinity and femininity, and thereby transforming underlying power relations (CGIAR, 2012).

² UNDP, Gender Mainstreaming in Environment and Energy Training Manual, 2007

³ Gender Mainstreaming Made Easy: Handbook for Programme Staff, 2013.

⁴ UNDP, Gender Mainstreaming in Environment and Energy Training Manual, 2007

3. GENDER EQUALITY AND ENVIRONMENTAL SUSTAINABILITY

Evidence shows that integrating gender and diversity into conservation projects promotes better efficiency and effectiveness while promoting more democratic forms to carry out conservation activities, in line with a rights-based approach. Comprehensive research has also proven gender is also one of the most critical aspects to achieve sustainability of conservation outcomes within a project or policy⁵. To design and implement effective programs, we must understand the differences in how men and women interact with the environment, analyze how they interact with each other, and create space for both women and men to participate meaningfully in our programs. The same applies to different social groups. For example, women's extensive experience makes them an invaluable source of knowledge and expertise in environmental management. However, in many societies, discriminatory social structures and attitudes, at personal, community, and institutional levels, persist in deeply entrenched inequality patterns. This often results in limited recognition of what women contribute or can offer to sustainable development and conservation⁶.

Working towards achieving gender equality leads to:

Sustainable Development	Overcoming inequalities & maximizing opportunities for all people's full & effective participation is considered crucial for achieving sustainable development.
Human Rights	Gender equality and women's empowerment are core development objectives for the realization of human rights.
Efficiency and Effectiveness	Integrating gender and diversity into conservation projects promotes efficiency and effectiveness while promoting a more democratic approach to carry out conservation activities, in line with a rights-based approach.
Equitable Opportunities	No society can thrive without providing equitable opportunities, access to, and resources to both women and men.
Impact	If environmental initiatives move beyond acknowledgment and sensitivity to fully embrace and responding to the principles of gender equality and women's empowerment, they can an unprecedented impact.

⁵ For some examples, see WWF-UK "The Case for Gender Integration" and Gonzalez, A.M., and Martin, A.S. 2007. "Gender in the Conservation of Protected Areas." Innovations in Conservation Series. Parks in Peril Program. USA: The Nature Conservancy.

⁶ PPA Briefing Paper: Gender in climate-smart, pro-poor conservation.

4. GENDER POLICIES

For more details on policy requirements refer to Policy Requirements Summary (**Annex 05**).

POLICIES	MAIN PRINCIPLES
WWF GENDER POLICY ⁷	WWF understands that conservation is about facilitating social change and our work is mostly about influencing and changing people's behavior, policies, and social institutions towards more sustainable use of natural resources. People's behavior and natural resource management decisions are shaped by complex and interlinked cultural, social, and economic structures and processes, including ethnicity, wealth, religion, and gender.
GEF POLICY ON GENDER EQUALITY ⁸	<p>This Policy aims to ensure equal opportunities for women and men to participate in, contribute to and benefit from GEF-Financed Activities in support of the GEF's efforts to achieve global environment benefits. The following principles guide efforts to promote Gender Equality and the Empowerment of Women in GEF governance and operations:</p> <ul style="list-style-type: none"> • Efforts to Mainstream Gender and promote Gender Equality and the Empowerment of Women are pursued in accordance with the decisions on gender under the MEAs that the GEF serves. • GEF-Financed Activities address and do not exacerbate existing gender-based inequalities. • Stakeholder Engagement and analysis are conducted in an inclusive and gender responsive manner, so that the rights of women and men and the different knowledge, needs, roles and interests of women and men are recognized and addressed. • GEF-Financed Activities are conducted, designed and implemented in an inclusive manner. • A Gender-Responsive Approach is applied throughout the identification, design, implementation, monitoring and evaluation. • Opportunities to address Gender Gaps and support the Empowerment of Women are seized.
GCF POLICY ON GENDER EQUALITY ⁹	The GCF stands out in terms of gender mainstreaming as the first to integrate gender aspects from the outset of fund operations. Gender mainstreaming is central to GCF objectives and guiding principles. A gender-sensitive approach is embedded in the GCF Governing Instrument and related policies, which have been adopted since the Fund's inception.
USAID GENDER POLICY ¹⁰	<p>USAID works to reach all people within our partner countries. Women and girls are often the most vulnerable, marginalized, and excluded from society. USAID gender policy is focused on the following five points:</p> <ul style="list-style-type: none"> • Reduce disparities between women and men in access to, control over, and benefit from economic, social, political, educational, and cultural resources, wealth, opportunities, and services; • Strive to eliminate gender-based violence. • Increase the capability of women and girls to exercise their fundamental and legal rights fully. • Support strategies and activities that secure private property rights and land tenure for women. • Improve the access of women and girls to education, including higher-education opportunities

⁷ Read the complete policy here: https://wwfeu.awsassets.panda.org/downloads/wwfgenderpolicy_final_26may11.pdf

⁸ Read the complete policy here: https://www.thegef.org/sites/default/files/council-meeting-documents/EN_GEF.C.53.04_Gender_Policy.pdf

⁹ Read the complete policy here: <https://www.greenclimate.fund/document/gender-policy>

¹⁰ Read the complete policy here: https://www.usaid.gov/sites/default/files/documents/1865/GenderEqualityPolicy_0.pdf

5. GENDER MAINSTREAMING THROUGHOUT THE PROJECT CYCLE

Gender and diversity should be considered throughout the project cycle and, particularly, when identifying, engaging, and working with key stakeholders and partners. All too often, gender and diversity are not thought about until we monitor the project and provide data to donors on who is involved and benefitting. Such an approach means that our projects have a limited understanding of the context in which they are working. In the long term, the project may struggle to be sustained and successful if the needs and perspectives of different social groups on which the project will impact, have not been fully understood.

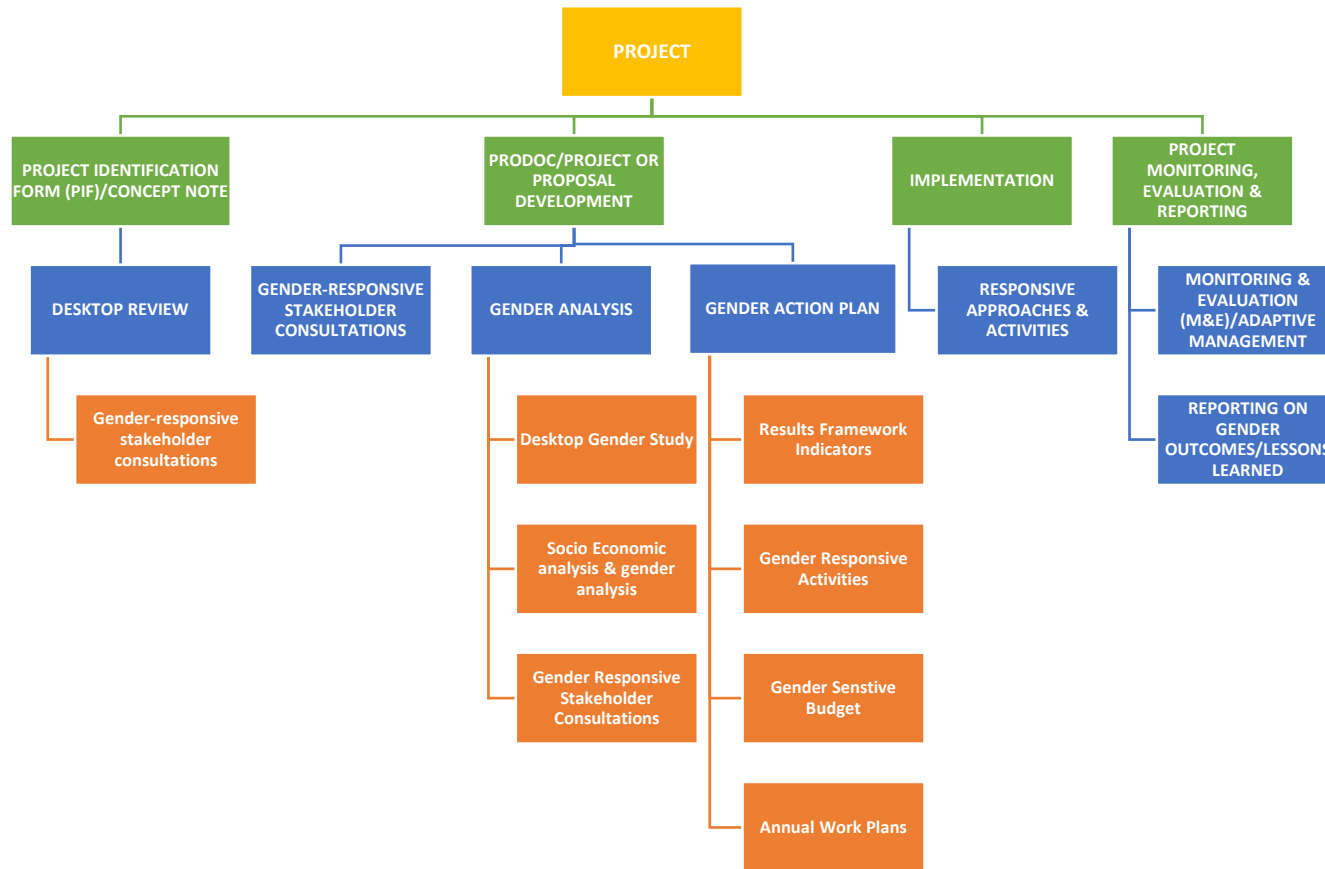


Figure 1: Project Cycle and Require Documents

5.1. PROJECT IDENTIFICATION FORM (PIF) STAGE/CONCEPT NOTE

- Conduct a thorough review of the country's gender policy documents and, more specifically, how these policies relate to the proposed project activities;
- Conduct a desk study which involves a review of any studies/surveys and research that has been conducted in the project area (by WWF and partner organizations, local NGOs, government entities, World Bank, UN Agencies, etc.) that relate to gender dynamics and issues, for example, roles of women and men in the use, access, decision making and management of natural resources (NR); the differences in the level of control and benefits of these NR; cultural views of women's and men's roles in society, etc.

5.2. PROJECT DOCUMENT (PRODOC) STAGE/FUNDING PROPOSAL

- Conducting a gender analysis/assessment at the early stage of the project preparation will determine the different roles, needs, and knowledge of women and men, which is recognized as a critical first step to set the baseline and develop appropriate project design gender-responsive approach.
- According to your project objectives and your results-chains developed, plan to collect baseline data and information on local-level gender dimensions that you feel are missing from the above-suggested reviews at the PIF/concept note stage of your project , to complete your dataset for your gender component, and to be able to develop your strategy for gender mainstreaming in the project.
- Use the stakeholder dialogue or analysis, which is part of ProDoc development, to collect necessary data and views on integrating gender into the project and ensure that gender-related actors' participation is encouraged and facilitated to gather credible data and views. This would include relevant local Civil Society Organizations (CSOs), Women's groups/associations.
- The Project Team may also identify relevant staff members from the team that could focus on gender issues to facilitate dialogue during stakeholder consultations to ensure a gender-sensitive approach is used to reach out to stakeholders and during consultations. The Project Teams within WWF can even approach representatives of the SD4C network who have gender-related expertise, to help guide and advise on identifying relevant entry points within the project scope to mainstream gender and/or play the team member's role on gender as appropriate.
- Once the Project Team has the necessary data, begin identifying avenues to incorporate gender into the project design.
- Develop your monitoring and evaluation (M&E) plan integrating criteria to collect and analyze sex-disaggregated data, including your critical indicators for gender, and adapt your plan accordingly. Develop your M&E plan to demonstrate how you will measure the impact that the gender mainstreamed activities have on your conservation goals.
- Explain clearly how outreach efforts, resources, services, opportunities, and communication will be made equally available to both women and men during the project's life.

KEY DOCUMENTS:

5.2.1. GENDER ANALYSIS (GA)

A Gender Analysis is a collection of gender-related and disaggregated information which enables project designers to understand and document how women and men are involved in and impacted by the challenges the project is trying to address, as well as how the project may impact gender equity, including affecting gender roles and women and men differently. Opportunities for women to be agents of change about the project context may also emerge. These findings will help form the evidence base to elaborate the Gender Action Plan (GAP).

WHEN

- A gender analysis must be carried out ideally during the project development phase (i.e. Project Preparation Grant (PPG) for GEF) to inform the design of the project. The findings should be fully incorporated into the project document, including into the project's theory of change and results framework.

WHO

- A gender expert (with specialized expertise in gender issues and/or sector-specific and with region/country expertise) – in the form of an external consultant or internal expert – should work as part of the project development team to carry out the gender analysis and integrate gender considerations into the project document.

HOW

- Analyze the national and local context and understand issues around gendered division of labor and time use, access and control, power and decision making, and knowledge and capacities.
- Review national gender statistics, time-use surveys, national action plans, and qualitative data generated through policy and academic research and participation assessments.
- Information from stakeholder consultations and interviews should be incorporated into the analysis.
- A visit to the proposed projects sites may also be necessary to gather data from stakeholders depending on the project context and availability of data.

During this stage, it is essential to ensure that someone with appropriate expertise, such as a staff member or consulting gender specialist, is involved. The skillful design of the information gathering scope and process, and the analysis of that information, will be essential for the project design and should ideally be completed as part of preparing any funding proposal to assure the project design adequately addresses gender. For more details on developing a gender analysis, refer to Gender Analysis Table Template (**Annex 01**).

5.2.2. GENDER ACTION PLAN (GAP)

The purpose of a gender action plan is to address the gaps, constraints and opportunities identified in the gender analysis and maximize project benefits in the conditions and opportunities identified about gender equity. It should specify strategies to gender-equitable access to opportunities, services, participation and benefits brought about by the project. Finally, the GAP is used as a roadmap to implement and track progress once the project begins.



For more details on how to develop a Gender Action Plan, refer to Guidance Notes to Develop the Gender Action Plan (**Annex 02**) and the Gender Action Plan (GAP) template (**Annex 03**).

5.2.3. GENDER RESPONSIVE RESULTS-BASED FRAMEWORK

An essential step during the project identification/concept note and preparation phase is to develop a results-based framework to establish targets, baselines, and goals for the project and means of verification, including gender-related and specific data. It should include quantitative and qualitative indicators (e.g., women's participation or political empowerment) that track gender equity over a period. The results-based framework should also consider all project activities, not just those specifically focused on gender. This helps ensure that ALL activities consider gender, anticipate unintended gender-related consequences, avoid inequity, and further gender equity. For more guidance about building a gender-responsive results-based framework, refer to this tool¹¹.

OUTCOMES	OUTPUTS	EXAMPLE OF INDICATOR	MAKING IT GENDER RESPONSIVE
Strengthened institutional and regulatory systems for low-emission planning and development.	Developing policies, institutions, coordination mechanisms, and regulatory frameworks.	Number of policies, institutions, coordination mechanisms, and regulatory frameworks that improve low-emission planning and practical implementation incentives.	This indicator's target can specify that policies, institutions, coordination mechanisms, and regulatory frameworks should be gender-responsive and ensure women's equal participation.
Increased number of small, medium, and extensive low-emission power suppliers.	Providing tools, training, and designing a financial mechanism to improved access to low-emission energy sources.	Several households and individuals (males and females) with improved access to low-emission energy sources.	The target for this indicator shall be set in such a way as to ensure equal access to improved energy for both men and women.
Lower energy intensity of buildings, cities, industries, and appliances.	Improving building design by promoting and implementing an integrative design.	tCO2eq emissions reduced or avoided due to improvements in building design and energy efficiency.	It is essential to ensure that the benefits of improved building design (or other low-carbon investment) are equally shared between men and women. The target should be set accordingly.
Improved management of land or forest areas contributing to emissions reductions.	The project provides training and financial support for (i) reforestation (growing forests where they recently existed), (ii) afforestation (growing forests where they did not recently exist), (iii) increasing carbon density of existing forests, and (iv) reducing emissions from deforestation and degradation.	Hectares of land or forest areas under sustainable management, or improved protection and management leading to reduced GHG emissions and enhancement of carbon stocks	Equal benefit sharing for men and women from improved land and forest management should be reflected in this indicator's target.

¹¹ <https://tnc.app.box.com/s/jc0h1x6a79n8iblkdm1u47kocsf6y08y> Page 43.

5.3. IMPLEMENTATION

Responsive Approaches & Activities: During project implementation, the project manager should monitor on an ongoing basis to assure that both women and men can and are equally accessing project resources and services; equally participating in project activities, decision-making, and management; and equally benefitting from training, capacity building, technical assistance, financial vehicles, and other economic development opportunities. Ongoing monitoring will enable project activities to be adapted as needed.

Integrate Gender Responsive Approaches and Gender-Related Activities: To ensure project implementation is equally beneficial to men and women, adequate resources (e.g., people and funds) need to be budgeted. These may include capacity building, services, technologies, training, and other benefits for women, girls, men and boys. Below is a list of potential gender activities to consider having in a budget:

- A gender focal point/advisor for the project to support proper implementation and monitoring of the Gender Action Plan;
- Staff to assure gender balance on the conservation project team;
- Baseline secondary source, gender-focused, socioeconomic, and other data collection and analysis;
- Design, collection, and analysis of gender-disaggregated primary data before and throughout the project;
- Household surveys to understand household and gender dynamics and dimensions in project site(s);
- Extra meetings/stakeholder consultations to ensure suitable times and locations for women to attend;
- Women-only meetings if necessary, to enable women to exercise their voice;
- Different or extra training for women to gain skills needed to have equal access to opportunities from the project activities and close any gaps in education, economic knowledge, decision-making experience, leadership and organizational skills, etc.;
- Capacity building may be needed to increase the management, governance, and financial capacity of any existing women's organization that will be a partner;
- Learning exchanges so women can learn from other women in different sites;
- Other resources to support women's full participation, such as childcare during meetings and workshops, passports, training, chaperones, etc.

Additionally, assure equitable representation of women and men on project and management committees, plan and conduct project activities and meetings, project communications, etc. Consider seeking local women's groups and wider women's networks in outreach efforts and assure project partners have been trained in gender equity and gender-responsive approaches.

5.4. MONITORING AND EVALUATION

Monitoring & Evaluation (M&E)¹²: Robust monitoring and evaluation will help assure gender integration strategies are successful; the project is gender equitable in operation and impact, and that project management about gender includes appropriate adaptation as the project progresses. Identifying gender-based objectives, relevant gender-responsive indicators to measure progress on the goals, an ongoing collection of gender-disaggregated data are ways of achieving this. To ensure the project's M&E is gender-responsive, consider developing gender-responsive indicators and tracking gender-related changes over time. Again, this should be across all outcomes, not just those focused on gender equity or women's empowerment issues. Remember to use qualitative and quantitative disaggregated data collection methods to contribute to the triangulation of results and capture changes that may be difficult to measure. Note that surveys are most often a primary source of quantitative data, while focus groups and interviews usually offer more qualitative data.

Report on Gender Progress and Outcomes: The gender outcomes report addresses and assess the impacts and outcomes of the project's gender-specific actions. Here a few questions to guide the report of gender outcomes:

- How did the project affect men, women, and girls? Compare benefits for women and men from services/products, any shifts in gender roles, or other gender equity impacts from the project's interventions.
- How well were aspects of gender equity integrated into project design, implementation, and monitoring?
- How were project activities outcomes, either positive or negative, distributed between different groups, and how did this impact gender equity?
- What are some personal stories of how women, girls, men and boys were impacted and may have benefited from the project?
- How do women and men recommend we do this better?

Examples of Qualitative Indicators	Examples of Quantitative Indicators
<ul style="list-style-type: none"> • Perceived change in the level of workload and time for leisure or education. • Perceived change in involvement in resource use and management decisions. • Expectations of the project. • Desired outcomes for the project. • Aspirations for improvement of livelihoods/project/resources being managed as part of the project. 	<ul style="list-style-type: none"> • Age of participants/ Class/ethnic/tribal group/ Status in community /Level of education /Type of employment /Use of natural resources /Cash income • Number of community members participating (men vs. women) • Participation and attendance level, disaggregated by sex and age • Percentage of women and men with decision-making ability in the project (target 30%), • Several households, and male v. female-headed households, benefiting or impacted by project activities. • Percentage of benefits/costs to women and men from the project (e.g., financial, material, and natural resources, access to credit and training opportunities, green enterprises, etc.) • Changes in men's and women's participation rates in training programs over time • Percentage of women and men with increased/decreased access to key resources and control over natural resource use decisions • Percentage increase/decrease of women & men managing projects • Percentage increase or decrease in women's and men's free or leisure.

¹² For more examples of gender equality indicators, visit The World Bank Indicators page (Gender Section).

6. LESSONS LEARNED¹³

A series of lessons have emerged from WWF's portfolio of projects related to gender mainstreaming, as highlighted in this section. These lessons are also drawn from similar gender assessments conducted by the GEF Agencies¹⁴. The lessons learned are categorized into two broad areas: gender mainstreaming in the project cycle and project design.

Project Cycle:

- Experience with best practice cases across GEF focal areas highlights the importance of including a gender analysis, as part of social assessment or as a stand-alone exercise, at the onset of a project.
- **Consistent approach:** For gender mainstreaming to be effective, the gender mainstreaming action should be integrated in all stages of a project cycle. References to gender should be consistent throughout the project approach, the activities, indicators, and budget. Gender issues are often discussed during the GEF project preparation phase, in relation to stakeholders or beneficiaries, but they are not always incorporated in the project design or monitoring and evaluation process.
- **Monitoring and Evaluation, including gender disaggregated indicators:** Only when performance indicators are clearly linked with project objectives, outcomes, and activities, can project results be fully assessed. Unless gender-related components, outcomes, outputs, and results indicators were identified at the onset of the project as part of the results/logical framework, the monitoring and evaluation exercise often failed to look into and assess progress in gender-related activities. Developing a set of gender disaggregated performance indicators, with gender disaggregated data, is essential to allow for proper monitoring and evaluation. Monitoring performance is also a key component of building accountability into every project.

¹³ https://www.thegef.org/sites/default/files/publications/Mainstreaming_Gender_Eng_3.pdf

¹⁴ UNDP, 2007, Gender Mainstreaming - A key driver of Development in Environment and Energy: Portfolio Review and Assessment, New York; and World Bank, Sophie Cardona, 2005, Reporting on Gender Activities in the ESSD Portfolio – Latin America and Caribbean Region, Washington, DC.

Project Design:

- **Policy versus site-based projects:** GEF projects that are site-based and involve local communities tend to have a stronger focus on gender mainstreaming. However, many studies and experience show that it is equally important to incorporate gender perspectives based on gender division of labor in related sector and development policy formulation.
- **Incentives for participation:** Women and men often have different interests and incentives to participate in projects, and environmental projects in general. Opportunities to generate additional income are powerful incentives for both sexes, however, women are observed to be more likely to respond to incentives that address their family's basic needs, such as better health and nutrition. This trend was observed in projects where food security is a more important incentive, such as through agriculture biodiversity and sustainable land management projects.
- **Income generation and micro-finance activities:** Generally positive relationships were found between active women's involvement in income generation, and natural resource management and expanding access to energy services. However, more in-depth review of such activities is required to identify challenges, opportunities, and best practices to improve quality of outcomes and their sustainability. Micro-finance initiatives were also often identified as an effective tool for women to participate in income generation activities, particularly to meet family and household needs. With the initiation of women into active participation in income generating activities, some projects have also recognized women's expanded involvement in public and project decision-making.
- **Awareness raising and training activities:** Support for educational activities, on topics such as the environment, energy, and decision-making, supported by co finance, often helped women access the knowledge and skills they need to be active participants, which are often technical in nature. For example, women were actively engaged during the operation of a micro hydropower project, after receiving training on basic ecology and micro-hydropower operations. This training enabled them to participate with confidence in community meetings and other discussions on policies, financial controls and revenue collection systems.
- **Involvement of women's organizations:** While the responsibility for implementing a gender approach does not rest solely with women's organizations, they are natural vehicles for promoting gender equality at the local as well as the national level. Several projects have employed women's organizations, including women's NGOs and unions, in the project, helping to identify relevant gender issues within the country's social context, and implementing and monitoring the gender aspects of the project.

Annex 01: Gender Analysis Table Template

Gender Analysis Table Template	
1. What is the context?	<p>Guiding questions: What is the legal status of women in the country of intervention? Are there national policies, plans or commitments on gender equality and women’s empowerment? How are women and men regarded and treated by customary and formal legal codes and the judiciary system (this includes an assessment of state issued documentation such as identification cards, voter registration, and property titles, the right to land, inheritance, employment, atonement of wrongs, and legal representation)? What are the gender norms and values? What are commonly held beliefs, perceptions and stereotypes relating to gender? Are there differences between women and men in the local context in terms of rights, resources, participation, and gender-related mores and customs? Identify and analyze any additional issues related to the context of specific areas of work and types of interventions, outcomes and impacts related to the proposed project.</p>
2. Who does what?	<p>Guiding questions: What is the division of labor among women and men? What is the participation of women and men in the formal and informal economy? Who makes decisions and manages household time and resources? Who takes responsibility for the care of children and the elderly? Are there certain tasks that only women or men are expected to perform? Are there shifts in the household division of labor? Are these shifts shared equitably? Discuss the gendered division of labor relevant to the project’s interventions including how the gendered division of labor and patterns of decision-making effect the project, and vice versa how the project could affect the gendered division of labor and decision-making. Include an assessment of the gender differences surrounding various needs, availability and allotment of time examining the implications that gender differences have on commitments and in turn the effects on poverty and work-life balance. What is the gendered division of productive and reproductive work; how do women and men spend their time throughout the day, week, month, and/or year, and during the seasons? Identify and analyze any additional issues related to who does what in the specific areas of work and types of intervention related to the project.</p>
3. Who has access and controls what?	<p>Guiding questions: Who has access to and control over resources? Do women and men benefit equally from resources and are women and men likely to benefit equally from the resources, products or activities proposed by the project during its different phases? Identify who benefits from opportunities, for example in regard to land, livestock, financial services, health and education, employment, information and communication. What are the barriers and opportunities in relation to mobility, as well as in access to services? Part of this is understanding the risks and barriers that women and men, and girls and boys take when entering public or private sector spaces and accessing services. What are the barriers they face in accessing quality services that are accountable, transparent and responsive to their needs and interests? Identify and analyze any additional issues related to meaningful access, participation and control in the specific areas of proposed project work/types of interventions.</p>
4. Who decides?	<p>Guiding questions: Who participates in the decision-making in the household, the public sector and the private sector? Are the bargaining positions of women and men different? Are women involved in making economic decisions? What is the decision-making structures related to the proposed project? Who is likely to participate in the proposed decision-making structures at the different levels or phases of the project? What are women’s and men’s capacities to make decisions freely, and to exercise power over one’s body, whether in one’s household, community, municipality, and state. In what kinds of decisions do women in the household participate? Or which ones do they decide on their own (household management, schooling for children, family decision-making, family planning, etc.)? In what avenues or strategies do women engage to influence household decisions? What barriers do women and other vulnerable social groups face in meeting their practical needs and interests? Identify and analyze any additional issues related to decision-making in the specific areas of work and types of intervention related to the project.</p>
5. Who knows what?	<p>Guiding questions: What is the training, education and literacy levels of women, men and other social groups in relation to the proposed project? Do women and men have equal access to education, technical knowledge and/or skill upgrading? Do men and women have different skills and capacities and face different constraints? What is the value associated with women’s and men’s respective knowledge and skills? Are women’s or men’s knowledge or skills in specific areas valued differently? Identify and analyze any additional issues related to knowledge and capacity in the specific areas of work and types of intervention related to the project.</p>

Annex 02: Guidance to Develop the Gender Action Plan

1. **Brief Project introduction**, its main goal and objectives: This information can be summarized from your project document. Describe a clear vision of desired gender impacts, as well as a set of realistic targets.
2. **General gender conditions in the Project country/countries or region**: This section should contain a broad overview of the gender-related issues and conditions in the country/region where the Project will be implemented. You can refer to the concept note/PIF stage Gender Desktop Review to fill this section. Information in this section should include gender considerations for: country-level policies, level of education and literacy rates (urban vs. rural areas), poverty, labor force, political and decision-making power, health, access to resources, etc.
3. **Project-specific gender information and considerations**: This section should contain detailed information about gender considerations as they relate to the project context, according to the results obtained in the Gender Analysis, as well as information gathered during the concept note/PIF stage Gender Desktop Analysis and Stakeholder Consultations. Information may include:
 - a. How women and men may be impacted (positively or negatively) by project activities? Will the project have different impacts on men's and women's livelihoods?
 - b. How project activities may create opportunities for women or widen further inequalities?
 - c. How gender-related barriers may affect the project's success or may limit men's or women's participation, decision-making influence or benefit sharing?
4. **Describe Project-specific strategies and opportunities for gender mainstreaming and desired impact**: According to the results of the Gender Analysis and considering the project theory of change (ToC), components, objectives and results framework, identify and discuss the main strategies the project will employ to mainstream gender, ensuring active and meaningful participation of both women and men, equal access to opportunities, resources and benefits from the project, and to avoid perpetuating inequalities that may have been identified. Along with the gender mainstreaming strategies, consider the following:
 - a. Ensure a gender-responsive budget, which allows for sufficient institutional capabilities to effectively implement gender-responsive activities, monitor and evaluate, and communicate about gender aspects of the project
 - b. Provide staff with basic training on gender dimensions specific to the Project to increase understanding and capacity on gender mainstreaming for implementation
 - c. Ensure that information regarding the project is accessible to both women and men equally
 - d. Ensure project activities are accessible to women, taking into account location, timing, transportation issues, household responsibilities, permission from male family member(s), etc. which may affect their availability to attend/participate in project activities
5. **Monitoring and evaluation of gender-responsive activities**: As in other components of the Project, the gender mainstreaming strategies need to be monitored on a regular basis to evaluate if the desired outcomes are being achieved, and to determine whether adaptive mechanisms need to be developed if outcomes are not being reached. The project should have a clear vision of desired gender impacts and realistic targets, taking into account the baseline data obtained through the Gender Analysis and other methods. Gender-responsive indicators can be developed at two levels:
 - a. **Output-level indicators**: Output-level indicators may be developed to track progress of project activities and are tied to project outputs or activities (rather than project outcomes). Therefore, they are typically at the level of: # of women engaged in xx activity. While output-level indicators may not be submitted to the GEF/GCF, they can provide input into annual reports to demonstrate gender mainstreaming within the project.
 - b. **Outcome or Objective level indicators**: The Results Framework¹⁵, which tracks project progress at the outcome and objective level, is submitted to the GEF. At this level, you may have gender-specific indicators, or you may have broader indicators that are disaggregated by sex. For instance, an indicator may be “% of consumers that associate palm oil with negative environmental impacts.” This indicator can be disaggregated by male and female consumers.

¹⁵ https://www.thegef.org/sites/default/files/documents/Results_Guidelines.pdf

Another important aspect is to ensure your project has a **gender-sensitive budget**. This means that the gender-specific activities/strategies identified in your Gender Action Plan, which should be an integral part of your project components and objectives, need to be reflected in your budget and yearly workplan, to ensure you have the funds necessary to implement these activities.

Below are a few examples of quantitative and qualitative gender-related indicators that may be used in WWF GEF projects

Quantitative:

- Number of project activities targeting women/men
- Number of women and men that have access to decision-making and project resources/services
- Number of women/men with access to natural resources, to credit and other opportunities
- Shares received by women and men of the benefits arising from the projects

Qualitative: These indicators will be based on the expectation of the women and men with respect to their quality of life, for example, they perceive their daily life to have improved in terms of:

- Level of workload; greater sharing of responsibilities
- More equitable distribution within the household of the benefits accrued from natural resources management
- Self-esteem related – Women feel more assertive in homes/meetings/within organization, etc.

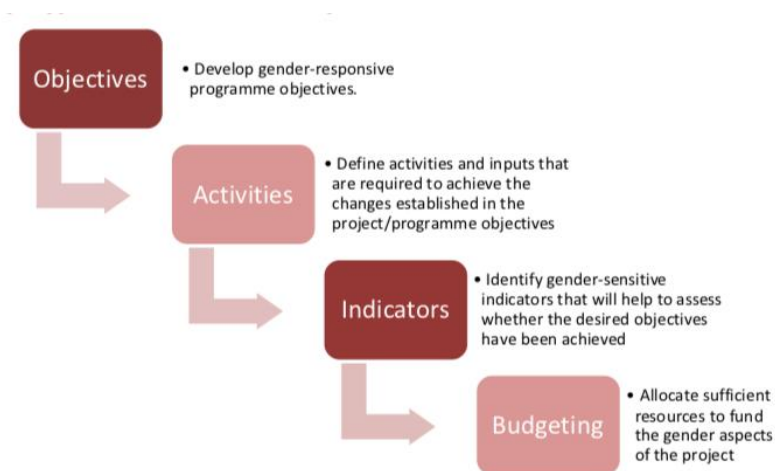


Figure 01: Steps to develop a Gender Action Plan. Adapted from “A user friendly manual to follow the Guidelines for integrating gender considerations into climate change related activities under the UNFCCC, CDKN/ODI”

Annex 03: Gender Action Plan Sample Table

Output	Project Activities	Gender specific action	Responsible	Indicators and Targets	Timeline	Budget
Component 1: Strengthening the enabling environment for the sustainable management of drylands						
Outcome 1.1: Strengthened policies and planning mechanisms for the sustainable management of drylands at national and district levels						
Output 1.1.1 Cross-sectoral, multi-stakeholder working groups established under existing committees at national and district levels to facilitate participatory, adaptive landscape planning and management in the existing land-use planning process.	Activity 1.1.1.1: Hold consultations to discuss cross-sectoral, multi-stakeholder landscape planning and management mechanisms with stakeholders.	a) Inform and consult with the NCGP Secretariat, Ministry of Labor and Social Protection (MLSP), Ministry of Education, Culture, Science and Sports (MECSS) towards addressing negative social and gender factors that impact landscape planning and utilization as well as agreeing on the cross-sectoral cooperation and partnership opportunities. b) Ensure equal participation of women and men in the consultations (i.e., at least 40% of both female and male participants).	PMU With support from the Safeguards and Gender Specialist	a) <u>Indicator:</u> Number of relevant gender stakeholders/ organizations consulted. <u>Target:</u> At least 5 (2 national-level and 3 district-level). b) <u>Indicator:</u> Proportion of women/men who participated in consultations. <u>Target:</u> At least 40% women and at least 40% men.	Year 1	Covered by output budget.
	Activity 1.1.1.2: Develop draft Terms of Reference (TORs) of working groups in a gender-sensitive and inclusive manner.	c) Reflect gender aspects in the TOR, including equal representation of women and men in the working groups (at least 40% of both female and male participants).		c) <u>Indicator:</u> Percentage of working group TORs developed incorporating gender aspects; equal representation of women. <u>Target:</u> 100%.		

Annex 04: Sample Terms of Reference (TOR) Gender Assessment

Objective: The main objective of a gender assessment is to collect gender-specific data that will lead to gaining knowledge on roles of women and men in the project area, the decision-making processes among women and men at the community level, control over the management of natural resources and the types of resources, access to land by women and men in the project area, etc. This is in view of identifying gaps, opportunities and solutions to improve active and equal participation of both women and men in conservation and promote more equitable management of and benefits from the use and protection of natural resources.

Specific Objectives:

- Provide clear background information on the context and the situation relating to gender issues in the project area (local, national, regional levels as appropriate) and more generally
- Collect data disaggregated by sexes et age groups in at least five domains of the gender assessment – access to, use and control over resources (revenues, employment, land, etc.); roles, responsibilities and utilization of time; norms, beliefs and perceptions; laws, policies, institutional practices; and decision-making processes.
- Identify constraints and opportunities for the full and equal participation of women and men into the project activities.
- Identify sustainable economic activities of interest to women and men to improve their livelihoods and wellbeing.
- Formulate recommendations to orient the implementation of a gender-responsive project.
- Reinforce all project staff knowledge and capacity in the implementation of a project sensitive and responsive to gender issues and mainstreaming.

Scope of Work:

- **Elaboration and preparation for the data collection**
 - Literature review and desk study of existing gender-related data and information; preparation of the data collection tools
 - Partner Identification Meetings
 - Stakeholders Consultations - conducted in a gender-responsive way - throughout the project development phase (and the whole project cycle) will be useful to provide further details on gender-related issues, dynamics and roles specific to the project area and the project objectives.
- **Data collection in the project site: For each survey site, the general steps mentioned below may be followed:**
 - Organize information sharing meetings with stakeholders of the project (local authorities, community leaders, etc.) to inform them of the survey objectives, the methodologies used and the timeline for data collection and potential timeframe to share with them the results of the survey.
 - Organize a separate meeting with community-based organizations and local associations identified in the project area.
 - Hold individual interviews or conduct focus group discussions with various age-groups to gather further qualitative data about the local gender dynamics and the context of this particular area.
 - Proceed to conduct household interviews in the various pre-selected sites for the survey as appropriate.
 - Set up a meeting with local authorities and others to give a synthesis of how things went during data collection and set a timeframe to come back to the community to disseminate the survey results and share recommendations with them.

- **Expected Outputs**
 - A report detailing baseline data on the gender dynamics and the status of women in the context of the project and relating to conservation, which will constitute the project's base for a monitoring and evaluation plan for gender integration.
 - A set of recommendations that can be incorporated into project design in order to ensure improvement of women's conditions in general and more specifically as it relates to conservation work and equitable access to and benefit from resources, in each targeted area of the project.
 - A gender mainstreaming action plan or strategy is developed according to the survey results, recommendations, and relevant results obtained stakeholder consultations for implementation of gender-responsive activities throughout the life of the project.
 - A list of key gender-related indicators is identified and mainstreamed into the results framework and included in the project M&E plan, which include sex-disaggregated data wherever possible.

- **Consultant Skills and Experience: He/she should possess:**
 - Proven experience in conducting surveys (socio-economic, gender, etc.) and evaluation with strong expertise in gender-related work; at least 7 years of experience is preferred;
 - Previous experience and good comprehension of the local context where the survey will be conducted;
 - Knowledge of the local language in the survey area is strongly suggested; high proficiency in English writing skills is preferred;
 - A set of available documents and examples of previous similar work accomplished, to provide to the selection committee.

Annex 05: Policy Requirements Summary

POLICIES	REQUIREMENTS
<p>WWF GENDER POLICY</p>	<ol style="list-style-type: none"> 1. Incorporate a gender perspective into programs and project development processes through the application of gender awareness and analysis in the project cycle, including design, implementation, monitoring and evaluation. 2. Extent possible, assess potential impact of programs and projects on gender equity, and ensure that potential negative impacts on women and men are addressed, if appropriate also identify and use opportunities to reduce gender inequities. 3. Apply a culturally sensitive approach, especially when working with local communities, and that respects and takes account of different roles, responsibilities, entitlements and knowledge among men and women involved and/or affected by the program/project. 4. Examine how policies, processes and institutions at and beyond community level (i.e. national, regional and global) affect gender equity, and men and women's access to and control over resources, as well as power of decision-making in our programs/projects and identify options and, where appropriate, promote gender equity within these. 5. Encourage continuing effort to expand WWF's knowledge and commitment to social and gender equity, through staff training, documentation and sharing of lessons.
<p>GEF POLICY ON GENDER EQUALITY</p>	<p>PIF stage requirements:</p> <ol style="list-style-type: none"> 1. The EA is required to undertake a desk study gathering to identify gender issues as relevant to the country and specific to the project. 2. Conduct gender-responsive Stakeholder Consultations – Report on gender differentiated information gathered through the consultations, to complement the desk study as part of the PIF. 3. In the PIF, describe the potential entry points for gender mainstreaming in the project (i.e. which project components may be most appropriate for gender-responsive activities). 4. According to the project objectives, describe the proposed steps planned to ensure gender mainstreaming at ProDoc stage, during project implementation and throughout the whole project cycle – i.e. design phase, implementation, M&E, reporting and learning. <p>ProDoc stage requirements:</p> <ol style="list-style-type: none"> 1. The EA is required to undertake socio-economic assessment, including gender analysis, that identifies and assesses any gender differences (in roles, benefits, power and control over resources, etc.), gender differentiated impacts, risks, opportunities to address gender gaps and promote women's empowerment. 2. Assessments/analysis should be designed to inform the development of gender-responsive activities and/or of an action plan, monitoring and evaluation as relevant for the different project components. 3. Annual Workplan contains gender-responsive actions/activities integrated within project activities, not as separate activities, where relevant - these must be reflected with appropriate allocation in the budget (gender-sensitive budget). 4. The results framework contains gender-responsive actions as identified in the action plan, including gender-specific indicators and sex-disaggregated data collected where relevant, to monitor gender mainstreaming progress throughout project implementation (Percentage/number of beneficiaries that are female – GEF Core indicator). 5. Gender Tag in the GEF Portal - Expected contribution to closing gender gaps and promoting GEWE in one or more of the following categories: <ul style="list-style-type: none"> ○ Contributing to equal access to and control of natural resources of women and men ○ Improving the participation and decision-making of women in natural resource governance ○ Targeting socio-economic benefits and services for women ○ Reporting requirements: Gender mainstreaming progress and learning are captured within all reports - Project Progress Report (PPR) (semi-annual); Project Implementation Report (PIR); Progress reported in Midterm and Terminal Evaluation reports, etc.

GCF POLICY ON GENDER EQUALITY

1. **This requires project teams (AEs and EEs) to develop a gender-responsive project** from the design, throughout the project life cycle.
2. The project team is thus required to **follow the requirements found in the Policy to address:**
 - a. gender considerations;
 - b. making the concerns, roles and experiences of women and men an integral part of the project life cycle;
 - c. Ensure gender dimensions are integrated from design, implementation, M&E, through reporting & learning of policies and programs in all project spheres as relevant.
3. **Gender-responsive stakeholder consultations** throughout the project life cycle
4. **The AE is required to undertake a gender assessment**, including other appropriate social assessments, that identifies and assesses:
 - a. gender differences (in roles, benefits, power & control over resources, etc.);
 - b. gender differentiated impacts, risks and opportunities, including vulnerabilities to climate change
 - c. to address gender gaps and promote women's empowerment, for all mitigation and adaptation projects.
5. **Assessments/analysis should be designed to inform the development of gender-responsive activities** into an Action Plan, including M&E as relevant for the different project components.
6. **The results framework** contains gender-responsive actions as identified in the action plan, including gender-specific indicators and sex-disaggregated data collected, to monitor gender mainstreaming progress throughout project implementation.
7. **Annual Workplan** contains gender-responsive actions/activities integrated within project activities (not as separate activities) - these must be reflected with appropriate allocations in the budget for their implementation (gender-sensitive budget).
8. **Reporting requirements:** Gender mainstreaming progress and learning are captured within all project reports throughout the life cycle of the project.

USAID GENDER POLICY

Requirements Related to USAID's Program Cycle:

- Design teams must reflect the findings of the gender analysis in the different components of a solicitation and must include a statement that clearly indicates how it incorporates the results of the gender analysis or gives a rationale for why gender inequality is not an issue for the particular activity the requested procurement action would implement.

Reporting:

- **Planned funding:** All OUs must attribute funding in each Fiscal Year to one or more of the four Gender-Linked Key Issues to track planning and progress against U.S. Government priorities and Congressional directives.
- **Internal and external reporting of results:** In Annual Performance Plans and Reports (PPRs), OUs must report on results realized during the reporting Fiscal Year, including by using the Standard Indicators maintained by the Office of Foreign Assistance (F) at the U.S. Department of State, which are required as applicable. The Master Indicator List (MIL) includes cross-cutting indicators that cover gender equality, women's empowerment, GBV, and WPS.

Training:

- **Introductory training on gender equality** and women's empowerment is required for (a) all Agency staff who design, evaluate, or manage strategies and projects; (b) Agency staff (including Mission and OU Directors and Deputy Directors) who directly or indirectly supervise staff who design, evaluate, or manage strategies and projects; (c) all COs and AOs; and, (d) Program Officers.
- **Similar to training for other competencies**, USAID should continue to develop and offer advanced training that meets the needs of Gender Advisors and PoC's. Bureaus, Missions, or IOs also might wish to establish advanced gender training for other relevant positions or technical backstops.

Assessment of Policy Implementation:

- **Following the requirements** of ADS Chapter 200, USAID will assess the implementation of this Policy periodically, approximately once every five years, by using appropriate performance benchmarks such as our staff's knowledge of, and experience with, the Agency's gender requirements; gender integration in CDCSs, PADS, activities, and solicitations; budget attributions to the gender Key Issues Version.