

# *SPREP*

# *Gender Policy*



*Gender equity and women's empowerment in  
communities and environments across the South Pacific*

I hereby approve the Gender Mainstreaming Policy for SPREP.

This policy will strengthen SPREP'S role as an Implementing Agency and/or Executing Agency and will guide the gender mainstreaming activities of the secretariat within the context of this policy.

  
Kosi Latu  
Director General



Date: 1<sup>st</sup> February 2017

This table tracks all revisions and updates to this policy from time to time. It attempts to capture the date of when the policy has been reviewed and updated together with the official designation and signature of the Director General or proxy for approval. A summary of the changes that are made to this policy should be provided in a separate form and attached as an "Addendum".

Policy Reviewed and Updated			
Date	Designation	Signature	Addendum Number

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## Background

1. The mandate of the South Pacific Regional Environment Programme (SPREP) in its role of protecting the environment should be understood in the greater context of international and regional commitments that Pacific island nations have undertaken, including the Rio Declaration and Agenda 21, and the *Pacific Platform for Action: Rethinking Sustainable Development for Pacific Women Towards the Year 2000*. These commitments provide a framework in which the social impact, as well as the ecological impact of SPREP's activities should be considered.
2. Agenda 21 recognizes the necessity of the “full, equal, and beneficial” integration of women into the sustainable development process. It emphasizes the participation of women in resource conservation and management activities and recognizes their traditional knowledge in sustainable resource use. It connects sustainable development to the active involvement of women in economic and



political decision-making, the elimination of gender-based discrimination, and to ensuring women have access to land and other resources, education, and safe and equal employment.

3. Sustainable development is only attainable when the needs and interests of both women and men are fully recognized in the planning and implementation of projects and programmes. In any development activity the likelihood of success is enhanced if the needs and roles of both

women and men are taken into account. Because of the nature of their work, many women are affected differently and more strongly by environmental degradation. Many women are responsible for household work and also play significant roles in agricultural work. In most Pacific island countries, rural women perform much of the labor in subsistence tasks including gathering and using water and firewood and planting, irrigating and harvesting crops, for subsistence and sometimes for income as well. The recognition of the different impact of development on women and men, and the realization that not all women and men are affected equally is a crucial concept in sustainable development.

4. SPREP's objectives and goals under the Strategic Action Plan 2017-2022, recognize the need to build national capacity to protect and improve the environment of the region for the benefit of Pacific island people now and in the future. It is important that both men and women are equally involved in the planning and management of the environment and its natural resources at all levels of development.



5. SPREP's 2016 Gender Policy reinforces SPREP's commitment to gender equality and the empowerment of women, establishes a policy framework and operating principles, and outlines priority areas of action for the institution.

## Policy Framework

6. Gender equality is critical “to promote cooperation in the Pacific region and provide assistance in order to protect and improve its environment and to ensure sustainable development for present and future generations” (Strategic Action Plan 2017-2022) and therefore linked to the achievement of SPREP's Strategic Objectives. SPREP will continue to seek opportunities to promote gender equality and the empowerment of women to fulfil its mandate.

7. The 2016 gender policy builds on the previous gender policy (2006), and is guided by SPREP's Strategic Plan (2017-2022), which emphasizes SPREP's role in supporting Pacific island countries in addressing “the Pacific environment, sustaining our livelihoods and natural heritage in harmony with our cultures. The policy also builds on work undertaken through the Pacific Adaptation to



Climate Change (PACC) programme on gender, including the extensive assessment and action plan developed in 2014.<sup>1</sup>

8. The overall **goals** of the policy are (i) to strengthen and maintain an institutional environment that supports and encourages gender mainstreaming; (ii) to improve the effectiveness and sustainability of SPREP's projects and programmes; and (iii) to promote the integration of a gender perspective into the programmes and projects of Member countries and cooperating partners.
9. The expected **outcomes** are: (i) increased knowledge and skills among SPREP staff for addressing gender in policy development and programming; (ii) improved and sustained gender mainstreaming in SPREP projects, programmes, and activities; and (iii) increased capacity in Member countries to incorporate a gender perspective into policies, plans and projects.
10. Targeted actions and gender mainstreaming will be applied to achieve the expected outcomes. Targeted actions will be carried out within the context of SPREP implemented and executed projects on the basis of gender analysis; gender will be mainstreamed at the project and programme and institutional levels.

## Operational Principles

11. The following principles underpin SPREP's commitment to empowerment, protection, and participation of males and females in their societies:
  - (i) **Mainstream and integrate gender into SPREP's work:** This policy will be implemented by integrating approaches and actions to advance gender equality and female empowerment throughout the project cycle — from project design and implementation to monitoring, evaluation, and learning.
  - (ii) **Gender analysis:** The identification of specific gender mainstreaming results to be achieved will be based on the findings of gender analyses, which shall be undertaken for SPREP implemented and executed projects and programs (see Box 1), and by other relevant analyses that may be used in the context of strategic planning and programming.

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<sup>1</sup> Gender and the Pacific Adaptation to Climate Change (PACC) Programme: Assessment and Action Plan. Apia, Samoa : SPREP, 2014.

### **Box 1: Gender Analysis**

Gender analysis is a process of examining the roles, knowledge, capacity and assets of women and men, as the first step in planning efficient activities, projects, programmes, and strategies that address both men's and women's needs, and reduce the inequalities that exist between them. Gender analysis is used to design, implement, monitor and evaluate programme interventions and policy decisions to make sure the diverse needs of women and men are addressed, that gender inequality is tackled, and that programmes do not exacerbate gender inequality.

A gender analysis contributes to the identification of the diverse capacities and knowledge within communities and households that can be tapped to help develop activities, projects, programmes, and strategies that are more responsive to the capacities, needs and priorities of the local people.

[Adapted from PACC Gender Toolkit \(Module 2\)](#)

- (iii) **Pursue an inclusive approach to foster equality:** This policy is inclusive of all women and men, girls and boys, regardless of age, sexual orientation, gender identity, disability status, religion, ethnicity, socioeconomic status, geographic area, or migratory status. SPREP will also be aware of the diversity of households and family structures, which require particular attention to domestic partners, child-headed households, single-person households formed by older adults, and the presence of secondary families formed by single parents within extended households. This inclusive focus will ensure that key gender gaps are reduced in ways that benefit all citizens, not just those who are the most visible, or vocal.
- (iv) **Build partnerships:** SPREP will partner with a wide range of key actors to ensure that efforts mainstream gender into projects and programmes are coordinated and non-duplicative and reflect country priorities. Partners include inter-alia: Member governments; international organizations (i.e. UN Women); civil society; women's organizations; the donor community; foundations; and the private sector, including women-led businesses.
- (v) **Serve as a thought leader and a learning community in Pacific:** SPREP is in a unique position as the primary intergovernmental environmental organisation working in the Pacific to advocate and promote gender equality across sustainable development work. SPREP will work actively to learn from successes and failures and distill, showcase, and circulate throughout the region good practice on gender integration across SPREP's environmental and climate change portfolio.

- (vi) **Measure performance:** SPREP will measure performance by utilizing monitoring and evaluation methods that include indicators to measure progress toward gender equality (see Box 2).

### **Box 2: Impact Indicators for Gender**

Developing gender disaggregated impact indicators for individual projects is essential for achieving gender equity and gender mainstreaming goals. To be effective, these impact indicators for gender need to be integrated into all stages of the project cycle. Additionally, impact indicators are most effective when they are clearly linked with the specific objectives, context, outcomes, and activities of a project. It is therefore crucial to identify gender-related components, outcomes, outputs, and indicators of a project at the onset of the project.

Every project can adopt a few common gender indicators such as “Number of men and women participating (genuinely) in consultations/decision making processes” and “Number of responses obtained from men and women during consultations,” but each project should then develop indicators specific to the project area and focus. A set of sample indicators for SPREP project areas can be seen in Annex E.

- (vii) **Hold ourselves accountable:** Promoting gender equality is a shared responsibility and depends on the contribution and collective commitment of all staff. Directors, senior managers, program managers, and others will be held accountable for implementing this policy by defining concrete quantitative and qualitative results.

## **Priority Areas of Action**

12. SPREP will build on its current strengths and existing activities. These include among others:

- SPREP has appointed two gender focal points in-house: (i) a focal point for organizational aspects including human resources and (ii) a focal point for activities, projects, and general programming.
- SPREP actively supports the recruitment of Pacific island women to lead and manage regional projects.
- Through the Pacific Adaptation Climate Change (PACC) programme, SPREP has developed two extensive [gender toolkits](#). The toolkits help guide the incorporation of gender equality specifically into climate change and energy projects. They also however provide a framework on undertaking gender analysis in various sectors.

13. Building on SPREP's current strengths to address the Policy Framework and Operational Principles of the Gender Policy – SPREP will focus on five areas of action:

- Action Area 1: Strengthen and maintain an institutional environment that supports and encourages gender mainstreaming  
→ Outputs:
  - a. Work plans and job description updated to reflect Gender Focal Point's added responsibilities
  - b. Necessary budget and training allocated to Gender Focal Points to build capacity
- Action Area 2: Promote the integration of a gender perspective into SPREP-supported programmes and projects
  - a. Gender indicators integrated into SPREP project and programme logframes
  - b. Gender analysis undertaken when appropriate for fully appraised projects and programmes
- Action Area 3: Build capacity in Member countries to incorporate a gender perspective into policies, plans and projects.
  - a. Through project development and implementation gender perspectives integrated

The three action areas will be implemented in parallel with SPREP's Strategic Action Plan (2017-2022). The policy will be re-assessed after 2 to 3 years of implementation by Gender Focal Points and outputs and action areas modified to reflect lessons learned and the evolving priorities of Member countries.

## Annex A: Glossary of Key Terms

(Section adapted from Pacific Gender and Climate Change Toolkit: Tools for Practitioners)

**Approaches to gender and development-** The Women in Development approach (WID) appeared in the 1970s, and aimed at promoting women's participation in development. It did this by addressing obstacles to their participation, for example, improving education for girls and women, women's reproductive health, access to drinking water and sanitation, and the development of income-generating activities for women. The Gender and Development approach (GAD) is a more recent approach that aims to go further by addressing the root causes of gender inequalities through empowering women. In this approach, interventions are based on an analysis of men's and women's roles and needs (gender analysis), in an effort to empower women to improve their position.

**Equality and inequality-** Equality means that all people – whatever their sex, caste, ethnicity, religion, age, marital status, physical condition, or lifestyle – receive the same treatment, the same opportunities, the same recognition, the same respect, and have the same rights and the same status. In most societies, gender relations are unequal. Women and men have different rights, different access to resources and information, and different decision-making powers. Women are often subordinated to men and have fewer of these rights. As a result women are usually more vulnerable to poverty, exploitation, oppression, violence – and to climate change.

**Gender-** Gender refers to the socially constructed roles and responsibilities of women and men. The concept of gender also includes the expectations held about the characteristics, aptitudes, and behavior of both women and men; it refers to what people believe about femininity and masculinity. These roles and expectations are learned, and are different in different cultures. They are influenced over time by, for example, changes in economics, politics, technology, education, environment, the influence of other cultures and the media, mass advocacy, crisis, and conflict.

**Gender analysis-** Gender analysis is a process of examining the roles, knowledge, capacity and assets of women and men, as the first step in planning efficient development strategies, programmes and projects that address both men's and women's needs, and reduce existing gender and other social inequalities. Gender analysis contributes to a better understanding of the social dimension of climate change impacts, focusing on the differences and similarities in the experience and capacities of women and men. It also helps identify assets and capacities of women and men, which will help them to cope with environmental stresses; and the gaps, needs and priorities for adapting to climate change.

**Gender blind-** Where a project or programmes is related to human activities but does not include a gender dimension, it is described as gender blind.

**Gender mainstreaming-** Gender mainstreaming means that the needs and interests of both women and men are taken into account systematically across all

programmes and projects and in an organisation's structure and management. It means that women as well as men participate in defining objectives and planning so that development actions satisfy the priorities and needs of both women and men. Mainstreaming gender is a long-term process involving both technical and 'political' dimensions of organisational change.

**Gender neutral-** Where a project or programmes is not concerned with human activities and has no effect on people, this is considered gender neutral. Examples are monitoring changes in the weather or sea level rise.

**Gender sensitive-** A gender-sensitive policy or programmes recognises gender inequalities as an obstacle that may deprive women of the same opportunities as men and prevent them from getting equal benefits from development programmes. Thus it proposes measures to reduce gender inequalities and provides resources and services to address both men's and women's needs.

**Gender stereotypes-** These are prejudices about the roles of men and women, how they should behave, and the type of relationships between them. These ideas often lead to the exclusion of women from activities related to community development and the concealment of women's contributions. Examples of gender stereotyping include ideas that women should be seen and not heard, women belong at home, and only women can be caregivers.

**Sex-** Sex refers to biological differences between women and men. These characteristics exist for reproduction purposes and are essentially fixed.

**Sex-disaggregated data-** Data that separate out men's and women's activities and perspectives, i.e. collecting separate data on men and women. Data can also be disaggregated by age, location, ethnic group, etc. to help understand the different experiences of different groups and target solutions effectively.

## Annex B: Gender Integration in Program and Project Cycle (Section adapted from *Integrating Gender throughout a Project's Life Cycle 2.0*)<sup>2</sup>

Using a gender lens at the project design and proposal development stage is critical to ensuring that gender considerations are taken into account throughout the lifecycle of a project or program. Stages 1 (Concept Development) and 2 (Preparation and Appraisal) of SPREP's project cycle are the stages where resources can be allocated for conducting gender analyses and staff plans can be designed to incorporate a Gender Specialist; gender-sensitive technical approaches can be incorporated in project design; and gender-sensitive indicators can be integrated in the project's performance monitoring plan.

Embedding these gender-related components in the concept stage and into writing during the appraisal stage is often the best assurance that time and resources will be dedicated to these components once implementation begins. If planning ahead during the project design and proposal development phase is overlooked, when the project is awarded it may be too late to secure resources for gender-focused programming. The following section outlines gender integration through SPREP's project cycle. Figure 1 provides a schematic of the various steps that should be taken to advance gender equity in project design and implementation.

### Stage 1: Concept Development:

- i. Review any gender assessments for the proposed country/region that have been conducted by other institutions, and include relevant elements of the assessments in the background sections. Several gender assessments in the Pacific have been conducted by the Asian Development Bank (ADB) and can be found [here](#).
- ii. Review all available data for the targeted sector(s) to determine women's and men's roles along the value chain. Key Questions:
  - a. Do men and women have significantly different roles?
  - b. Do these differences indicate certain constraints men and/or women face in the targeted sector(s)?
  - c. Can you transform the identification of gender constraints into technical approaches for addressing these constraints?
- iii. Complete Worksheet I:

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<sup>2</sup> Adapted to align with SPREP's Project Cycle: *Integrating Gender throughout a Project's Life Cycle 2.0: A Guidance Document for International Development Organizations and Practitioners*, Land O'Lakes International Development, January 2015.

## Worksheet I for Gender Integration: Project Concept Stage

Title of Project/Programme: \_\_\_\_\_

Project Manager: \_\_\_\_\_

Name of Country: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Gender Gaps</b>	How will the different roles and status of women and men in decision-making affect the proposed project?
	How will different access to and control by women and men over resources and services affect the proposed project?
	How will indicative objectives and outcomes of proposed project affect women and men differently?
<b>Formulation of relevant questions</b>	What are the relevant questions to be asked?
	Who are the main stakeholders to be considered?
<b>Technical Approaches</b>	Are there technical approaches available for addressing gender constraints identified?
	Identify in-house or external gender experts to further assist with appropriate approaches for Stage II (Project Appraisal)

**Stage 2: Preparation and Appraisal:**

- i. Undertake gender analysis to identify and avoid activities that would exacerbate inequality between men and women, boys and girls, as well as adopt efforts that transform gender norms. A gender analysis framework is provided in Annex D.
- ii. Ensure gender issues are adequately integrated into the M&E components of projects. Even a project that does not have a clear gender integration strategy or objective can still capture the impact of project activities on gender dynamics if the monitoring and evaluation components have been designed appropriately. This begins by requiring that all people-level indicators are disaggregated by sex.
- iii. Develop a gender-sensitive M&E plan, purposes include:
  - a. To know if projects are reaching both men and women with their activities.
  - b. To capture the impacts of project activities on men and women.
  - c. To communicate achievements and lessons learned on the effectiveness of the project reaching men and women with activities and on project impacts.
  - d. To know if projects have created gender disparities or inequalities.
- iv. Complete Worksheet II:

**Worksheet II for Gender Integration: Project Development & Appraisal Stage**

**Title of Project/Programme:** \_\_\_\_\_

**Project Manager:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<b>Gender Analysis</b>	When, where and how will gender analysis be conducted?
	Who will be responsible for undertaking analysis (in-house, outsourced)?
	How will findings from gender analysis be applied in project?

<p><b>Measureable Indicators</b></p>	<p>What are the measureable indicators to measure progress?</p> <hr/> <p>At minimum are all people-level indicators disaggregated by sex (and potentially other vulnerable groups, i.e. youth, disabled, etc.?)</p>
<p><b>Monitoring &amp; Evaluation Plan</b></p>	<p>When will indicators be measured, how, where and by whom?</p> <hr/> <p>What mechanisms are in place to capture lessons learned on the effectiveness of the project reaching men and women with activities?</p>

**Stage 3: Final Project Approval in SPREP:**

Final check of appropriate gender integration, adequate budgeting, etc. should be completed by the Gender Focal Point or a gender specialist assigned. Annex C contains an appraisal checklist to be used. The checklist will be included in package for PMRG’s final approval.

**Stage 4: Implementation and Supervision:**

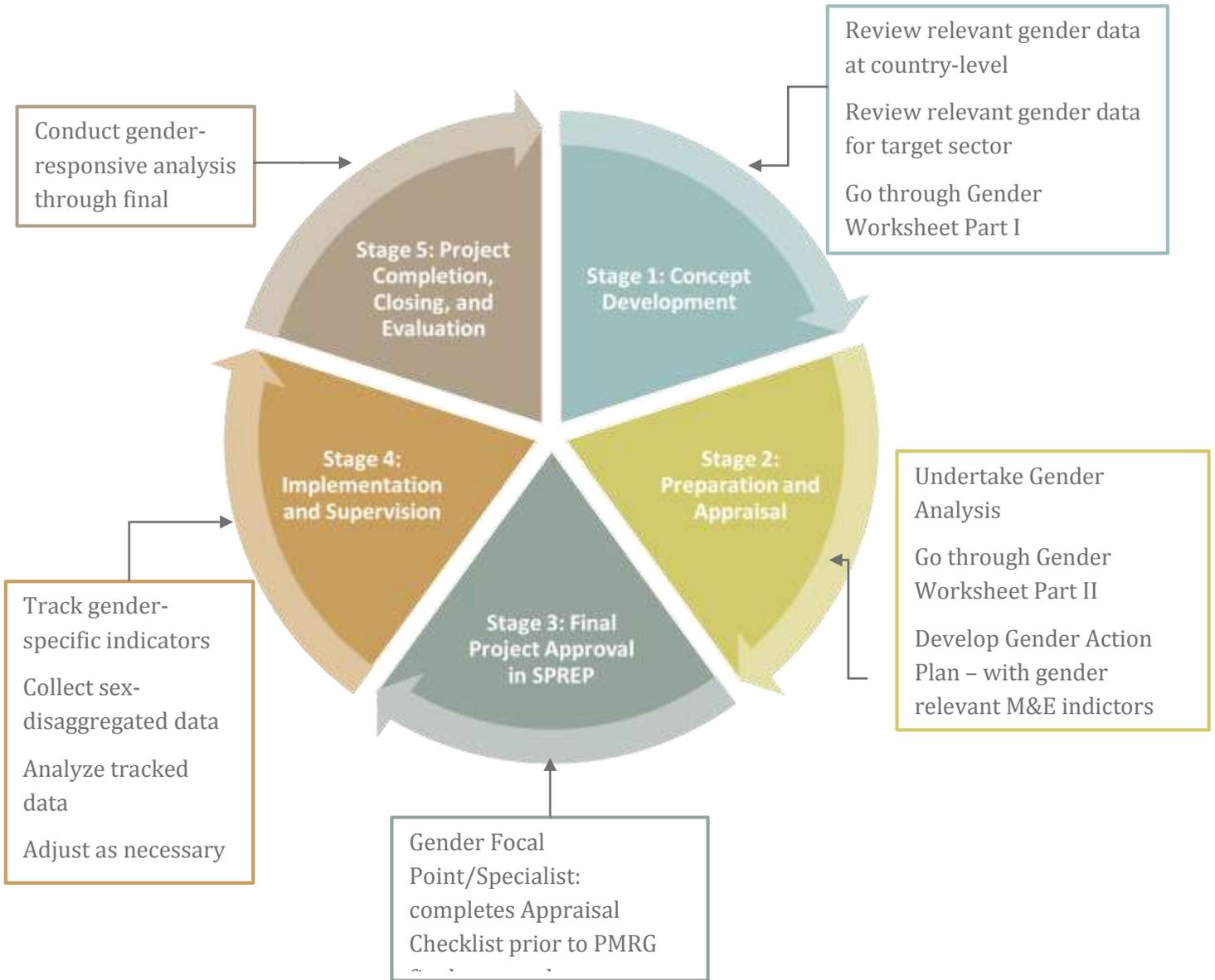
- i. Monitor project performance. Examine indicator tracking tables and identify where there are challenges, i.e., where gaps exist between men’s and women’s performance, and where there are successes.
- ii. Respond to the existence of gaps or challenges. If there are gaps or challenges in the project, project staff need to be prepared to react on why those gaps exist. When looking at the gaps, the following questions may be useful to start thinking about why those gaps exist:
  - a. Are these gaps the result of women’s time, schedule, or mobility? Or men’s time, schedule, or mobility? For example, are women unable to attend training because of household responsibilities?
  - b. Are the gaps the result of differences in men’s and women’s roles in production or in the household?
  - c. Are the gaps the result of differences in men’s and women’s access to resources or to associations?

- d. Are the gaps the result of how the project is being implemented? (i.e. activities, process, administration, activity schedules, participation)  
For example, are men and women being invited to trainings?
- iii. Analysis of tracked data. Even if project is on track to meet its targets, monitoring should still include some analysis of what is happening. Participant surveys can provide information on how stakeholders perceive the activities. Collected information can help to better understand what works and to provide input into capturing and documenting success stories.

**Stage 5: Project Completion, Closure, and Evaluation – Evaluation and closure of project, assessing:**

Undertake evaluation. Critical to any evaluation that will examine gender dynamics is the availability of sex-disaggregated data. Evaluations can use this data to measure changes in men’s and women’s status over time as a result of project activities and in any number of areas. A good gender-responsive analysis will examine both absolute and relative changes, to gauge not only if women’s status is changing based on the baseline, but also whether their status is improving relative to men.

**Figure 1: Gender Integration in SPREP Project Cycle**



**Annex C: Gender Project and Program Appraisal Checklist  
(Checklist adapted from UNIDO-Gender Mainstreaming Checklist for  
Projects)**

**SPREP Project and Programme Appraisal Gender Checklist**

**Title of Project/Programme:** \_\_\_\_\_

**Project Manager:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Partially/ Unsure</b>	<b>Comments to Project Team</b>
Are issues of gender equity, gender mainstreaming, women's empowerment, or other gender issues addressed by the project? Please explain.				
Does the project identify and analyze the different roles, priorities, needs, and challenges for women and men?				
Will the project have different impacts and effects on women and men? If so, how?				
Does the project approach contain a plan for addressing the gender issues identified?				
Does the project plan to collect and utilize sex disaggregated data to track the gender issues throughout the project? If so how?				
Are project activities and outcomes tailored to meet the different needs and priorities of women and men?				
Have gender impact indicators specific to the project context and focus been developed to monitor gender equity results?				

Does the project budget adequately account for the proposed/needed gender activities and outcomes?				
Do project personnel have gender expertise/knowledge?				
Have external gender experts or groups been consulted and included throughout the project?				
Does the project ensure both women and men have access to, can participate in, and provide inputs for project activities?				
Does the project framework include provisions for creating gender equitable opportunities (i.e. balanced representation and recruitment) throughout its implementation?				
Does the monitoring and evaluation of the project include a focus on gender issues and gender equity in the project implementation and outcomes?				

## Annex D: Gender Analysis and Mainstreaming Plan Template (Section adapted from Integrating Gender throughout a Project's Life Cycle 2.0 and UNDP's Gender in Development Programme Learning & Information Pack)

Gender analysis is a sub-set of socio-economic analysis. Its application should reveal gender roles and norms as well as power relations and gaps between males and females that a project or programme needs to account for and address what could affect the effectiveness of programming. In addition, gender analysis helps project design teams anticipate opportunities to address gender inequality and identify instances when particular aspects of project design could have a negative impact on males or females. In some cases gender issues may be significant to the project, and play a determining role in project outcomes. In other cases, they may be less significant.

The level and type of gender analysis will vary on the type and scope of project or programme being developed. There are however key areas and questions that are broadly applicable across projects.

### What to Look for?

- *Gender Awareness*: What in general is the relative situation of women and men in the context under review?
- *Activities, Access and Control*: What is the influence of gender roles and norms on what males and females do, including their participation in leadership and decision making?
- *Gender Roles, Responsibilities and Time Used*: Who does what in activities that generate revenue and those that do not, but are necessary for life (e.g., reproductive- and household- related work)? What are the roles, responsibilities, and time used during paid work, unpaid work (including in the home) and community service (e.g., who cares for small livestock or is responsible for harvesting)?
- *Access to and Control over Assets and Resources*: Who has what kind of access and control over assets such as land and water, income, social benefits, public services, technology and information? What are formal, statutory, customary and informal laws (e.g., land tenure)? What are the differential impacts of environmental policies and programmes have had on males and females, both unintended and negative as well as positive.

The matrix below provides a template for gathering sufficient information during gender analysis – matrix is directly adapted from *Engendering Transformational Change: Gender Equality Program Guidance and Toolkit*, from Save the Children.<sup>3</sup>

**SPREP Key Question Matrix Gender Analysis**

**Title of Project/Programme:** \_\_\_\_\_

**Project Manager:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Gender Analysis Question	Relevance	Finding	Consequence(s)
Who does what and Why?	Project/ Programme activities		
How and with what?	Access to resources		
Who owns what?	Ownership of resources		
Who is responsible for what?	Roles and Responsibilities		
Who is entitled to what?	Rights		
Who controls what?	Income and spending power		
Who decides what?	Power		
Who gets what?	Distribution		
Who gains? Who loses?	Redistribution		
Why? What is the basis for the situation?	Rules, laws, norms, customs		

<sup>3</sup> “Engendering Transformational Change.” Save the Children Gender Equality Program Guidance and Toolkit. Save the Children, 2014. Page 68-69. Web. [http://resourcecentre.savethechildren.se/sites/default/files/documents/gender\\_equality\\_program\\_toolkit\\_2014.pdf](http://resourcecentre.savethechildren.se/sites/default/files/documents/gender_equality_program_toolkit_2014.pdf)

## **Annex E: Sample Output Indicators on Gender Equality and Women's Empowerment**

**(Indicators adapted from Pacific Gender and Climate Change Toolkit Tools for Practitioners, Gender and Wildlife and Biodiversity Projects, Gender and Environment, Organisation for Security and Co-operation in Europe)**

The following lists provide sample output indicators in different sectors/strategic areas SPREP works in.

### **Energy**

- Percentage change in income generating opportunities for men and women as a result of introduced technology
- Change in time that men, women, girls, and boys spend for collection of other energy sources, such as firewood
- Percentage change in the use of household appliances and equipment used by women and men, and what they use them for.
- Number of men and women who have access to electricity, including in communal buildings

### **Ecosystem and Biodiversity Conservation**

- Number of women and men practicing improved wildlife and ecosystem conservation practices
- Number of alternative livelihood options being implemented in the communities by women and men
- Number of men and women aware and practicing sustainable land use management practices.
- Number of women and men effectively advocating for the implementation of policies on ecosystem and biodiversity conservation

### **Waste Management and Pollution Control**

- Level of awareness of men and women of the risks and possible benefits of waste management

- Participation of both men and women in decision-making on waste management and public health related issues
- Number of men and women involved in the management of waste in the home or the commercial management of waste
- Economic benefits/costs of waste management received by women and men

### **Environmental Monitoring and Governance**

- Number of women and men participating in local governance and environmental policy
- Access of local governance to information and other resources to ensure gender equity in the policy process
- Satisfaction of women and men with their representation in local governance
- Number of women and men engaged in environmental monitoring activities.

### **Food Security and Agriculture**

- Number of men and women taking part in agricultural activities (subsistence and commercial including production and value-addition)
- Crop yields and income generated by men and women
- Volume of fish catch and time spent fishing by men and women
- Number of men and women aware and practicing sustainable land use management practices

### **Water**

- Change in time spent by men, women, girls, and boys for water collection
- Access to sanitation and drinking water for both men and women
- Number of men and women who have been trained in carrying out tasks like operating and maintaining a water pump and monitoring water levels/quality
- Level of awareness of women and men on the links between water use practices and their associated problems and implications for human health and livelihoods

## Annex F: Reference Documents

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