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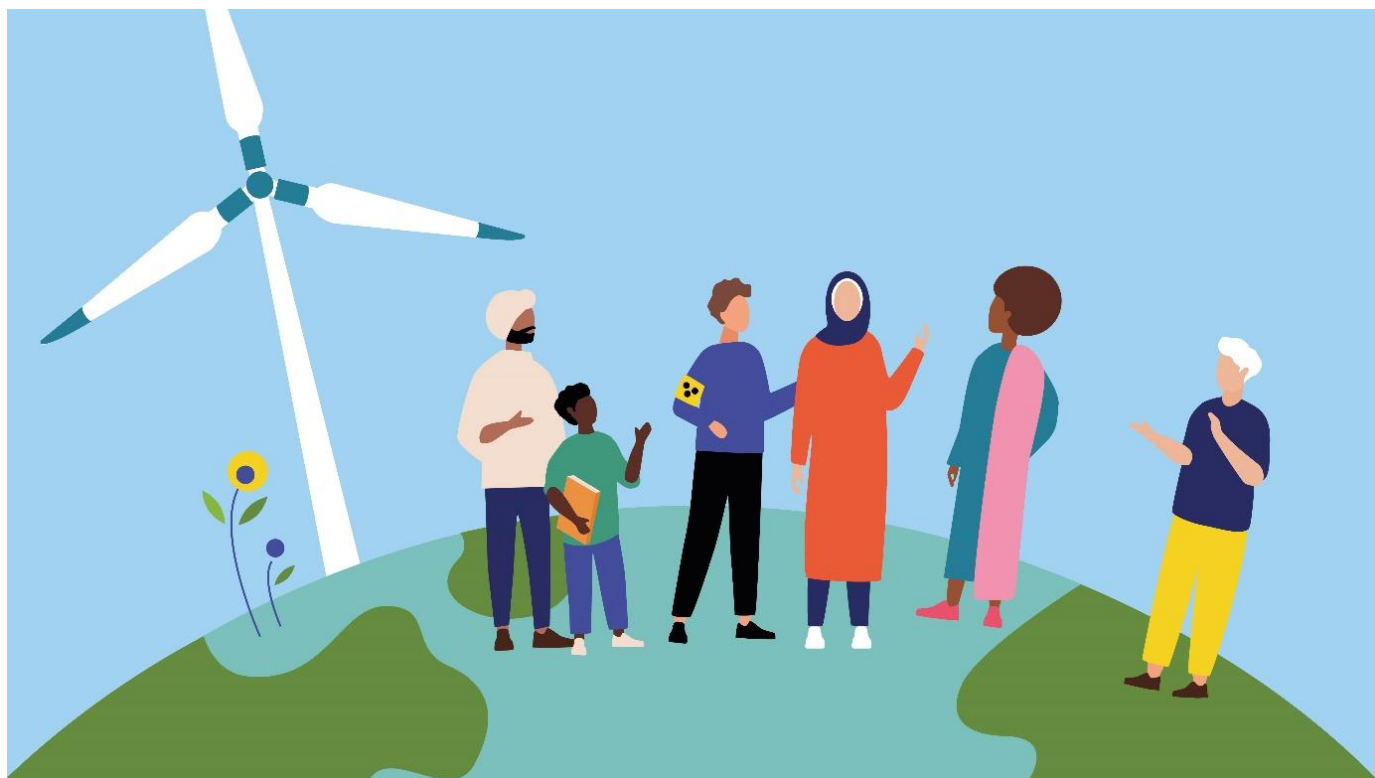
IKI



INTERNATIONAL
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Zukunft
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Version 2.0, August 2026
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Note on Version 2.0: This updated version of the IKI Gender Guidelines applies to all projects with a Request for Proposals dated August 2026 and onwards.

If you are familiar with the former gender requirements, please note that chapter 3.3.3 on gender in the project proposal has been replaced by the chapter “Gender-responsive project planning and implementation” (chapter 2.2.9), and that the former Annex 8 on gender is no longer applicable.

These Guidelines provide guidance on the new requirements.

Table of contents

1	Introduction	2
2	IKI Requirements on Gender	3
2.1	Gender Analysis.....	3
2.2	Project Proposal.....	5
2.3	Gender-responsive or gender-transformative approach	6
3	Gender-Responsive Project Design in 4 Steps	5
3.1	Step 1: Examine your institutional capacities	5
3.2	Step 2: Analyse the project context	6
3.3	Step 3: Translate the findings into concrete measures	9
3.4	Step 4: Integrate measures into project design	11
4	FAQ on How to Conduct Gender Analyses.....	14
4.1	When is a Gender Analysis conducted?.....	14
4.2	Who is involved in Gender Analysis and project planning?	14
4.3	Desk-based and field-based research.....	15
4.4	What is gender-responsive stakeholder engagement?.....	15
4.5	What types of data are important?	16
4.6	How can I apply an intersectional approach?	17
Annex I	Examples for gender-sensitive, responsive and transformative project activities 18	
Annex II	Draft ToR.....	23
Annex III	Additional guiding questions for context analysis in your Gender Analysis	28
Annex IV	Resources	30

1 Introduction

The [IKI Gender Strategy](#) was launched in November 2021 as a framework to support and foster gender justice within the IKI with the understanding that gender should be addressed intersectionally. It is underpinned by an IKI Gender Action Plan at programme level, which translates the strategy into action and supports learning on how to effectively mainstream gender justice in the work of the IKI.

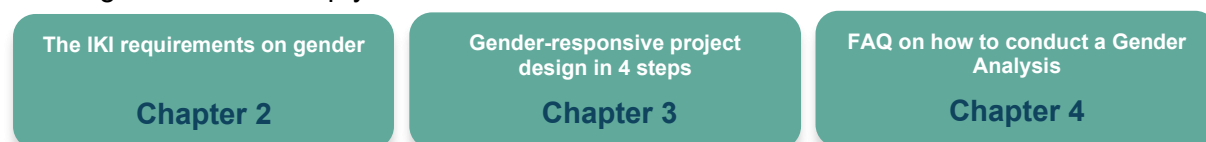
The Gender Strategy establishes gender-responsive project planning and implementation as a minimum standard for all IKI projects. The IKI also strongly encourages gender-transformative approaches, i.e. approaches that address the underlying causes of harmful gender norms, seek to change these norms and empower disadvantaged genders. These standards help ensure a do-no-harm approach that prevents gender-based discrimination, disadvantage or violence in the project context. By applying gender-responsive and gender-transformative approaches, IKI projects can achieve more effective action to address climate change, biodiversity loss and their impacts while contributing to gender justice in their sphere of action and impact.

Effective climate and biodiversity action always comes from successful collaboration by and with people. People have their own identities, social and educational backgrounds, gender-specific needs and perspectives. The goal of IKI projects is to drive forward the socio-ecological transformation towards a climate-neutral society that is better adapted to the impacts of climate change and that recognises, supports and protects biodiversity as a vital foundation of life. This transformation can only be accomplished if IKI projects recognise and include the whole of global society in all its diversity. Equal opportunities and equal participation for all social groups enhance the precision, ambition, quality, efficiency and sustainability of project measures, thus making them more effective.

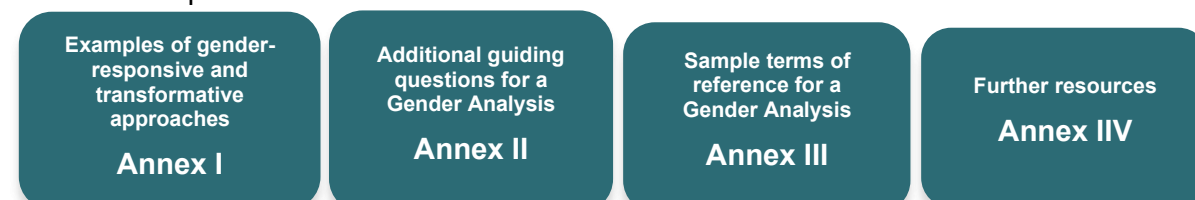
A gender-responsive approach for your project means recognising and addressing unequal gender roles, relations and norms. **This is achieved by conducting a Gender Analysis, translating the findings into concrete actions and, crucially, incorporating them into the project design and proposal.** These guidelines aim to support you by explaining the relevant requirements and providing practical guidance on how to integrate gender into your project.

In addition to these guidelines, you are welcome to use your own or other guidelines to develop your Gender Analysis and translate the findings into your project proposals.

These guidelines will help you understand:



The annexes provide:



2 IKI Requirements on Gender

All IKI projects are required to follow at least a gender-responsive approach. Where possible, projects should also adopt gender-transformative approaches that address the underlying causes of harmful gender norms.

Chapter 2.3 and Table 1 below provide guidance on gender-responsive and gender-transformative approaches and illustrate what these approaches might look like in practice.

2.1 Gender Analysis



Conducting a Gender Analysis is mandatory for all IKI projects. Implementing organisations need to conduct their Gender Analysis before or during the development of their project proposal (normally during the preparation phase) and submit it together with the proposal. The Gender Analysis must contain a section that translates its findings into concrete measures for the project.

In a nutshell – What should the Gender Analysis deliver?

Two key elements:

- A focused analysis of the project context – identifying the gender-related issues, inequalities and opportunities that matter most for the project.
- Concrete measures for the project – translating the findings of the analysis into actions that can be taken up in the project design.

Keep the analysis focused and the measures concrete: both are essential, but the concrete measures are what turn the analysis into action.

Analyse the project context

The Gender Analysis examines how gender-based roles, responsibilities, norms, rights, vulnerabilities and opportunities affect people in the project context. It identifies the gender-related issues and opportunities that are most relevant to the project to contribute to gender justice.

A Gender Analysis also identifies risks of potential unintended negative impacts, such as gender-based discrimination, including gender-based violence. This allows implementing organisations to define risk mitigation measures that ensure a do-no-harm approach.

Chapter 3.2 gives details on how to conduct an analysis of the project context, including detailed guiding questions.

Translate the findings into concrete measures

The Gender Analysis translates the findings of the context analysis into concrete measures for the project. These measures describe how the project can foster gender justice through empowerment and mitigate risks of gender-based discrimination in the specific project context.



Please hand in your Gender Analysis in English or German in a format of your choice.

IKI strongly recommends that the Gender Analysis does not exceed 12 pages.

Need support?

The Gender Team at the IKI Office is happy to discuss your project with you.

An early exchange during your proposal development can help integrate gender from the outset.

iki-gender@z-u-g.org

A Gender Analysis needs to concretely formulate gender-responsive impacts, outcome-level and output-level objectives as well as activities, milestones and indicators, as relevant.

The results of a Gender Analysis are also useful for a project's outreach strategy, for capacity development and awareness raising when integrating the climate, biodiversity and gender justice agendas into a project's objective(s). Finally, Gender Analyses serve to assess baseline and target values for project indicators, which enable proper monitoring and evaluation.

Gender Analyses for all IKI projects are part of the funding ministries' due diligence to avoid negative project impacts in the context of gender-based discrimination. The costs for conducting a Gender Analysis can be drawn from IKI funding.

Chapter 3.3 explains in detail how your project can identify measures to contribute to gender justice and do-no-harm measures, including guiding questions.

2.2 Project Proposal



The chapter “Gender-responsive project planning and implementation” in the project proposal needs to be completed for all IKI projects. This is a new chapter for all projects with a request for proposal dated August 2026 and onwards. It replaces the former chapter 3.3.3.

The concrete measures identified in the Gender Analysis must be incorporated in the project design.

In a nutshell – What should the project proposal deliver?

Two key elements:

- Integration of the measures into all relevant levels of the results framework and relevant sections of your proposal
- Filled out chapter 2.2.9 “Gender-responsive project planning and implementation”

Make the proposed measures explicit in your results framework. Ensure that relevant measures are formulated in uninterrupted impact chains connecting outputs to activities and vice versa.

Conducting a Gender Analysis is not an end in itself. Its purpose is to inform the project design. The **actions identified through the analysis therefore need to become part of the project itself.**

Integrate concrete measures into the project proposal

The project proposal should show how these actions are integrated into the project, notably into its **results framework**, including its outcome and output objectives, activities and indicators, as relevant. This makes it clear what the project will do to address the gender-related issues identified in the Gender Analysis. It ensures that the project’s very own gender-responsive approach **will be implemented and monitored**. In addition, concrete measures could be integrated into other sections of your proposal, including your stakeholder engagement concept, your target groups and others.

Chapter 3.4 provides guidance on where and how to integrate concrete actions into the results framework and examples.

Chapter 2.2.9 on gender-responsive project planning and implementation

The “Gender-responsive project planning and implementation” chapter in the project proposal provides space to briefly summarise the key findings of the Gender Analysis that are relevant for the project. The chapter should also explain how the findings of the Gender Analysis are taken into account in the project’s design and implementation.

In the same chapter you are asked to identify potential gender-related risks and measures and how to address them and summarise them in a table.

In addition, the chapter lists the requirements for projects selecting the OECD DAC Gender Equality Policy Marker 1 or 2.

Chapter 3.3 provides guidance for identifying risks, do-no-harm measures and measures to contribute to gender justice for your project.

Gender Equality Markers

Projects that integrate targets for gender justice at output or outcome level can be marked with **OECD-DAC Gender Equality Markers** if they fulfil certain criteria. For detailed guidance, see the Chapter on Project Classification in the [IKI Guidelines on Project Planning and Monitoring](#)

2.3 Gender-responsive or gender-transformative approach

IKI requires all projects to follow at least a gender-responsive approach, meaning actively recognising unequal gender roles, relations and norms and working towards changing them to support gender justice. Projects are encouraged to include gender-transformative activities that address the underlying causes of harmful gender norms into their projects.

A gender-responsive approach is a holistic methodology to planning, managing, implementing and monitoring projects. It aims to ensure that project activities and results benefit all genders and do not continue or reinforce existing forms of gender-based discrimination or violence. It considers the different needs, perspectives and circumstances of people of different genders throughout project planning and implementation. Projects that integrate targets for gender justice at output or outcome level can be marked with OECD-DAC Gender Equality Markers if they fulfil certain criteria.

Since definitions for gender-responsive and gender-transformative approaches are not consistent in the existing literature, the following **Table 1** outlines how IKI defines approaches of the gender continuum (based on UN Women). Gender-negative, gender-blind and gender-sensitive approaches are included to illustrate the differences along the continuum but **do not fulfil IKI’s minimum requirements**.

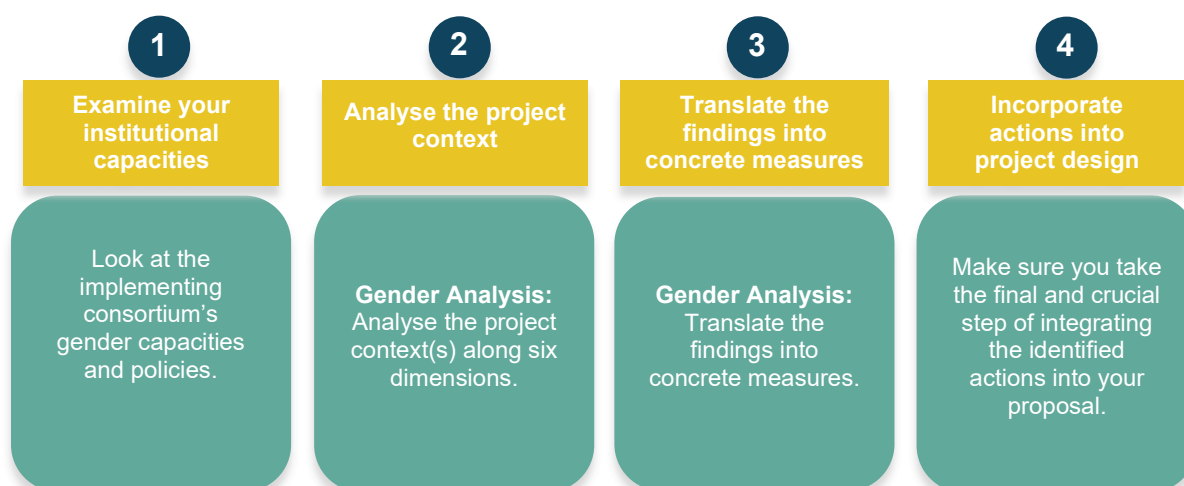
Annex I provides examples of gender-responsive and gender-transformative measures in sectors that are relevant for the IKI funding areas.

Table 1 Gender continuum and examples according to the IKI Gender Strategy. IKI projects must be either gender-responsive or gender-transformative.

	Gender-negative	Gender-blind	Gender-sensitive	Gender-responsive	Gender-transformative
Definition	Upholds and reinforces unequal gender roles, relations, norms and gender-based discrimination intentionally.	Ignores unequal gender roles, rights, responsibilities, relations and norms and gender-based discrimination and likely upholds them.	Recognises unequal gender roles, relations and norms but does not address them or only marginally addresses them.	Actively addresses the negative consequences of unequal gender roles, relations and norms.	Combats underlying causes and societal, value-based or structural roots of unequal gender roles, power relations and norms.
Project approach and impact (examples)	The project reinforces harmful and exploitative conditions. The project favours an already advantaged gender, e.g. through unequal distribution of benefits or time or by strengthening the (political) power of men and/or men's rights (e.g. land use rights) and resources. The project exposes disadvantaged genders to (security) risks including risks of gender-based violence or sexual harassment.	The project concept does not include information on gender roles. It is assumed that project activities affect all genders equally. Barriers to gender justice are not reduced. The project maintains existing (power) structures, norms and values without considering their effect on gender relations. Discriminatory gender roles, relations and norms are unintentionally reinforced.	The results of a Gender Analysis are not integrated into project planning and monitoring. Project activities are generally open to all; gender-based hurdles to participation are not actively addressed. Indicators are formulated disaggregated by sex or gender. Data are collected disaggregated by sex or gender. Gender is accounted for in monitoring and evaluation.	Conducting a Gender Analysis and integrating the results into project planning, monitoring and evaluation. Collecting gender-disaggregated data. Addressing gender inequality by addressing specific gender injustices (e.g. poor political representation, time poverty, gender-based violence, vulnerability to climate change, land rights and access ...). Acknowledging and addressing gender-specific needs.	<i>Same as gender-responsive, plus, for instance:</i> Working to transform harmful conditions and larger contextual issues so that gender justice (in terms of rights, power, opportunities, resources and rewards) can be achieved in the long term. Tackling social behaviour or societal practices that give rise to gender-based discrimination. Addressing gender justice in institutions, laws, and policies at all levels. Empowering disadvantaged genders and promoting their positions e.g. of women. Engaging men and questioning concepts of masculinity. Encouraging critical awareness of and challenging gender roles and norms.
Example	Training on climate-resilient crops that actively excludes women, assuming that only men own land and can exercise decisions.	Training on climate-resilient crops that invites only formal landowners to participate and therefore excludes many local women.	Training on climate-resilient crops that is officially open to the whole community and collects data on participants disaggregated by sex or gender. The training does not specifically address the needs of women who wish to participate e.g. regarding accessibility and time.	<i>Same as gender-sensitive, plus:</i> Training takes place in gender-separated groups, if necessary, at the time best-suited for each group, considering gender-differentiated needs during training and in the content of the training (gender-needs during harvesting) – childcare and transportation being offered to every participant.	<i>Same as gender-responsive, plus:</i> Training includes components to (jointly or separately) unpack gender norms and their potentially negative consequences. To this end, it involves important “influencers” in the community, such as religious, political or traditional authorities. The project includes specific men-engagement components to provide separate spaces for men to reflect on harmful masculinities and gender norms regarding landownership and agricultural production.

3 Gender-Responsive Project Design in 4 Steps

When developing a project from scratch, the following four steps can help you get started with gender-responsive project design. They provide a simple structure for moving from the project context to concrete actions and their integration into the project design.



3.1 Step 1: Examine your institutional capacities

It is useful to start out by looking at the existing resources within the project's implementing organisations, (local) implementing partners and sub-contractors. Conducting a Gender Analysis requires capacities and (human) resources that are often part of organisations but not directly linked to the organisational units that work on a specific IKI project.

Finding out whether your institution or partner institutions have a gender policy, employ gender experts or conduct research in this area might help you to identify approaches that have worked in practice. This can also be useful in determining whether you have to employ internal or external experts to conduct a Gender Analysis and inform you about your own organisations' requirements.

These questions can guide you:

- Do the organisations participating in project implementation have specific policies regarding gender mainstreaming or codes of conduct against gender-based discrimination or sexual harassment and how are these policies implemented?
- Do the implementing organisations have an internal structure for gender mainstreaming such as gender focal points for projects or departments?
- How well developed are the existing capacities of staff of all implementing organisations when it comes to gender mainstreaming and awareness?



This analysis of institutional capacities does not need to be submitted to the IKI Office.

3.2 Step 2: Analyse the project context

This is the first key element of your Gender Analysis: a focused analysis of the project context.

It is useful to investigate **six dimensions** of your project context as part of your Gender Analysis. These dimensions are compatible with other commonly used Gender Analysis tools and based on good practice.

- 1) Climate change and biodiversity,
- 2) Rights, Policies and Socio-Economic Status,
- 3) Norms and Values,
- 4) Roles and Responsibilities,
- 5) Resources,
- 6) Representation.

Below, we introduce the dimensions and guiding questions for the analysis of the project context. While the dimensions and questions are relevant for a wide range of sectors, special consideration is given to aspects of climate change mitigation, adaptation to climate change impacts and biodiversity conservation. **Use the questions to focus your analysis on the gender-related inequalities, vulnerabilities, risks and opportunities that are most relevant to your project. They also support a do-no-harm approach and help ensure that the Gender Analysis is in line with IKI's standards.** Additional guiding questions to help you in your analysis that can be adapted to the project context can be found in the annex.



Please address all of the most relevant questions for your project in your Gender Analysis.

1 Climate change and biodiversity

What does it include?

This dimension investigates the differentiated contributions to and impacts resulting from climate change and biodiversity loss in the country or regional context.

Why is this important?

IKI projects contribute to climate change mitigation, adaptation or biodiversity protection. Understanding the interactions between gender justice and climate mitigation, adaptation and biodiversity protection is a precondition for harnessing potential synergies between gender justice and other intended project impacts.

Guiding questions

- How does the impact of climate change, biodiversity loss and environmental degradation differ by gender in the project context? Do increasing impacts exacerbate gender differences in vulnerability?
- Can the contribution to biodiversity loss or climate emissions in the project context be differentiated by gender, and if yes, how? How are capabilities or approaches to manage and adapt to climate impacts or biodiversity loss differentiated by different genders?

2 Rights, policies and socio-economic status

What does it include?

Relevant national and sub-national frameworks, laws, policies and institutions that regulate rights and duties related to gender identity, sexual orientation, gender roles and relationships between genders. This dimension also gives an overview of the socio-economic situation of all genders on the level relevant to the project context and the state of implementation of these policies.

Why is this important?

Often, the policies of a country support gender equality whereas the implementation of these policies is lagging behind. Supporting the change or implementation of policies to avoid gender-based discrimination is necessary for a gender-responsive approach. Socio-economic data can show where policies are in place but not sufficiently implemented to achieve gender justice.

Guiding questions

Policy and gender rights framework

- Which formal (sub-) national policies, strategies and action plans are relevant to the project context and to what extent do they refer to or have an impact on gender rights, gender justice, LGBTQI+ rights and women's empowerment?
- Do customs and customary rights differ from formal laws in the way they affect gender relations, constraints and opportunities for equal access and participation? If so, how? What happens in case of a conflict between customary and state law in relation to the project context?

Gender-based and intimate partner violence

- Which laws, if any, to prevent gender-based or intimate partner violence are in place and enforced, e.g. through an institutional environment helping victims of gender-based violence?
- Are there any laws in place to prevent sexual harassment or sexualised abuse, especially in the workplace? How are these laws enforced?

3 Norms and values

What does it include?

Norms encompass commonly accepted but usually unwritten rules for social interaction between people of a community. Values encompass the underlying assumptions or beliefs that result in these norms.

Why is this important?

Questioning and changing norms and values that underpin gender-based discrimination is key in a gender-transformative approach.

Guiding questions

- How do gender stereotypes, stigmas, values and norms regarding masculinity, femininity, gender relations, sexuality and gender identity impact the behaviour and roles of different groups (e.g. actions, choices, entrepreneurship, roles, appropriate jobs)?

4 Roles and responsibilities

What does it include?

Roles and responsibilities concern the division of time, work, space and participation in the formal and informal economies and the associated gender-differentiated needs and priorities.

Why is this important?

Unpaid labour, such as care work and other reproductive work (cooking, cleaning, weeding) is often not accounted for when it comes to the time constraints for people participating in project activities or their contribution to economic value creation. A gender-responsive approach requires accounting for and supporting different responsibilities. A gender-transformative approach also questions assumptions and values associated with certain types of labour.

Guiding questions

- Who does what, relating to both formal and informal, productive and reproductive, paid and unpaid work, community work in the project context? (Disaggregated by gender, social status, age, disability, ethnic group etc.)
- What gender-differentiated needs exist in relation to roles and responsibilities, with respect to the project context?

5 Resources

What does it include?

Resources include a person's or group's access to and use of natural, financial, economic, human and time resources as well as services, education and technical knowledge.

Why is this important?

Tangible and intangible resources are often highly gendered when it comes to ownership, usage rights, access, distribution and control. Access to resources is essential to make decisions about and sustain one's livelihood. A gender-responsive approach enables marginalised groups to maintain or increase the ownership, access and usage rights of resources they need to sustain or improve their livelihoods, agency and self-efficacy.

Guiding questions

- Who has access to, ownership and control of which (natural) resources, including energy, food, land, sea, products, technologies and tools, safety equipment, and services like credits and savings, health, education, training or knowledge?
- Could lack of access to resources generate barriers to project participation, including (financial) literacy levels, restrictions on ownership for entrepreneurship?

6 Representation

What does it include?

Representation and participation of all genders include access to and active involvement in decision-making processes at all levels. This also includes decisions regarding communities and families.

Why is this important?

The equal contribution of perspectives of all genders is necessary for sound decision-making for effective climate change and biodiversity policies.

For further guiding questions across all six dimensions see **Annex III**.

Guiding questions

- Who makes (political and economic) decisions at different levels that are relevant for the project (household, local community, committees and associations, national, private sector and others) and what barriers exist for which groups? What factors influence gender-based power structures?
- Are there any (gender-related) interest groups, networks, civil society organisations or cooperatives within or outside the project sector/area that could contribute to information sharing, advocacy or otherwise in relation to the project objectives?
- What are the barriers for different groups to participate in decision-making on different levels, from the household-level to the national level?

3.3 Step 3: Translate the findings into concrete measures

This is the second key element of your Gender Analysis: developing concrete measures for the project.

Once you have completed your core context analysis, you look at your actual project and ask: Given what I now know about the context, what could my project do to contribute to gender justice, and what could my project inadvertently make worse? These two questions will help you develop two types of measures: those that contribute to gender justice and do-no-harm measures.

3.3.1 Do-no-harm measures

Applying a “do-no-harm” approach means identifying potential unintended negative impacts that might be caused by your project’s activities.

With the results from the two previous steps, you now turn to your own project and planned activities to establish **how the project could affect different people of different genders in terms of benefits and costs** (both in monetary and non-monetary ways). Negative impacts in this case are not only the exclusion of marginalised groups based on their gender or other factors but also the unintentional continuation of gender-based discrimination.

Guidance for applying the do-no-harm approach in your Gender Analysis

Overarching question: What could the project unintentionally worsen, reinforce or cause, and what do we need to do to prevent or mitigate these risks?

1. Who are the relevant stakeholders and key players in your project context, and how do gender and power relations shape their roles, interests, influence and vulnerability in the context of the project?
2. Identify potentially divisive factors (dividers): What different experiences, values and interests exist in the project context, e.g. ideological differences, scarce resources, dispossession? Who may gain from the project, and who may bear costs or face negative impacts? How might these differ for people of different genders?
3. Identify connecting factors (connectors): What experiences, values and interests bring people together and support cooperation? How can these factors help create opportunities for people of different genders to participate and benefit from the project?
4. Could any project activities unintentionally reinforce existing gender inequalities or discrimination? What could your project unintentionally worsen, reinforce or cause? Could the project create or increase risks of gender-based violence or other harm?
5. Identify solutions and tailor the project accordingly: mitigating factors that divide and strengthening factors that unite. What measures are needed to prevent or mitigate the risks that you identified? How can the project avoid reinforcing or causing gender-based violence or other harm?

While carrying out this analysis, please fill out the table provided in chapter 2.2.9 on the template for project proposals, which looks like this:

Please describe how the project design and implementation avoids perpetuating or reinforcing gender inequalities (“do no harm” approach):

Summary of risk	Planned (“do-no-harm”) measures to mitigate the risks and expected results



Please fill out the table on concrete summary of risks and planned do-no-harm measures in chapter 2.2.9 on your proposal.

All gender-related risks identified in your analysis need to be addressed through appropriate do-no-harm mitigation measures in the project proposal.

3.3.2 Measures to contribute to gender justice

Contributing to gender justice means **identifying where your project can address existing gender inequalities, respond to differentiated vulnerabilities and make use of opportunities to promote more equal benefits, more equal project results and participation for all genders.**

Use the findings from your context analysis from step 2 together with your project objectives and planned activities to identify concrete measures. The following questions may help:

Guidance for identifying measures to contribute to gender justice in your project

Overarching question: Given the existing opportunities and inequalities that your analysis has identified, what can the project actively do about them?

- What consequences do the findings from the Gender Analysis have for the project design and results logic?
- What measures are needed to ensure that all genders can participate in and benefit from project activities?
- How can the project address differentiated vulnerabilities to climate impacts or biodiversity loss?
- How can gender-differentiated knowledge, roles and resources be used to better design and implement project activities?
- Which strategic collaborations with relevant institutions and stakeholders are needed to achieve the project's ambitions for climate and biodiversity and for gender justice?
- Which structures, capacities or staff are needed to implement measures?
- What type of activities are needed to achieve your project objectives, for example targeted training or coaching measures for specific groups of people, a study on gender-related issues in a specific sector, or gender-specific communication products?

The answers should lead to concrete measures that the project can take to contribute to gender justice.

3.4 Step 4: Integrate measures into project design

Based on the results of the previous steps, you now **integrate the identified measures throughout the project proposal and results framework as appropriate.**

3.4.1 Integration of do-no-harm

All gender-related risks identified need to be addressed through appropriate do-no-harm mitigation measures in the project proposal.

Where do-no-harm measures are implemented through project activities, integrate these activities firmly and directly into the relevant part of the results framework. This could include, for example, adapting participation formats or providing specific training. Where relevant, integrate these measures into other parts of the project proposal, for example when defining target groups or planning your stakeholder engagement.

3.4.2 Gender-responsive results framework

How gender is integrated can differ across projects. For instance, a project could dedicate an output to promoting gender justice or integrate a gender-related target at outcome level. Furthermore, gender can be mainstreamed across outputs through gender-specific work packages or activities, without being integrated as a specific target.

Not all measures to contribute to gender justice that you have identified necessarily need to be integrated into the results framework or taken up elsewhere in the project design. Please use chapter 2.2.9 on your project proposal to reflect on whether and why certain measures have not been included.

For outcomes, outputs and activities, contributions to gender justice should be firmly integrated into the overall results logic of the project.

3.4.3 Gender-responsive indicators

All gender-specific targets should be measured by respective gender-responsive or gender-transformative indicators.

Wherever possible, use project indicators that capture gender-specific outcomes and outputs. Gender-specific indicators can vary in form. Indicators can measure, for example, access to project benefits across different genders (for example attaining skills development and capacity development opportunities, participation in project activities, gender mainstreaming in policies and strategies, or the results and effects of measures addressing gender discrimination and promoting gender justice). See [Table 3](#) below with example of gender-specific indicators.

In addition to monitoring progress towards the achievement of climate and biodiversity objectives in the project, **the project indicators should also measure whether the project's gender-related measures are working and what effects they have.** In other words, what is the project achieving in tackling gender discrimination and promoting gender justice?

Remember that at least one gender-specific indicator in your results framework is a prerequisite for the OECD-DAC Gender Equality Markers. For detailed guidance on these markers, see the Chapter on Project Classification in the [IKI Guidelines on Project Planning and Monitoring](#).



Projects should have appropriate gender-specific indicators.

All headcount indicators in the project's results framework must be disaggregated by gender or, at minimum, by sex.

Gender-disaggregated vs. gender-specific project indicators

In addition to the gender-responsive indicators included into your results framework, projects need to collect gender-disaggregated data for “headcount” indicators (e.g. any indicators counting people). Please note that gender-specific indicators are not always the same as gender-disaggregated indicators.

Gender-disaggregated participation data alone are not sufficient to assess whether a project benefits different genders equally. Where relevant, indicators should also capture differences in access to benefits, participation in decision-making, experiences or changes resulting from project activities. For example, an indicator measuring the number or percentage of women and men participating in a training shows who participated, but not whether they benefited from the training to the same extent.

Table 3 Examples of gender-specific project indicators

Objective	Example indicators
Gender-specific project indicators at the outcome level	
Transport-related objective: The majority of the city commuters use “clean” and safe public transport for their daily commutes.	• Number and percentage of city commuters (women, men, other) who use clean public transport for their daily commute. • Number and percentage of public transport users (women, men, other) who feel safe using public transport. • Number and percentage of public transport users (women, men, other) who are (very) satisfied with the speed and available connections of public transport. (Scale from 1- not satisfied to 5- very satisfied) Note that these indicators ask about use of a service, differentiated by gender, and about the experience and benefit of different gender groups. They are not mere measures of how many men and how many women participate in project workshops.
Gender-specific project indicators at the output level	
Transport-related objective: Priority measures implemented to improve “clean” and safe public transport services reflect the needs of different groups of local citizens.	• Extent to which different gender groups made active contributions to identifying priorities for improving public transport services (qualitative indicator through participatory observation). • Extent to which priority measures selected for implementation reflect the voiced concerns of local citizens identifying as women or gender minorities (qualitative indicator). Note that qualitative indicators are often more appropriate than quantitative indicators.

4 FAQ on How to Conduct Gender Analyses

This section outlines the overarching methodological considerations for planning and conducting a Gender Analysis. It describes who should be responsible for conducting the analysis, the timing, data requirements and methodologies to be used. It also addresses ways of involving stakeholders and provides information on applying an intersectional approach.

4.1 When is a Gender Analysis conducted?

A Gender Analysis is conducted during the preparation phase of a project. The Gender Analysis must be handed in as an annex to the project proposal. Even if the project does not include a preparation phase, the Gender Analysis should be conducted before the project proposal is submitted. This is to ensure that insights and recommendations are integrated into the project's results logic. Conducting a Gender Analysis at a later stage might entail amendment requests to integrate the results of the analysis into the project proposal. During project implementation, the implementing organisation monitors in what way measures integrated into the project proposal are being fulfilled. For IKI projects that have started before Gender Analyses became mandatory, conducting an analysis and designing an action plan can also be a meaningful (voluntary) part of a mid-term evaluation (which is IKI-funded and not part of your project's budget).



The Gender Analysis for each IKI project is conducted during the preparation phase/before handing in the project proposal for the implementing phase. It is then submitted together with the project proposal.

4.2 Who is involved in Gender Analysis and project planning?

Gender Analyses can be conducted by one person or a team, depending on the specific needs and context of a project. The person or team conducting the Gender Analysis should work in close exchange with the team responsible for the overall project concept development and, if available, with the gender expert of the organisation. They should also be closely involved in the country missions of the preparation phase. The project team, including project partners in the implementing consortium, should contribute to the analysis and suggest gender-related measures to ensure ownership and integration into the project's results logic.

Since conducting this analysis requires expert knowledge about the country, regional, sectoral and cultural contexts, we strongly advise engaging local gender experts in the process in addition to any international consultants. Gender expertise includes both professional, academic and practical expertise. Many organisations have departments working on gender justice, human rights or social inclusion. It is worthwhile liaising with resource persons who can support you. Organisations that have not yet engaged an external specialist to conduct a Gender Analysis can draw on and adapt the draft Terms of Reference for a Gender Analysis in the annex.

Generally, it is useful for all members of the project team to reflect on their roles and potential biases that might influence the design or content of the Gender Analysis and interpretation of its results.¹ Gender mainstreaming applies to all aspects of the project. Those involved in a project have a responsibility to contribute to the process. Training for the project teams and joint reflection are recommended. The IKI requires projects to name a focal point responsible for gender mainstreaming throughout the project. This person does not necessarily have to be a gender expert but should aim to develop gender expertise during the project.



Designating a gender focal point for the project is mandatory.

4.3 Desk-based and field-based research

At the core of the Gender Analysis is the collection of qualitative and quantitative data relating to gender and gender relations in the project and (each) country/regional context. A desk-based study of existing information and secondary data can be a good starting point for Gender Analyses. IKI projects have a fully funded preparation phase, in which meetings are regularly set up with very relevant actors. Building on that, it is strongly recommended to use the preparation phase to do scoping about important gender-related measures that should be integrated into the project design and collect any missing data through primary research such as consultations or other exchanges with project stakeholders and target groups.

Data collection methods can include interviews, focus groups and surveys specifically conducted for the Gender Analysis. Relevant questions can also be integrated into other analyses that are part of project preparation. Data collection should also be conducted in a way that allows for topics to be brought up by people consulted. Therefore, we encourage the use of open-ended questions and the reviewing of data collection instruments by local gender experts who understand whether questions are suitable and appropriate for a given context.

Depending on the legal and cultural context of the project, it might be necessary to work with gender-separated groups to create a safe environment for discussing sensitive topics and to avoid putting people, especially women or minorities, at risk. When you are planning consultations, consider different forms of inclusive communication that also work for people who cannot read or speak certain languages or who might have time constraints due to care work.

4.4 What is gender-responsive stakeholder engagement?

Stakeholder engagement usually starts with stakeholder mapping and a target group analysis, i.e. the identification of and subsequent consultation with people affected or targeted by project activities. The purpose of gender-responsive and inclusive stakeholder engagement is to enable equitable contributions of all relevant groups in identifying gender-differentiated values, needs, knowledge and priorities in the project context. Gender-responsive stakeholder engagement is also key for the environmental and social risk assessments and formulation of

¹ IKI supports knowledge exchange on lessons learned via a Gender Community of Practice.

Safeguards. It can be used to find strategic partners to achieve gender-responsive or gender-transformative projects.

When selecting stakeholders, a particular focus lies on the contributions of groups and individuals affected by gender-based discrimination. Thus (indigenous and local) women's, feminist, LGBTQI+ and social justice groups should be specifically encouraged to participate. It is essential for the results of the Gender Analysis to reflect the voiced needs and interests of these groups. It is therefore important to remain open to learning about needs and interests from the people consulted rather than holding on to pre-existing assumptions as to their needs and interests.

The IKI Gender Strategy commits to engaging men and boys in working towards gender justice. Taking their values and interests into account is an important factor for overcoming gender-based discrimination and addressing harmful gender norms. Other important stakeholders to be consulted when doing a Gender Analysis are cooperatives, community elders, religious groups, sports associations, unions or nature conservation groups among many others. Ministries or agencies responsible for women, family or gender equality can give input to align the project with gender equality policies in the partner countries or play an active role in supporting the future project.

4.5 What types of data are important?

A Gender Analysis uses quantitative and qualitative data (see also Annex III). To ensure that the Gender Analysis has meaningful results for the project and for determining baselines for any planned interventions, data needs to be up to date and (dis-)aggregated at the corresponding level of intervention (local, sub-national, national). Quantitative data used for Gender Analyses needs to be disaggregated by gender or – if this is not possible – by sex. Gender-disaggregated data focuses on capturing a person's self-identified gender rather than their biological sex and includes non-binary gender categories. Projects should only collect gender-disaggregated data where it is possible and appropriate to do so without putting any person, particularly those with non-normative gender identities, at risk. Responses must be treated with confidentiality, and data collectors need to be sensitised and respectful towards people of any gender. What counts is a person's self-identification and not how this person's gender might be read or interpreted by someone else. If it is not possible to collect gender-disaggregated data on all genders without putting people at risk, you should at a minimum collect data anonymously and context-sensitively on the categories of women and men and include the option of not responding to the question.

The primary data collection of gender-disaggregated data can in and of itself make a valuable contribution to narrowing the gender data gap relevant in statistical datasets on climate change and biodiversity. Consequently, it can also be one of the project's targets to develop a gender-disaggregated dataset as part of the project's activities.

4.6 How can I apply an intersectional approach?

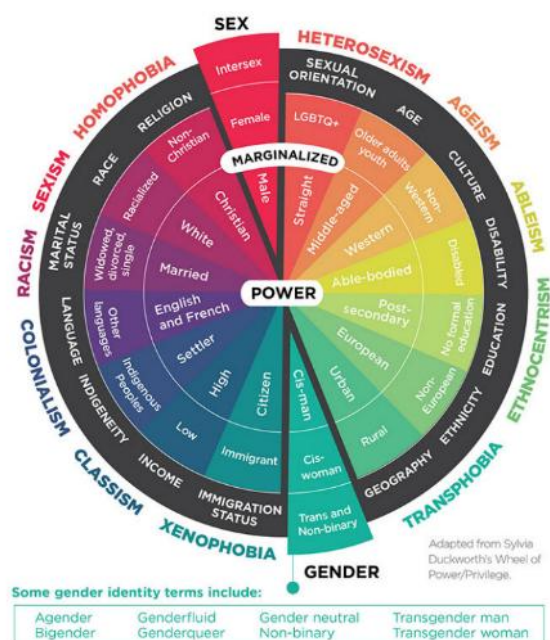


Image 1 Examples of identity and social position in a Canadian context, source *Sex-Gender-Power-Wheel* © 2021 by CIHR, adapted from Sylvia Duckworth, *Wheel of Power/Privilege* is licensed under Attribution 4.0 International. To view a copy of this license, visit <http://creativecommons.org/licenses/by/4.0/>

Discrimination often has multiple causes and sources which overlap. In other words, in the reality of many people's lives, social categories such as gender, race or class "intersect" or become entangled. People who identify themselves as women, men or other gender identities are not homogenous groups. For instance, the needs and interests of an elderly, childless heterosexual woman who is an informal worker might be different from the needs of a young, lesbian mother who is a business owner. These differences in systematic needs derive from their social position within groups or communities and should, where applicable, be accounted for in data collection and analysis. By not only considering gender identity but also other interdependent factors (see Fehler! Verweisquelle konnte nicht gefunden werden.), projects can understand different forms of overlapping discrimination and address them in nuanced and appropriate ways. Thereby, IKI projects can promote gender justice and harness potential synergies between gender justice, climate action and biodiversity protection more effectively.

An intersectional approach especially helps to recognise potential multifaceted vulnerabilities to climate impacts and biodiversity loss. It also serves as a starting point to find leverage for a greater contribution to the project's objective(s). If projects consequently align their activities to the results of their intersectional analysis, they can address local needs more comprehensively and increase the project's impact. Wherever applicable in the respective project context, projects are encouraged to follow an intersectional approach, e.g. through disaggregating indicators or addressing the guiding questions of the gender analysis (section 4.2).

Annex I Examples for gender-sensitive, responsive and transformative project activities

All of these examples are fictional and describe situations and contexts that are plausible but do not relate to a specific country or project.

Note that gender-sensitive approaches are not sufficient for IKI projects.

<u>Mobility</u> Example context: Women and the LGBTQI+ community rely more on public transportation but are at greater risk of sexual assault or harassment on public transportation and while walking (to and from) public transportation.		
Gender-sensitive	Gender-responsive	Gender-transformative
<u>Example measure:</u> - The project contributes to improving public transportation. - The project acknowledges women's specific needs for safety without implementing corresponding measures. <u>Potential limitation:</u> - Public transportation continues to be not accessible enough and unsafe for some groups.	<u>Example measure:</u> - The project contributes to improving access to and safety in public transportation. - The project acknowledges women's specific needs for safety and develops, for example, a map-based cell phone application designed to make cities and transportation safer by providing safety-related information collected by users and trained auditors. <u>Potential limitation:</u> - Women and the LGBTQI+ community are still at risk in areas not directly targeted by the project. - Persons who have no access to a cell phone or are unaware of the existence of the app in the target area might potentially be the victims of more sexual assaults given that no action has been taken at the source of the problem.	<u>Underlying causes (example):</u> - Women are often poorer than men. The poorest people depend more on public transportation. - In some countries, cycling is not yet widely accepted as an urban mode of transport for women for cultural reasons. <u>Transformation:</u> - The project advises on gender mobility reform. - The project fosters participation and positions of women in urban planning and mobility decision processes. - The project advises on awareness campaign in public transport (e.g. against gender-based violence) and engages men. - The project fosters other transportation modes for women (like cycling) including awareness raising for better acceptance among all citizens and (financial) access to bicycles.

<u>Agroforestry</u> Example context: Local population wants to grow crops for self-sufficiency in a certain context. Women do not have adequate access to land.		
Gender-sensitive	Gender-responsive	Gender-transformative
<u>Example measure:</u> - The project provides training on growing crops and collects gender-disaggregated data of participants. <u>Potential limitation:</u> - Women still do not have adequate access to land and cannot grow crops for self-sufficiency. - If only landowners participate in training, the project increases (capacity) resources of men and disadvantages women, e.g. through unequal distribution of benefits and by increasing the capacity gap.	<u>Example measure:</u> - The project advises on land use reform to foster women's access to land. <u>Potential limitation:</u> - Women suffer under increased pressure when they have access to land and possibly seeds, but do not have time to farm that land. There is a risk of child labour or absence from school if land has to be cultivated.	<u>Underlying causes (example):</u> - Women are often poorer than men. The poorest people depend more on public transportation. - In some countries, cycling is not yet widely accepted as an urban mode of transport for women for cultural reasons. <u>Transformation:</u> - The project advises on gender mobility reform. - The project fosters participation and positions of women in urban planning and mobility decision processes. - The project advises on awareness campaign in public transport (e.g. against gender-based violence) and engages men. - The project fosters other transportation modes for women (like cycling) including awareness raising for better acceptance among all citizens and (financial) access to bicycles.

Energy, Industry and Technology

- Example context: Women and marginalised people are underrepresented in education and the labour force in the energy sector. Women and marginalised people have less access to renewable energy technologies and financing. Female-headed households have less access to energy and hence need to invest more time in manual labour.

Gender-sensitive	Gender-responsive	Gender-transformative
<u>Example measure:</u> • Capacity development activities on topics like renewable energy technologies and energy efficiency with gender disaggregated participant lists. <u>Potential limitation:</u> • Women are underrepresented at the workshop, because they lack prior education/knowledge to qualify for participation and/or lack time and childcare to be able to (fully) participate, women are not explicitly invited to participate.	<u>Example measure:</u> • The project focuses on female capacity building and career opportunities through “Women networks/events”. <u>Potential limitation:</u> • Leads to new tensions because men feel left out. • Networks are less effective because leadership positions are still predominantly male.	<u>Underlying causes (example):</u> Women are underrepresented in the (green) energy sector because they lack education, opportunities and time to access new technology/finances. <u>Transformation:</u> • Include all parts of society in policy research and discussion on green energy • Promote opportunities and strategies for women’s economic empowerment in the green economy. For example, by identifying entry points for women’s participation in the renewable energy value chain • Ensure that renewable energy technologies, including clean cooking technologies, are designed taking women’s needs into consideration • Support innovative funding (e.g. gender-specific funds) for green energy • Working to transform government structures and partners through capacity building for gender mainstreaming and women’s empowerment

Adaptation

- Example context: Women have different knowledge, experiences and coping strategies in climate change adaptation than men. Women and marginalised people (e.g. caste, sexual orientation, disabilities) are especially vulnerable to climate change (access to resources, land rights, (political) decision-making power). The death rate of women and marginalised people due to climate shocks and catastrophes is higher compared to that of men.

Gender-sensitive	Gender-responsive	Gender-transformative
<u>Example measure:</u> • Small-scale farmers (min. 50% women) are supported in protecting their plots through natural barriers from erosion and soil loss. <u>Potential limitation:</u> • Women still do not have adequate access to land and related services and cannot decide about adaptation measures or ensure they are suitable to their needs • There is no gender-disaggregated data about suitable ecosystem-based adaptation • The gendered division of labour is not considered.	<u>Example measure:</u> • Small-scale farmers (min. 50% women) are supported in protecting their plots from erosion and soil loss through suitable natural barriers. The suitability of these adaptation options is identified by the small-scale farmers through a participatory planning process ensuring and promoting access, meaningful participation and agency of women. Women receive organisational support and/or empowerment training in order to communicate their needs and take a leading role in the planning process and implementation. Adaptation and activity planning takes women's needs, priorities and responsibilities into account. <u>Potential limitation:</u> • Inequality/a lack of decision-making power at household level can stymie the effectiveness of adaptation options. • No consideration of the gender division of labour can impede women's ability to engage in adaptation options, increase stereotypical role allocation and conflicts. • Women's access and agency in future adaptation settings remains limited.	<u>Underlying causes (example):</u> • Due to household and care responsibilities women often rely on nearby subsistence plots instead of potentially more fertile ones and cash-crop. Furthermore, their plots also tend to have less access to extension and irrigation services water collection. Extreme weather events increase food insecurity, worsening women's burdens and workloads. Often the value of women and their work is perceived lower. This limits their mobility and access to information, services, decision-making power and other resources to overcome low adaptive capacity. <u>Transformation:</u> • All of the former but addressing and trying to change view, attitudes and norms that lead to marginalization of women and negatively impact their agency and thus resilience. For example: • Women and women's groups are empowered in decision-making in the household and on political levels to achieve structural changes. • Women's groups and men's groups are established and provide space to reflect on and discuss further aspects impacting resilience of people, families and communities incl. power relations within the household, notions of masculinity.

<u>Biodiversity</u> Example context: Needs and priorities of women with respect to biodiversity and ecosystem services are often overlooked. Women are often more vulnerable in relation to the loss of biodiversity and ecosystem services, due to gender differentiated labour division, access to natural resources and power relations in the community. Women often have less power and are less represented in decisions on biodiversity conservation.		
Gender-sensitive	Gender-responsive	Gender-transformative
<u>Example measure:</u> - For a newly established biosphere reserve, the project collects gender-disaggregated data on income through eco-tourism, and on the impact of land-use restrictions on the income from non-timber-forest products in the core zones. It counts how many women attend public hearings about the plans to establish the new biosphere reserve. <u>Potential limitation:</u> - Knowledge is created but the situation of women might worsen if their needs are not taken into account and if economic displacement increases income differences.	<u>Example measure:</u> - The project recognises the needs and interests of different genders in the planning of the respective restrictions in the core zone of the biosphere reserve as well as in the eco-tourism concept through deliberative processes with equal participation from the start. <u>Potential limitation:</u> - Interests are recognised, but implementation is limited and hence there is no improvement in gender justice.	<u>Underlying causes (example):</u> - Women are less often involved in decisions on conservation measures and the respective costs and benefits because of power imbalances. Women depend on certain ecosystem services derived from biodiversity in forests. <u>Transformation:</u> - The project actively promotes the participation of women in decision-making processes around the ecotourism concept and the zoning of the new biosphere reserve, considering interests and needs equally. This could be done by actively involving women's groups. - The project actively promotes women-led businesses for sustainable use of non-timber forest products in the transition zones of the biosphere reserve.

Annex II Draft ToR

It is strongly preferable that you conduct your Gender Analysis yourself as part of your preparation phase, or that someone within your project consortium does so. This supports the ownership within the consortium. However, if this is not possible for any reason, you can use the draft ToR below to engage an external consultant.

This document provides generic guidelines for elaboration of Terms of Reference that can be adjusted to the needs of the specific Gender Analysis during project development during the preparation phase). These guidelines are adapted from UNIDO's Generic Terms of Reference for Gender Experts.

1. Background

Climate change and biodiversity loss are affecting countries, societies and ecosystems worldwide. Among other things, the vulnerability of human populations to their impacts depends on socio-economic, demographic and societal factors. In addition, these factors also influence the magnitude of emissions produced as well as the usage of and access to natural resources. A gender-responsive approach is therefore a key success factor for projects aiming to effectively contribute to climate change mitigation and adaptation and to addressing biodiversity loss.

To address the points of interaction between climate change, biodiversity loss and gender, the International Climate Initiative (IKI) is working towards gender justice as a central success factor: All IKI projects are required to follow at least a gender-responsive approach.

2. Project context

Please provide the project context.

3. Objective of the consultancy

The consultancy is expected to undertake a Gender Analysis according to the standards outlined in the IKI Gender Guidelines 2.0. The final Gender Analysis deliverable shall not exceed 12 pages. Under supervision of the project manager and in close collaboration with the project development team and sector experts, the Gender Expert(s) will assume the following tasks outlined in the table below.

4. Tasks

Tasks	Concrete/ measurable outputs	Expected duration	Location
Review relevant IKI documents on the requirements for a Gender Analysis, gender-responsive project planning, implementation and monitoring, including the IKI Gender Strategy and the IKI Gender Action Plan (documents will be provided).	Detailed Gender Analysis is conducted	## days	Desktop- and field-based

• Conduct a detailed Gender Analysis as guided by the IKI Gender Guidelines 2.0 using predominantly primary, field-based methods (interviews, focus groups, surveys) in addition to desk-based studies. • Analyse the project context(s) along six dimensions and following the guiding questions provided on the IKI Gender Guidelines (“Step 2” on IKI Gender Guidelines 2.0). • Translate the findings of the context analysis into concrete measures (Step 3 on IKI Gender Guidelines 2.0). Concretely, develop do-no-harm measures and measures to actively contribute to gender justice for the project implementing organisations to integrate into their project design. • Capture the results in a report of max. 12 pages.			
• Assess and identify potential gender-differentiated impacts of the project	• Impacts and risks are identified		
• Collect, if available, gender-disaggregated baseline data that could be used for gender-responsive monitoring (potential gender impacts)	• The baseline is established and potential gender-informed indicators are identified		
• Identify government agencies, NGOs, community-based organisations, and women’s, feminist or LGBTQI+ associations or groups at regional, national and local level whose work focuses on gender and marginalised groups and/or the specific area of intervention that can be consulted during project preparation and implementation.	• Relevant stakeholders are identified and consulted		
• Integrate concrete do-no-harm measures and measures to actively contribute to gender justice into the project proposal document (including cost estimates for its implementation).	• Concrete measures are integrated into the project proposal document	## days	Home-based
• If applicable: Prepare terms of reference for gender specialist to implement the gender-responsive gender components of the project	• The ToR for gender specialist for project implementation are finalised		

5. Knowledge, skills, competencies and work experience (recommended)

- Postgraduate university degree or equivalent with relevant work experience in gender studies, development studies, social development or related fields
- Experience and expertise on gender analysis, gender mainstreaming and women's participation
- Specific experience in the project country/countries on gender and the sector of intervention
- Familiarity with gender analysis tools and methodologies in the specific sector
- Extensive experience working on national gender policies in developing countries
- Knowledge of international/regional agreements and initiatives on gender
- Experience in field work, data collection and desktop research (to be adjusted according to needs)

6. Timeline

The consultancy will be implemented over a period of six months during the project's preparation phase (add start/end date).

7. Budget

The budget for the consultancy will cover up to ## international consultant days, ## national (regional) consultant days and costs associated with the field work. All the expected expenses should be submitted in the budget proposal.

8. Schedule and delivery

Deliverables	Due date
Work plan for Gender Analysis	## weeks from the date of signature of the contract
Draft Gender Analysis	## months from the date of signature of contracts
Final Gender Analysis (max. 12 pages)	## months from the date of signature of contracts

Annex III Additional guiding questions for context analysis in your Gender Analysis

Dimension 1: Climate change and biodiversity

- Can the contribution to biodiversity loss or climate emissions in the project context be differentiated by gender?
- How does resource scarcity or environmental degradation contribute to community conflicts or the likelihood of gender-based violence?
- What is the role of gender-differentiated expertise and knowledge with respect to climate, biodiversity and associated practices in natural resource management?
- In case of climate-induced disasters, do all genders have equal access to early warning systems, recovery resources and safe shelters? If not, why?
- How are capabilities or approaches to manage and adapt to climate impacts or biodiversity loss differentiated by different genders?
- What are the reasons for differentiated vulnerabilities related to these impacts?
- How does environmental change affect gender-specific livelihoods and dependencies?
- Are there differing views on causes of environmental problems between genders?

Dimension 2: Rights, policies and socio-economic status

Policy and gender rights framework

- Which international and regional conventions, treaties or frameworks related to gender justice, that might be relevant in the context of climate change and biodiversity, has the country signed?
- Do relevant ministries have gender strategies, gender focal points or gender-responsive budgeting? How could that impact project work? Does a ministry for gender equality/women/families exist and what role does it play?
- Which laws, if any, are in place that would exclude people based on their gender from participating in the project's activities?
- What are the relevant laws and policies regarding land ownership, legal contracts, loans, entrepreneurship, employment, intellectual property rights, parental leave or inheritance?
- What is the assessment of national policies by civil society organisations with regard to the effectiveness and implementation of these laws?
- How do these laws and policies relate to sectoral policies on climate, biodiversity and related environmental issues?
- What does the national constitution state regarding gender equality?

Socio-economic situation

- What is the demographic, educational, social, health-related and economic context that shapes gender relations in the country/countries and project sector?
- *Relevant statistics include maternal/infant mortality rate, educational status, adult literacy rate, poverty rate, labour force participation rate, employment and unemployment rate, political participation rate, life expectancy, incidence of gender-based or intimate partner violence. Statistics should be disaggregated by all relevant and available intersectional factors.*
- What are the reproductive rights and rights of self-determination for all genders? How are these rights implemented in practice?
- What is the role of different institutions and organisations (state agencies, women's or family ministries, market, civil society organisations) regarding the implementation of policy provisions on gender justice?

Dimension 3: Norms and values

- Which traditions, taboos and customs affect gender justice in relation to the project context with respect to rights, roles and responsibilities, access, power and participation? For instance, do women, men and people with other genders equally voice their opinion and are these opinions listened to? If not, why not?
- What gender-differentiated social, cultural and religious practices in relation to climate change and biodiversity issues are relevant for the project design (e.g. the traditional use of resources or sacred sites)?

Dimension 4: Roles and responsibilities

- What is the time investment for these roles and responsibilities, including travel time? Does this impose constraints – such as less time for other duties – for participation in project work?
- When do different types of work take place (day, week, month, season) and where? How could this impact the project design, for instance to prevent exclusion from training sessions or participatory events?
- How does a person's gender affect the likelihood of being responsible for care work (e.g. caring for children, sick, elderly or disabled community or family members)?
- What other socio-economic factors influence gender-differentiated roles and responsibilities?
- To what extent can people of all genders participate in the labour market?

Dimension 5: Resources

- Is access to, ownership or use of natural resources differentiated between genders in the project context?
- What are the factors that influence gender differences in access to, ownership of and control over resources? What are the barriers for equitable distribution among genders?
- To what extent can all genders access public services (e.g. health, social services, education) freely and equally?
- How do formal and informal rights affect access to resources (land tenure, ownership, inheritance, legal contracts)?
- How does the gender-differentiated use of resources contribute to climate emissions, adaptive capacity or biodiversity loss?
- To what extent does climate change or biodiversity loss disproportionately and negatively affect one group of natural resource users? Who is affected and why?

Dimension 6: Representation

- Who is included in decisions or preparatory meetings on different levels? How, where and when are different people included?
- What does female leadership look like at different levels of politics, institutions, communities and the private sector?
- What is the role of organisations, networks or groups of stakeholders at different levels for gender justice? How do different gender groups participate in these (e.g. numbers of positions held)?
- How can these organisations, networks or groups of stakeholders contribute to gender justice, e.g. through peer support and learning?

Annex IV Further resources

Socio-economic data

- World Bank Gender Data Portal (<https://genderdata.worldbank.org/>) – country-level gender statistics on a wide range of topics.
- UN Women's Women Count data portal (<https://data.unwomen.org/data-portal>) – statistics, indicators and country fact sheets.
- FAOSTAT (<https://www.fao.org/faostat/en/#home>) – gender-disaggregated data on food and agriculture.
- FAO AQUASTAT data on gender (<https://www.fao.org/aquastat/en/data-analysis/water-gender/>) – water management in agricultural development

Indicators and indices

- OECD Social Institutions and Gender Index (SIGI) (<https://www.oecd.org/en/about/programmes/social-institutions-and-gender-index-sigi.html>) – discrimination based on laws, social norms and practices.
- IUCN Environment and Gender Information (EGI) (<https://genderandenvironment.org/egi/>)
- UNDP Gender Inequality Index (<https://hdr.undp.org/data-center/thematic-composite-indices/gender-inequality-index#/indicies/GII>)
- UNDP Gender Development Index (<https://hdr.undp.org/gender-development-index#/indicies/GDI>)
- United Nations Minimum Set of Gender Indicators (<https://unstats.un.org/unsd/demographic-social/gender/minset>)
- UNEP and IUCN Gender and Environment Statistics: Unlocking Information for Action and Measuring the SDGs (<https://wedocs.unep.org/handle/20.500.11822/27615>) – indicators on the gender-environment nexus with respective background information
- UN ECLAC Gender Equality Observatory for Latin America and the Caribbean (<https://oig.cepal.org/en>) – indicators, tools and reports

Analyses and other resources

- Gender Climate Tracker (<https://genderclimatetracker.org/>) – analyses on how countries have integrated gender-related issues into their NDCs
- World Economic Forum Gender Gap Report 2021 (http://www3.weforum.org/docs/WEF_GGGR_2021.pdf) – country data analysed across different dimensions
- IUCN Gender and Environment (<https://genderandenvironment.org/>) – wide range of publications and tools
- UNFCCC Gender Action Plan (<https://unfccc.int/topics/gender/workstreams/the-gender-action-plan>)
- UN Women Progress on the Sustainable Development Goals: The gender snapshot 2021 (<https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2021/Progress-on-the-Sustainable-Development-Goals-The-gender-snapshot-2021-en.pdf>)
- UNEP/CBD Best Practices in Gender and Biodiversity: Pathways for multiple benefits (<https://www.cbd.int/gender/publications/CBD-Best-practices-Gender-Biodiversity-en.pdf>)
- ALIGN Platform (<https://www.alignplatform.org/>) – resources on gender norms
- CGIAR Gender Platform (<https://gender.cgiar.org/>) – gender research, data and tools with a focus on agriculture and food systems

Other Gender Analysis guidelines

- FAO (<https://www.fao.org/gender/learning-centre/thematic-areas/integrating-gender-in-the-project-cycle/en>)
- GEF (<https://www.thegef.org/council-meeting-documents/guidance-advance-gender-equality-gef-projects-and-programs>)
- IUCN (<https://genderandenvironment.org/iucn-gender-analysis-guide/>)
- UNEP (<https://wedocs.unep.org/handle/20.500.11822/25348>)
- WWF (<https://www.worldwildlife.org/publications/natural-and-nature-based-flood-management-a-green-guide>)

Designing concrete measures related to gender

- Complaint Mechanism for Non-Governmental Organizations. A Practitioner's Guide, Luise Ammerschuber and Elisabeth Schenk on behalf of The Community of Cooperation of Bread for all and its partner organizations, September 2017, <https://www.atlaswomen.org/s/Practitioners-Guide-NGO-complaint-mechanisms.pdf>
- Independent Redress Mechanism Green Climate Fund, Gender Strategy Note, 2022, <https://irm.greenclimate.fund/document/irm-gender-strategy-note>
- Advancing gender equality and climate action: A practical guide to setting targets and monitoring progress. Cape Town: Climate and Development Knowledge Network, 2021, (<https://cdkn.org/sites/default/files/files/CDKN-Advancing-Gender-Equality-and-Climate-Action-WEB-2-November-2021.pdf>)
- Mainstreaming Gender in Green Climate Fund Projects. A practical manual to support the integration of gender equality in climate change interventions and climate finance. The Green Climate Fund, 2017 (https://www.greenclimate.fund/sites/default/files/document/guidelines-gcf-toolkit-mainstreaming-gender_0.pdf)

Terms of Reference

- United Nations Industrial Development Organization (UNIDOS) n.d. *Generic Terms of Reference for Gender Expert (project design)*. Downloaded from: https://www.unido.org/sites/default/files/2015-09/ToR_Gender_Expert_Design_Generic2_0.pdf
- Gender Analysis Guide: A technical tool to inform gender-responsive environmental programming for IUCN members, partners and peers. First edition. Gland, Switzerland: IUCN, 2021. (<https://genderandenvironment.org/iucn-gender-analysis-guide/>)