

DRAFT - IKI Gender Guidelines

ZUG gGmbH, 13 September 2022
iki-gender@z-u-g.org

Table of contents

1	Introduction	2
2	IKI requirements.....	2
2.1	Gender Analysis.....	2
2.2	Project Gender Action Plan.....	2
2.3	Gender-responsive or gender-transformative approach	3
2.4	Reporting Results of the Gender Analysis and Project Gender Action Plan.....	3
3	Methodological guidance for Gender Analyses.....	5
3.1	When is a Gender Analysis conducted?	5
3.2	Who is involved in Gender Analysis and planning?	5
3.3	Desk-based or field-based research?	5
3.4	What is gender-responsive stakeholder engagement?	6
3.5	Which data is required?	6
3.6	Applying an intersectional approach	7
4	Gender Analysis and Project Action Plan in four steps.....	8
4.1	Step 1: Examine institutional gender architecture.....	8
4.2	Step 2: Conduct the Gender Analysis along six dimensions	9
4.3	Step 3: Bring together findings and project design	13
4.4	Step 4: Develop a Project Gender Action Plan	14
Annex I	Examples for gender sensitive, responsive & transformative projects	16
Annex II	Draft ToR.....	22
Annex III	Resources	25

1 Introduction

The IKI Gender Strategy sets gender-responsive project planning and implementation as a minimum standard for IKI projects. The IKI further strongly encourages gender-transformative approaches, i.e. approaches that address the underlying causes of and seek to change harmful gender norms. By adhering to these standards, IKI projects contribute to gender justice in their project contexts. These standards also ensure a do-no-harm approach to prevent gender-based discrimination, disadvantages or violence in the project context.

A gender-responsive approach requires that implementing organisations recognise and address unequal gender roles, relations and norms as part of their IKI project: Conducting a Gender Analysis for the project and its context is the necessary first step to achieve this aim and to enable gender mainstreaming in the project. Based on this Gender Analysis, implementing organisations develop a Project Gender Action Plan, which describes measures to contribute to gender justice and to avoid risks for gender-based discrimination in the specific project context and integrate these into project planning and implementation.

The purpose of this guideline is to support implementing organisations in drafting and conducting a Gender Analysis and developing a Project Gender Action Plan (P-GAP) to fulfil IKI's standards. The guideline should be used to fill in the section *Gender Analysis and Project Gender Action Plan* of the project proposal.

After this introduction, in the [second chapter](#), we provide overall guidance on general IKI requirements for a Gender Analysis and Project Gender Action Plan. The [third chapter](#) describes over-arching methodological considerations for Gender Analyses. The [fourth chapter](#) explains step by step how a Gender Analysis is conducted, what analytical dimensions are relevant for IKI projects and how to channel the results into a project level Gender Action Plan. The annexes provide you with examples for gender-responsive and gender-transformative approaches in IKI sectors ([Annex I](#)), a sample terms of reference ([Annex II](#)) and further resources ([Annex III](#)).

2 IKI requirements

2.1 Gender Analysis

A Gender Analysis is a tool to systematically collect and analyse qualitative and quantitative data on roles, responsibilities, rights, vulnerabilities and opportunities relating to gender justice in the project context. Gender Analyses, as part of a do-no-harm approach, help to identify risks of unintended negative project impacts from a gender perspective such as gender-based discrimination or gender-based violence. They can also contribute to find opportunities for synergies between contributions to gender justice and projects' objectives.

Gender Analyses are also a useful base for outreach, capacity building and awareness raising when it comes to integrating the climate, biodiversity and gender justice agendas. Finally, Gender Analyses serve to assess baseline and target values for project indicators.

Performing a Gender Analysis is mandatory for all IKI projects that are newly commissioned from 2023. They are part of the funding ministries' due diligence to avoid negative project impacts in the context of gender-based discrimination.

2.2 Project Gender Action Plan

The Project Gender Action Plan (P-GAP) translates the results of the Gender Analysis into concrete measures for the project. This plan makes suggestions for integrating targets and measures to foster gender justice and to avoid gender-based discrimination into the project's

results logic but also in overall project management. It includes recommendations for the gender-responsive formulation of impact, outcome and outputs (where applicable) as well as activities, milestones and indicators. A P-GAP lists responsible organisations and/or persons, a timeline and an budget estimation for the proposed activities.

2.3 Gender-responsive or gender-transformative approach

IKI requires all projects to follow a gender-responsive approach, thus actively recognizing unequal gender roles, relations and norms and working towards changing them to support gender justice. If possible, gender-transformative activities that address the underlying causes for harmful gender norms, should also be a part of the projects.

A gender-responsive approach is a holistic methodology to planning, managing and implementing projects. It aims at ensuring that project activities are equally beneficial for all genders and do not continue or reinforce existing forms of gender-based discrimination so that all genders can participate equally in all steps of planning and implementation. This does not necessarily mean that the project needs to integrate targets for gender equality on an output or outcome level, resulting in gender equality becoming a principal (OECD-DAC GG-2) or significant (OECD-DAC GG-1) target of the project. For more information on the OECD-DAC Gender Equality Marker – please refer to the IKI [Guidelines on Project Planning and Monitoring](#).

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.

2.4 Reporting Results of the Gender Analysis and Project Gender Action Plan

A quick online search reveals the wide range of guidance documents available for Gender Analyses and action plans. Based on good practice examples, we assembled in this guideline the methodologies, dimensions and guiding questions most relevant for IKI projects. We also developed minimum criteria that every Gender Analysis and Project Gender Action Plan has to fulfil.

All organisations have to use the section *Gender Analysis and Project Gender Action Plan* of the project proposal to present their findings. In addition to that, a written report of their Gender Analysis meeting IKI's minimum criteria stated below, needs to be attached to the project proposal (see [4 Gender Analysis and Project Action Plan in four steps](#) for details).

Implementing organisations are welcome to use their own guidelines or other guidelines ([Annex III](#)) for developing their Gender Analysis in addition to this guideline. Implementing organisations (headquarters) that have compatible guidance documents and reporting formats can contact the Gender Help Desk at ZUG (iki-gender@z-u-g.org) to assess whether and to what extent their own reporting and planning documents can be used. The Gender Help Desk as well as the responsible project manager can also be contacted in case of any clarifications needed relating to these guideline.

Mandatory:

Mandatory information and forms to be used are highlighted in boxes at the end of each sub-section.

All implementing organisations have to fill in the section *Gender Analysis and Project Gender Action Plan* of the project proposal and hand in a written report of their gender analysis.

				IKI Requirement	
	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.	Recognizes unequal gender roles, relations and norms but does not or does only marginally address 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	<p>Project reinforces harmful and exploitative conditions.</p> <p>Project favours an already advantaged gender, e.g. through unequal distribution of benefits, time or strengthening the (political) power of men and/or men's rights (e.g. land use rights) and resources.</p> <p>Project exposes disadvantaged genders to (security) risks including risks of gender-based violence or sexual harassment.</p>	<p>Project concept does not include information on gender roles.</p> <p>Baseless assumption that project activities affects all genders equally.</p> <p>No reduction of barriers to gender justice.</p> <p>Project maintains existing (power) structures, norms and values without considering their effect of gender relations.</p> <p>Discriminatory gender roles, relations and norms are unintentionally reinforced.</p>	<p>Accounting for gender in monitoring and evaluation.</p> <p>Collecting data that is disaggregated by sex or gender.</p> <p>Formulating indicators disaggregated by sex or gender.</p> <p>Conducting a Gender Analysis without integrating the results into project planning and monitoring.</p> <p>Project activities are generally open to all, gender-based hurdles to participation are not actively addressed.</p>	<p>Conducting a Gender Analysis and integrating the results in project planning, monitoring & evaluation.</p> <p>Collecting gender-disaggregated data.</p> <p>Addressing the “symptoms” of 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 ...).</p> <p>Acknowledging and addressing gender-specific needs.</p>	<p><i>Same as gender-responsive, plus:</i></p> <p>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.</p> <p>Tackling social behaviour or societal practices that give rise to gender-based discrimination.</p> <p>Addressing gender justice in institutions, laws, and policies at all levels.</p> <p>Empowering disadvantaged genders and promoting their positions e.g. of women.</p> <p>Engaging men and questioning concepts of masculinity.</p> <p>Encouraging critical awareness of and challenging gender roles and norms.</p>
Example	Training on climate-resilient crops that actively exclude women, assuming that only men own land and can exercise decisions.	Training on climate-resilient crops that invites only formal land owners to participate and therefore excludes many local women.	Training on climate-resilient crops that is officially open for the whole community and collects data on participants disaggregated by sex or training does not specifically address the needs of women wanting to participate e.g. accessibility and time.	<i>Same as gender-sensitive, plus:</i> Training takes place if necessary in gender-separated groups, at the time best-suited for each group, considering gender-differentiated needs during training & in the content of the training (gender-needs during harvesting) – child care 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 in the community. 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.

Table 1 Gender continuum and examples according to the IKI Gender Strategy

3 Methodological guidance for Gender Analyses

This section outlines the overarching methodological considerations for planning and conducting a Gender Analysis and designing a Project Gender Action Plan. It describes who should be responsible for conducting the analysis, the timing, data requirements and methodologies used. It also addresses ways of involving stakeholders and informs about applying an intersectional approach.

3.1 When is a Gender Analysis conducted?

A Gender Analysis is conducted during the preparation phase of a project. The Gender Analysis and Project Gender Action Plan (P-GAP) need to be handed in as part of the project proposal. This is to ensure that insights and recommendations are integrated into the project's results framework. During project implementation, the implementing organisation monitors in what way measures suggested in the P-GAP 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.

Mandatory:

Conducting a Gender Analysis during the preparation phase and handing in the Gender Analysis and Project Gender Action Plan with the project proposal.

3.2 Who is involved in Gender Analysis and 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 closely cooperate with the team responsible for the overall project concept. The entire project team should contribute to the analysis and in suggest measures for the P-GAP to ensure ownership and integration into the logical framework of the project.

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. Many organisations have departments working on gender justice, human rights or social inclusion. It is worthwhile to liaise with experts from these departments as well. Organisations, that have never engaged a specialist to conduct a Gender Analysis, can draw on and adapt the draft Terms of Reference for a Gender Analysis in [Annex I](#). Generally, all members of the project team should carefully reflect on their roles and potential biases that might influence conducting a Gender Analysis and interpreting its results.

Gender mainstreaming applies to all aspects of the project, hence, every person or organisation involved in the project has a responsibility to contribute to the process. Particular responsibility to lead by example lies with the management of the project or participating organisations. The IKI requires projects to name a contact person for gender mainstreaming. This person does not necessarily have to be a gender expert but should aim at developing gender expertise in the course of the project.

Mandatory:

Designating a gender contact person for the project.

3.3 Desk-based or field-based research?

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. Building on that, any missing data should be collected through primary research such as consultations or other data collection methods with project stakeholders and target groups. Any methodology should apply an intersectional approach, be mindful of language, ethnic and cultural context(s).

Data collection methods can include interviews, focus groups, and surveys specifically conducted for the Gender Analysis. Relevant questions can also be integrated into data collection methods used for 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/or cultural context(s) 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 communication that also work for people who cannot read or speak certain languages or who might have time constraints due to care work.

Mandatory:

Indicate the methodology you have chosen, including a justification in case the applied approach is purely desk-based.

3.4 What is gender-responsive stakeholder engagement?

Stakeholder engagement usually starts with stakeholder mapping and a target group analysis, i.e. the identification and subsequent consultation with people affected or targeted by project activities. The purpose of gender-responsive and inclusive stakeholder engagement is enabling 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 [Safeguards](#).

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 empowered to participate. It is essential that the results of the Gender Analysis 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 into account their values and interests 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.

Mandatory:

List of consulted organisations and stakeholders.

3.5 Which data is required?

A Gender Analysis uses quantitative and qualitative data. To ensure that the results of the Gender Analysis are meaningful 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 need to be disaggregated by gender or – if this is not possible – by sex. As opposed to sex-disaggregated data, 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. People's responses must be treated with confidentiality and data collectors need to be sensitised and respectful towards people of any gender. If you offer the opportunity for people to indicate their gender, it is crucial that you allow them to freely express their gender and do not put their response into question. 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 on the categories women and men and include the option not to respond to the question.

Where possible, quantitative and qualitative data should also include information on socio-economic factors that are particularly relevant for the project context. These can include, among others, ability, ethnicity, identification as member of an indigenous group, status of employment and age, among others. Thereby, data collection can account for differentiated needs and opportunities of project stakeholders (cf. intersectional approach).

The primary data collection of gender-disaggregated data can in and of itself be 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 gender-disaggregated dataset as part of the project's activities.

Mandatory:

All headcount indicators need to be disaggregated by gender.

3.6 Applying an intersectional approach

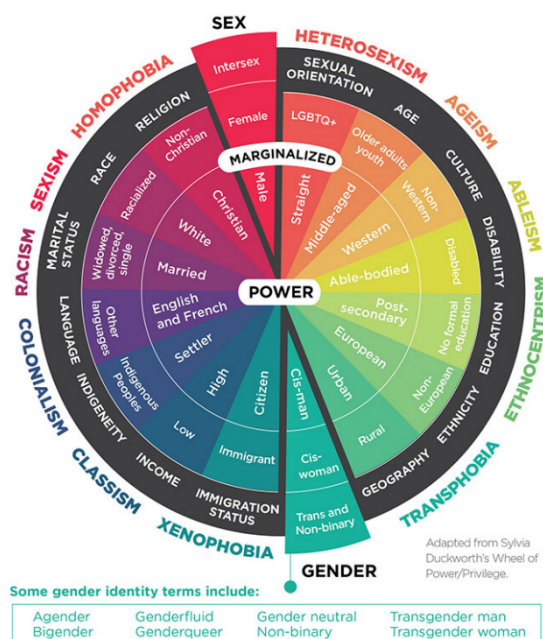


Image 1 Examples of identity and social position in a Canadian context, source: Canadian Institutes of Health Research, 2021: *Meet the Methods series: Quantitative intersectional study design and primary data collection. Issue 3, Pt. 1, February 2021.*

People who identify as men, women or people with other gender identities are not homogenous groups. For instance, the needs and interests of an elderly, childless heterosexual woman business owner might be different from the needs of a young, lesbian mother who is an informal worker. These differences within groups or communities need to be accounted for in data collection and analysis. By not only considering gender identity but also other interdependent factors (see [Image 1](#)), projects can understand different forms of overlapping discrimination and address them in nuanced and appropriate ways. Thereby, they 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 targets. 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.

4 Gender Analysis and Project Action Plan in four steps

We suggest using a four step approach to conduct the Gender Analysis for your project and develop a Gender Action Plan to be integrated into project planning and implementation:

- **Step 1: Examine institutional gender architecture** starts by looking at the capacities and policies of your own organisation.
- **Step 2: Conduct the Gender Analysis along six dimensions** provides guiding questions for analysing the project context along six dimensions.
- **Step 3: Bring together findings and project design** evaluates how the project could potentially affect gender relations.
- **Step 4: Develop a Project Gender Action Plan** describes how to design gender-responsive measures for your project.

4.1 Step 1: Examine institutional gender architecture

The first step of conducting a Gender Analysis is looking at your own organisation, your 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 or not 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 a similar context to your project. This can also be meaningful in determining whether you have to employ internal or external experts to conduct a Gender Analysis and inform you about your organisations' requirements for conducting Gender Analyses.

These questions can guide you through examining the institutional gender architecture of all implementing organisations, sub-contractors and political partners:

- Do the organisations participating in project implementation have specific policies regarding gender mainstreaming or code of conducts against gender-based discrimination or sexual harassment?
- Do the implementing organisations have an internal structure for gender mainstreaming such as gender focal points for projects or departments?
- Are training courses for gender awareness and non-discrimination conducted for the organisations' staff?
- Do the implementing organisations have support structures, such as a complaint mechanism¹ or an anti-discrimination officer?
- Do the political partner organisations have gender focal points (e.g. UNFCCC or CBD gender focal points)?
- What is the gender balance within the project team and/or the implementing organisations?
- Is the distribution of tasks and responsibilities within the team gender-differentiated?
- Do implementing organisations support flexible working hours or offer other support to enable care work for their employees?
- How well developed are the existing capacities of staff of all implementing organisations when it comes to gender mainstreaming and awareness?

¹ A complaint mechanism for the project is not mandatory. See guidance on IKI's complaint mechanism.

Mandatory:

List relevant gender and anti-discrimination policies of all implementing organisations.

Describe the gender architecture of implementing organisations (max. 1500 words) and political partners (if possible).

4.2 Step 2: Conduct the Gender Analysis along six dimensions

IKI has identified **six dimensions** that IKI projects should investigate as part of their Gender Analysis:

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

These dimensions are compatible with other commonly used Gender Analysis tools and based on good practice². We strongly encourage organisations with limited experience in conducting Gender Analyses, to structure their analysis along these six dimensions.

In the following, each of the dimensions is introduced and potential questions listed. All questions refer to the project context. While the dimensions and the corresponding questions are relevant for a wide range of sectors, special consideration is given to aspects of climate mitigation, climate adaptation and biodiversity conservation. The list of questions within the dimensions serves as a suggestion and can be adapted to the project context, extended or shortened. **Nevertheless, we consider questions marked with an asterisk (*) as essential and thus mandatory for a do-no-harm approach and for fulfilling IKI's due diligence.**

Mandatory:

Report of findings in free format, 12 pages maximum.

Reply to all questions marked with an asterisk (*) and formatted in bold. These have to be specifically referenced³ or **highlighted** in your Gender Analysis report.

Table 2 Guiding questions along dimensions

1 Rights, Policies and socio-economic status

What does it include?

Refers to all international, national and sub-national frameworks, laws, policies and the associated 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 are supporting 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.

² For organisations that apply a hierarchical level approach with meta, macro, meso and micro levels ('ecological model'), the dimensions can be easily matched to the respective levels: i.e. the meta level refers to norms, the macro level refers to rights, and the micro level refers to roles, responsibilities and resources.

³ For this, you could e.g. use footnotes or list the mandatory questions in a separate section.

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 of customary and state law in relation to the project context?**

***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, gender-responsive budgeting and 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 or participating in the project's activities, outputs and outcome?

What are 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 regards 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 e.g.: 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?

Gender-based and intimate partner violence

***Which laws, if any, to prevent gender-based or intimate partner violence are in place and enforced?**

***Are there any laws in place to prevent sexual harassment or sexualised abuse, especially in the workplace? How are these laws enforced?**

2 Norms and Values

What does it include?

Norms encompass all 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.

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

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?

What are gender-differentiated social, cultural and religious practices in relation to climate change and biodiversity issues that are relevant for the project design (e.g. the traditional use of resources or sacred sites)?

3 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.

***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 are gender-differentiated needs in relation to roles and responsibilities, with respect to the project context?**

***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, and how could this impact the project design, for instance to prevent exclusion from training sessions or participatory events?

How does the gender of a person affect the likelihood of being responsible for care work (e.g. the care for children, sick, elderly or disabled community or family members)?

What are other socio-economic factors that influence gender-differentiated roles and responsibilities?

To what extent can people of all genders participate in the labour market?

4 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.

***Who has access to and control of which (natural) resources, including energy, food, land, products, technologies and tools, safety equipment, and services like credits and savings, health, education, trainings or knowledge?**

***Could (non-)access to resources generate barriers to project participation, including (financial) literacy levels, restrictions on ownership for entrepreneurship?**

Is access to, ownership or use of natural resources differentiated between genders?

What are the factors that influence gender differences in access to, ownership and control of resources?
What are barriers for equitable distribution among genders?

To what extent can all genders access public services (e.g. health, social services, education) free 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?

Does climate change or biodiversity loss disproportionately affect one group of natural resource users?

5 Representation

What does it include?

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

Why is it important?

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

***Who makes (political and economic) decisions at different levels (household, local community, committees and associations, national, private sector and others)? What factors influence gender-based power structures?**

***Are there any (gender-based) interest groups, networks, civil society organisations or cooperatives within or outside the project sector/area that could contribute to information sharing, advocacy or otherwise?**

Who is included in decisions or preparatory meetings on different levels? How, where and when are different people included?

What are the barriers for different groups to participate in decision-making on different levels, starting from the household-level to the national level?

What does female leadership on different levels of politics, institutions, communities and the private sector look like?

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 contribute to gender justice, e.g. through peer support and learning?

6 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 it important?

IKI projects are all contributing 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.

***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?**

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 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?

How are capabilities or approaches to manage and adapt to climate impacts or biodiversity loss differentiated by gender roles?

What are 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?

4.3 Step 3: Bring together findings and project design

When planning a new project, it is key to address the questions:

- “Who will benefit from the project activities and who will bear the costs?” and
- “Are the project’s activities going to positively or negatively affect gender justice on a local, regional or national scale?”

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 genders in terms of benefits and costs**. Applying a “do-no-harm” approach means identifying potential unintended negative impacts caused by activities. 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.

In this step you also have the opportunity to identify synergies among the targets of your project (be it climate mitigation, adaptation or biodiversity conservation) and contributions to gender justice. The identified risks to continue or contribute to gender-based discrimination as well as the identified synergies for your project target will build the foundation for the formulation of targets and measures in **Step 4: Develop a Project Gender Action Plan**.

The following questions are a starting point to identify intended and non-intended project impacts. **Mandatory questions are highlighted and marked with an asterisk.** They are also listed in the section “Gender Analysis and Project Gender Action Plan” of the project proposal.

- ***What is the risk of project activities inadvertently contributing to or continuing gender-based discrimination?**
- ***What are potential synergies between project’s contributions to gender justice and climate mitigation, adaptation and biodiversity protection?**
- ***How could attitudes, beliefs, norms and practices around gender potentially constrain the project in taking gender-responsive or transformative measures and how? Could the project’s targets be negatively affected by these aspects?**
- ***How is it ensured that all genders have access to information and opportunities necessary to participate and benefit fully from the envisioned outcome of the project?**
- How can the project potentially contribute to changing the root causes of gender injustice, such as harmful gender norms or discriminatory structures?
- To what extent does the project respond to distinct vulnerabilities of people with different gender or sexual identities? What specific strategies has the project developed for each target group?
- Are benefits from the project gender-differentiated? Where applicable: What happens with income generated through the project? How is it distributed within different groups?

- Who bears costs of project implementation, including potential economic displacement, time commitment, labour?
- To what extent could planned measures of the project to promote gender justice coincide with increased risks of e.g. an increase in gender-based violence, time poverty or other backlashes? How can these risks be mitigated?

Mandatory:

Fill in the section *Gender Analysis and Project Gender Action Plan* - **##** of the project proposal. Questions marked with an asterisk are mandatory and should be specifically highlighted.

4.4 Step 4: Develop a Project Gender Action Plan

Based on the results of the previous three steps, a Project Gender Action Plan (P-GAP) outlines concrete outcomes, outputs, activities and indicators to realise a gender-responsive approach. These should be integrated into the results logic of the project and mainstreamed in the project proposal as appropriate. The identified targets and measures contribute to gender justice in the project context and avoid or mitigate potential negative impacts. The P-GAP also includes project management measures. The mandatory template for the P-GAP is part of the section “Gender Analysis and Project Gender Action Plan” of the project proposal. Not all measures to contribute to gender justice suggested in the P-GAP need to be integrated into the results logic or mainstreamed in the project. It is, however, mandatory to justify in the proposal if measures have been left out. All risks identified in *Step 3: Bring together findings and project design* need to be addressed by appropriate mitigation measures in the P-GAP and project proposal. Consult *Annex I* of these guidelines for examples for gender-responsive or gender-transformative measures in IKI funding areas.

Guiding questions for the Project Gender Action Plan:

- What consequences do the findings from the Gender Analysis have for the project design and results framework?
- 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 policies?
- What measures have to be taken to ensure that all genders can participate in and benefit from project activities?
- What measures need to be in place to mitigate and avoid continuing or causing gender-based discrimination or gender-based violence?
- Does the project or implementing organisations need structures or staff to design and implement measures for non-discrimination, such as training sessions, a complaint mechanism or safety infrastructure?

Gender-responsive outcome, outputs, work packages

In outcomes, outputs and work packages, contributions to gender justice should not be treated as an afterthought but be firmly integrated into the overall results framework of the project. How gender is mainstreamed can differ across projects: For instance, a project could dedicate an output to promoting gender justice or integrate it as target on an outcome level. Furthermore, gender can be mainstreamed across outputs through gender-specific work packages, even without being integrated as a specific target.

Gender-responsive indicators

All gender-responsive targets should be measured by respective gender-responsive indicators. Wherever possible, projects should use project-specific indicators that capture gender-differentiated outcomes and outputs. In addition to monitoring progress towards climate and biodiversity targets, indicators should measure the quality and effects of project

measures tackling gender discrimination and promoting gender justice. Gender-responsive indicators can vary in form and are always derived from the projects' targets they measure. Indicators can measure access to benefits across different genders, gender mainstreaming in policy documents and strategies, or any other impact of gender-responsive measures (see e.g. *Table 3 Examples of gender-responsive indicators*).

Objective	Sample indicators
Gender-specific outcome-level indicators	
Transport-related objective: The majority of the city commuters uses "clean" and safe public transport for their daily commutes.	<ul style="list-style-type: none"> • 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)
Gender-specific output-level indicators	
Transport-related objective: Priority measures implemented to improve "clean" and safe public transport services reflect the needs of different groups of local citizens.	<ul style="list-style-type: none"> • Number of local citizens (women, men, other) who were consulted in defining priority measures for improving clean public transport. • 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).

Table 3 Examples of gender-responsive indicators

Beyond the gender-responsive indicators included in projects' results frameworks, projects need to collect gender-disaggregated data for "headcount" indicators (e.g. any indicators counting people).

Mandatory:

Fill in the section *Gender Analysis and Project Gender Action Plan* - **##** of the project proposal.

Design appropriate mitigation measures for all risks identified in step 3 and include them in the project proposal.

In **section X** of the project proposal, justify why – if any – recommendations of the P-GAP were not implemented in the project proposal and results logic.

Annex I Examples for gender-sensitive, gender-responsive & gender-transformative projects

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

Climate Policy		
<ul style="list-style-type: none"> Women and members of the LGBTIQ+ community are often underrepresented in policy- and decision-making, therefore their perspectives are missing from the debates around policy-making and in public consultations. Gender justice stakeholders are often not or not enough involved in the elaboration of climate change policies such as NDCs, strategies and action plans. 		
Gender-sensitive	Gender-Responsive	Gender-transformative
<p><u>Sensitisation:</u></p> <p>Project advises that national gender authority (NGA) is consulted at just one stage in the elaboration process of the NDC action plan; usually asked to comment, as other ministries, on a draft version.</p> <p><u>Potential negative outcomes:</u></p> <p>Gender justice aspects are considered only after the main elements / activities of the plan are put forward.</p>	<p><u>Response:</u></p> <p>Project advises that NGA provides input throughout the whole elaboration process of the NDC action plan. The project also recommends that the NGA is responsible for the implementation of some outputs.</p> <p><u>Potential negative outcomes:</u></p> <p>The percentage of women in decision-making positions in for example ministries for the environment or finance has not increased.</p>	<p><u>Underlying causes (examples):</u></p> <p>Lack of female and LGBTIQ+ empowerment, lack of role-models and current male-domination of the public sphere can create barriers for women to participate in decision-making processes on all levels.</p> <p><u>Transformation:</u></p> <ul style="list-style-type: none"> Project finances technical training course on climate change policy formulation for women across ministries. Mentoring programmes for women / gender minority mid-level professionals regarding assuming senior-leadership roles.

<u>Context - Mobility:</u> <ul style="list-style-type: none"> • Women rely more on individual transportation because public transportation is not accessible enough. • Women and LGBTIQ+ community 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>Sensitisation:</u> <ul style="list-style-type: none"> • Project contributes to improving public transportation • Project acknowledges women's specific needs for safety without implementing corresponding measures <u>Potential negative outcomes:</u> <p>Public transportation continues to be not accessible enough and unsafe for some groups.</p>	<u>Response:</u> <ul style="list-style-type: none"> • Project contributes to improving access and safety in public transportation • Project acknowledges women's specific needs for safety and develops e.g. 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>Underlying causes (example):</u> <ul style="list-style-type: none"> • Why do women rely more on public transportation? • Women are often poorer than men. Poorest people depend more on public transportation • In some countries, bicycling is not yet widely accepted as an urban mode of transport for women for cultural reasons • Why are women sexually assaulted or harassed on public transportation & while walking? • Because of harmful gender norms and unequal power relationships <u>Transformation:</u> <ul style="list-style-type: none"> • Project advises on gender mobility reform • Project fosters participation & positions of women in urban planning & mobility decision process • Project advises on awareness campaign in public transport (e.g. against gender-based violence) & engages men • Project fosters other transportation modes for women (like cycling) including awareness raising for better acceptance among all citizens & (financial) access to bicycles

<p style="text-align: center;"><u>Context - Agroforestry:</u></p> <ul style="list-style-type: none"> Local population wants to grow crops for self-sufficiency Women do not have adequate access to land 		
Gender-sensitive	Gender-Responsive	Gender-transformative
<p><u>Sensitization:</u></p> <p>Project gives training on growing crops and collects gender-disaggregated data of participants</p> <p><u>Potential negative outcomes:</u></p> <ul style="list-style-type: none"> Women still do not have adequate access to land and cannot grow crops for self-sufficiency If only land owners participate in trainings, project increases (capacity) resources of men and disadvantages women, e.g. through unequal distribution of benefits and by increasing the capacity gap 	<p><u>Response:</u></p> <p>Project advises on land use reform to foster women's access to land</p> <p><u>Potential negative outcomes:</u></p> <p>Women have access to land and possibly seeds, but do not have time to farm that land. Risk of child labour or absence from school if land has to be cultivated</p>	<p><u>Underlying causes (example):</u></p> <ul style="list-style-type: none"> Why do women not have access to land? Why do women want to grow crops for self-sufficiency? Men are in the city as workers No wage labour possible because of childcare. Men manage family finances, not enough money for food. Women are not legally allowed to inherit land when their partner dies. <p><u>Transformation:</u></p> <ul style="list-style-type: none"> Project advises on land use reform. Project advises on financial literacy to enable women to manage household finances Project creates childcare opportunities or pays school fees for children Women have time and money to set up their own businesses and thus greater financial independence

Context Energy, Industry and Technology

- Women are underrepresented in education and labour force of the energy sector
- Women and marginalized people have less access to renewable energy technologies and financing
- Female headed households have less access to energy, need to invest more time in manual labour

Gender-sensitive	Gender-Responsive	Gender-transformative
<p><u>Sensitization:</u></p> <p>Capacity development activities on topics like renewable energy technologies and energy efficiency with gender disaggregated participant lists.</p> <p><u>Potential negative outcomes:</u></p> <p>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.</p>	<p><u>Response:</u></p> <p>Project focuses on female capacity building and career opportunities through “Women networks/events”.</p> <p><u>Potential negative outcomes:</u></p> <ul style="list-style-type: none"> • Leads to new tensions because men feel left out. • Networks are less effective because leadership positions are still predominantly male. 	<p><u>Underlying causes (example):</u></p> <p>Women are underrepresented in the (green) energy sector because they lack education and opportunities to access new technology/finances</p> <p><u>Transformation:</u></p> <ul style="list-style-type: none"> • 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 • 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

<p style="text-align: center;"><u>Context – Adaptation</u></p> <ul style="list-style-type: none"> • Women and people who are marginalised (e.g. cast, sexual orientation, disabilities) are especially vulnerable to climate change (access to resources, land rights, (political) decision making power) • The death rate of women and marginalized people due to climate shocks and catastrophes is higher compared to men • Women use different adaptation measures than men 		
Gender-sensitive	Gender-Responsive	Gender-transformative
<p><u>Sensitization:</u></p> <p>Small scale farmers (50% women) are supported in protecting their plots through natural barriers from erosion and soil loss.</p> <p><u>Potential negative outcomes:</u></p> <ul style="list-style-type: none"> • Women still do not have adequate access to land and cannot decide about the adaptation measures • There are no gender-disaggregated data about suitable ecosystem based adaption • No consideration of the gendered division of labour 	<p><u>Response:</u></p> <p>Small scale farmers (min. 50% women), are supported in protecting their plots through suitable natural barriers from erosion and soil loss. The suitability of these barriers are identified by the small scale farmers through a participatory planning process. Women receive an empowerment training in order to communicate their needs and take a leading role in the planning process.</p> <p><u>Potential negative outcomes:</u></p> <ul style="list-style-type: none"> • Land use rights of women are not guaranteed or supported • No consideration of the gender division of labour 	<p><u>Underlying causes (example):</u></p> <p>In many developing countries men migrate to cities or abroad to find paid work. Women and kids tend to remain at home. The result is a feminization of the agricultural sector, especially in subsistence and small scale farming. Extreme weather events increase food insecurity and women are mostly responsible to feed the family. Women often lack land rights and decision making power enabling them to respond to climate change impacts. They rely on closeby plots instead of potentially more fertile ones further away due to (child) care responsibilities.</p> <p><u>Transformation:</u></p> <ul style="list-style-type: none"> • The project includes a strategy to protect and/or gain land rights for women through building collectives exclusively for women. • Women are empowered to protect their plots through natural barriers. • The project actively empowers women through trainings and the establishment of women groups in decision-making in the household and on local political level. • Men receive trainings about critical masculinity in order to change the power relations within the household. Food security of the household is ensured.

<u>Context – Biodiversity</u> <ul style="list-style-type: none"> 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
<p><u>Sensitization:</u></p> <p>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 of the establishment of the new biosphere reserve.</p> <p><u>Potential negative outcomes:</u></p> <p>Knowledge is created but the situation of women might worsen if their needs are not taken into account and if economic displacement takes place.</p>	<p><u>Response:</u></p> <p>The project recognizes 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.</p> <p><u>Potential negative outcomes:</u></p> <p>Recognition of interests, but limited implementation</p>	<p><u>Underlying causes (example):</u></p> <p>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.</p> <p><u>Transformation:</u></p> <ul style="list-style-type: none"> 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 actively involving women's groups. The project actively promotes women-led businesses for sustainable use of non-timber forest products on the transition zones of the biosphere reserve.

Annex II Draft ToR

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. These guidelines are adapted from UNIDO's Generic Terms of Reference for Gender Expert.

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 also 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. In particular, gender is an especially important factor in this context.

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 factor: IKI projects are designed in such a way that ensures the prevention of disadvantages and the reduction of gender based discrimination.

2. Project context

Please provide the project context.

3. Objective of the consultancy

The consultancy is expected to undertake a Gender Analysis and consult on designing a Gender Action Plan according to the standards outlined in the Guidelines for Gender Analyses and Action Plans in IKI Projects. 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/ measureable outputs	Expected duration	Location
<ul style="list-style-type: none">Review relevant IKI documents on the requirements for Gender Analysis and Gender Action Plans, gender-responsive project planning and monitoring, including the IKI Gender Strategy and the IKI Gender Action Plan.Carry out a detailed Gender Analysis as guided by the Guidelines for Gender Analyses and Action Plans in IKI Projects, particularly along the identified six dimensions (1)	<ul style="list-style-type: none">Detailed gender-analysis is conducted	## days	Desktop- and field-based

Rights, Policies and Socio-Economic Status (2) Norms and Values, (3) Roles and Responsibilities, (4) Resources, (5) Representation, (6) Climate change and biodiversity.			
<ul style="list-style-type: none"> Assess and identify potential gender-differentiated impacts of the project 	<ul style="list-style-type: none"> Impacts and risks are identified 		
<ul style="list-style-type: none"> Collect, if available gender-disaggregated baseline data that could be used for gender-responsive monitoring (potential gender impacts) 	<ul style="list-style-type: none"> Baseline is established and potential gender-informed indicators are identified 		
<ul style="list-style-type: none"> Identify government agencies, NGOs, community-based organisations, and women's, feminist or LGBTQI+ associations or groups whose work focuses on gender and marginalized groups and/or the specific area of intervention that can be consulted during project preparation and implementation. 	<ul style="list-style-type: none"> Relevant stakeholders are identified and consulted 		
<ul style="list-style-type: none"> Based on Gender Analysis, develop a Gender Action Plan that identifies opportunities and entry points into the project. The Gender Action Plan should align with the project results framework and comply with the IKI monitoring and reporting system (should include gender specific project components, outcome and output objectives, work packages, gender-responsive targets and indicators, timelines, budget, assigned responsibilities, and gender-disaggregated data collection) Provide cost estimates for the implementation of the Gender Action Plan 	<ul style="list-style-type: none"> Gender Action Plan is developed and costs for implementation is estimated 	## days	Home based
<ul style="list-style-type: none"> Integrate relevant gender components from the Gender Action Plan into the project proposal document (including cost estimates for its implementation) 	<ul style="list-style-type: none"> Gender is integrated into the Project Proposal document 		
<ul style="list-style-type: none"> If applicable: Prepare terms of reference for gender specialist to implement the gender-responsive gender components of project 	<ul style="list-style-type: none"> ToR for gender specialist for project implementation is finalized 		

5. Knowledge, skills, competencies and work-experience

- ...
- ...

6. Timeline

The consultancy will be implemented over the period of six months during the implementation phase of the project.

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 date of signature of contract
Final Gender Analysis	## months from the date of signature of contracts
Final Gender Action Plan	## months from date of signature

Annex III 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 Gender and Land Rights Database (<https://www.fao.org/gender-landrights-database/en/>) - land-related statistics disaggregated by gender, country profiles.
- 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.genderindex.org/>) - 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://gender-data-hub-2-undesa.hub.arcgis.com/>)

Analyses and other resources

- Gender Climate Tracker (<https://genderclimatetracker.org/>) - analyses on how countries have integrated gender-related issues in 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
- World Agroforestry (ICRAF) – Gender-responsive project implementation within the Resilient Food Systems Programme (https://www.resilientfoodsystems.co/assets/resources/pdf/rfs_gender-activities-and-guidelines_29_01_21.pdf)

Other Gender Analysis guidelines

- FAO (<https://www.fao.org/3/cb3234en/cb3234en.pdf>)
- 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 a Gender Action Plan & measures

- 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 & 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/>)