

# Gender Mainstreaming in Environment and Sustainable Development Projects

A Perspective from the Asia-Pacific Region



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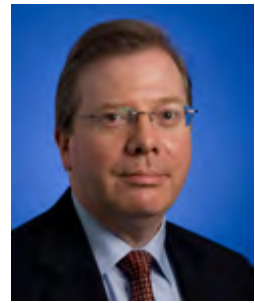
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# Foreword



The United Nations Development Programme has been supporting environment, energy and climate change programmes in the Asia-Pacific region for more than two decades. As the UN's principle development agency, UNDP's support in these areas is vital. Development cannot proceed without a clear focus on the sustainable use and management of natural resources and the role that energy plays in that development. More recently, we have come to realize that decades of development gains are now being threatened by a changing climate. These changes are affecting everything from weather patterns to water supplies, agricultural productivity, sea levels and the frequency and intensity of storms, floods and other severe weather events. In 2013 alone, UNDP disbursed \$132 million in grants to countries in the Asia-Pacific region to help better protect and manage the environment.

Yet UNDP does not support environmental programming for the sake of the environment, but rather for the sake of those people in developing countries whose lives and livelihoods depend on a healthy environment. And while it might appear that many of these environmental sectors are dominated by men (forestry, fisheries and mining to name a few), the fact is that men and women, boys and girls, stand to benefit equally from a healthy environment, or to suffer equally when that environment become degraded.

With this in mind, we have developed much more rigorous tools in recent years to measure how well our programming is taking into account the differentiated needs of women and men. We believe this not only lays out a path towards greater equality in the world, but also towards improved sustainability in our work.

Unfortunately, a recent review of reporting in the Asia-Pacific region showed that we are still lagging behind in the gender dimensions of our environmental programming. While more of our projects are delivering sex-disaggregated data on participation in project activities (49% in 2014 vs with 34% in 2013), less than 1 in 6 of our environmental projects includes gender indicators in their performance reports (16% in 2014), and only 1 in 8 includes data on livelihoods, income or quality of life for men versus women (13% in 2014).

We believe these problems in project reporting are partially due to weaknesses in project design. Therefore, based on the findings of this recent review, we have prepared these guidelines for UNDP staff on "Gender Mainstreaming in Environment and Sustainable Development Projects: A Perspective from the Asia-Pacific Region." Gender equality and women's empowerment are cross-cutting issues that require attention during the entire project cycle, from design to implementation to monitoring, evaluation and reporting.

Gender equality is a core value of the United Nations Charter and a key area of focus for UNDP. Not only this, but we also believe that gender equality is a prerequisite for sustainable development. Only when women and men are equally empowered to manage the development process are those developments likely to be sustainable, resilient and durable. To that end, we trust these guidelines will assist UNDP staff to design better projects in the first place so that we can achieve better results in the end.



**Nicholas Rosellini**  
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# Abbreviations and Acronyms

APR	Annual Progress Report
CBO	Community-Based Organization
CBFWM	Community-Based Forest and Watershed Management
CF	Community Forestry
CFMG	Community Forest Management Group
CO	Country Office (UNDP)
CPA	Community Protected Area
CSO	Civil Society Organization
FWUC	Farmers Water User Committee
GEF	Global Environment Facility
GESI	Gender Equality and Social Inclusion
GGCA	Global Climate and Gender Alliance
GLOF	Glacial Lake Outburst Floods
GWA	Gender and Water Alliance
ICS	Improved Cook Stove
JFMC	Joint Forest Management Committee
LGBT	Lesbian, Gay, Bisexual and Transgender
MDG	Millennium Development Goals
MTE	Mid-term Evaluation
NRM	Natural Resources Management
NTFP	Non-timber Forest Product
O&M	Operations and Management
PAC	Project Appraisal Committee (UNDP)
PIR	Project Implementation Review
POPP	Programme and Operational Policies and Procedures (UNDP)
RGA	Rapid Gender Assessment
ROAR	Results Oriented Annual Report
SCEFWM	Strengthening Community-based Forest and Watershed Management (UNDP)
SESP	Social and Environmental Screening Procedure
SFM	Sustainable Forest Management
SHG	Self-help group
SRBE	Sustainable Rural Biomass Energy
TNA	Training needs assessment
TE	Terminal Evaluation
VRA	Vulnerability Reduction Assessment







# Chapter 1. Introduction

**“...Basic arithmetic tells us that if all members of society are equally empowered to contribute, the sum of their efforts will be far greater than if whole groups, like women, do not enjoy equal opportunity”.**

Helen Clark, Speech to Women’s International Forum, New York on 12 January 2015.

When addressing development issues, women and men often highlight different concerns and bring different perspectives, experiences and solutions; this is due to gender-influenced differences in their respective roles and opportunities. Understanding these differences and inequalities can help to identify specific needs and the realities faced by women and men, and target assistance accordingly. At the same time, the likelihood of success of a development programme or project is enhanced if the perspectives of a wide spectrum of society are taken into account. This is important as the participation of both women and men in the conceptualization, management and implementation of projects can significantly enhance the impact and effectiveness of a project.

UNDP recognizes that communities and nations are more resilient and likely to achieve sustainable growth when both *women and men are equally empowered and capable to contribute to development processes*. For UNDP, addressing gender inequalities and reshaping policies to empower women and girls means that both women and men can become catalytic agents of change as equal partners in the quest to promote growth that is inclusive, just, equitable and sustainable (UNDP, 2014a). Gender mainstreaming is UNDP’s main strategy to achieve gender equality, and therefore seeks new entry points and innovative approaches through its development interventions.

Natural resources management projects often build on local practices and require local knowledge. Despite the fact that women play a vital role in the conservation, management and sustainable use of energy and environmental resources, their contribution is seldom recognized and often overlooked. As a recent UNDP report on biodiversity

points out, women must be seen and heard when trying to implement an effective natural resource management policy (UNDP, 2014c). At the same time, gendered divisions in roles related to natural resources management hamper equal sharing of knowledge and skills among the entire population, and risk missing out on opportunities.

In 2014, an initiative was launched to assess the gender impact of UNDP-implemented environment and sustainable development programmes and projects in the Asia-Pacific Region. This assessment included a review of the Project Implementation Reviews (PIRs) (for projects funded by the Global Environment Facility, GEF), Annual Progress Reports (APRs)<sup>1</sup> (for all other projects), evaluation reports and interactions with project staff in selected countries. The focus of the review was on good practices and lessons learned in addressing gender in UNDP’s environment and sustainable development projects.<sup>2</sup>

This publication, has been prepared on the basis of this work and following discussions with UNDP staff, which provides guidance on “how to” mainstream a gender perspective into the activities, both normative and operational, of the environment and sustainable development portfolio within UNDP.

1 The APR is a UNDP requirement which forms part of the Country Office’s monitoring system and project management. There is no stipulated template for APRs. The preparation of PIRs, on the other hand, is guided by a template.

2 For the year 2013, 50 APRs and 73 PIRs were reviewed. For 2014, 61 PIRs were reviewed (listed in Annex 1). In addition, 24 Results Oriented Annual Reports (ROARs) and available synthesis reports, such as the 2013 Annual Performance Report (APR) of UNDP-supported GEF-financed projects were reviewed, specifically for reference to environment and sustainable development projects.



UNDP Cambodia

The purpose of this publication is to assist UNDP staff to integrate gender perspectives in their oversight and project management functions of designing, implementing, monitoring and evaluating and reporting environment and sustainable development projects. Additionally, it includes hands-on guidance on specific areas, elaborated in certain sections, which can be shared with implementers, and consultants engaged in carrying out baseline studies, evaluations, etc.

In general, gender mainstreaming is not to be viewed as an isolated or one-time exercise, but rather should be seen as an evolving and integral part of all work. Ideally, within the context of the projects that UNDP is supporting, it is best to consider and include it during the early stage of defining the project, when

financial and other resources are allocated. However, if it is not considered at this stage, there are still opportunities to integrate a gender perspective during later stages of the programme activities, including at the time of evaluation as this can feed into future designs of programmes.

Mainstreaming gender considerations implies incorporating the following elements in the UNDP project cycle: (a) involvement of both women and men in constituents'/beneficiaries' consultations and analysis; (b) the application of data disaggregated by sex and gender information in the background analysis and justification of projects; (c) the formulation of gender-sensitive objectives, strategies and gender-specific indicators; (d) outputs and activities consistent with these; (e) gender-responsive institutional structures set up under projects; and (f) including impact assessment on gender equality in the terms of reference for evaluations, and requiring inclusion of and gender expertise in evaluation teams.

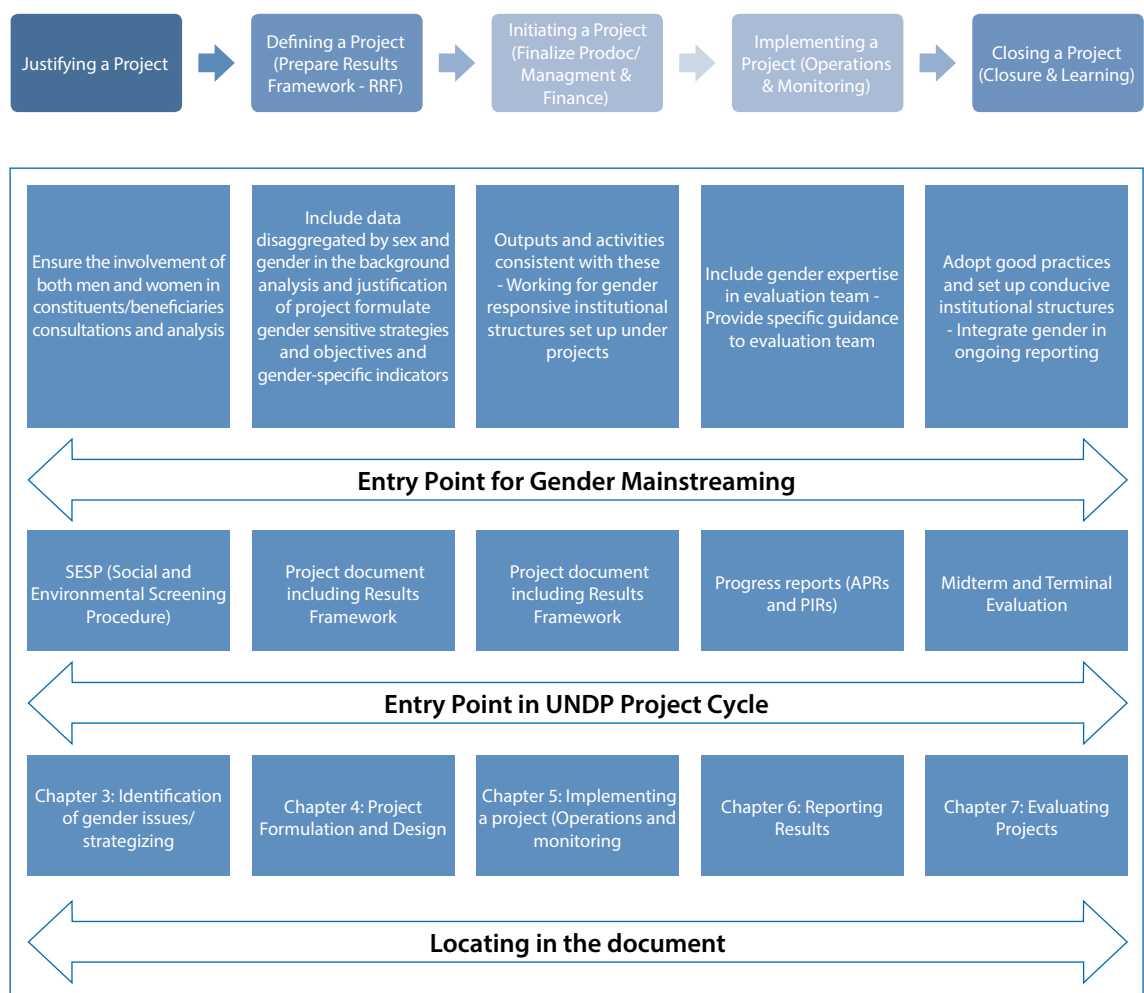
## 1.1 Structure of these Guidelines

In line with the UNDP project cycle, these Guidelines are divided into two parts: The first part, presents basic of gender equality, the second part (Practical Steps to Mainstreaming Gender through Programming) provides guidance on how to carry out gender mainstreaming in UNDP operations, and align it with the UNDP project cycle. Figure 1 presents each stage in the UNDP project cycle and the opportunities for specific gender actions, as well as the chapters in the Guidance Note where an explanation can be found. Chapters 3 through 7 provide specific guidance on each stage of the UNDP project cycle.

While the document follows the UNDP project cycle, where each stage builds on the previous, individual chapters can also be used as stand-alone brief notes for guidance in the particular area.

The annexes include a compilation of resources used (list of reports reviewed) (Annex 1), an analysis of the 2013 and 2014 reporting documents (Annex 2) and more tools and resources (Annex 3).

**Figure 1. UNDP project cycle**





# Chapter 2. Gender equality- the basics

## 2.1 Commitment to gender equality in UNDP and GEF

UNDP's 2014-2017 Gender Equality Strategy highlights the pivotal significance of gender equality and women's empowerment, and reaffirms that sustainable human development will not be fully achieved unless women and girls are able to contribute on an equal basis with men and boys to their societies. Gender mainstreaming is a tool to ensure that this principle is central to everything the UNDP does, including in reporting.

All UNDP initiatives are required to include specific measures to address gender inequalities accompanied by gender (and sex) disaggregated indicators. In addition, gender concerns need to be integrated at all stages of the programme/ project cycle, starting from the design phase. Hence, gender, as a cross-cutting theme applies to all projects, irrespective of their focus and specific activities.

UNDP utilizes several institutional mechanisms to ensure gender mainstreaming, namely: the project appraisal process, in accordance with the UNDP Programme and Operational Policies and Procedures (POPP) guidance document Social and Environmental Screening Procedure (SESP); the gender marker tracking system on investments for gender equality results; and the Results Oriented Annual Report (ROAR), which includes a section on gender. Further, in order to support its projects in the environment and sustainable development portfolio, a number of manuals/ toolkits/ factsheets, both generic and sector specific, have been produced and are available for use (see Box 1).

### *Box 1. Policy requirements on gender equality for GEF partner agencies*

Implementation of GEF-financed projects requires GEF partner agencies to design and implement projects in such a way that both women and men receive culturally compatible social and economic benefits. Steps also need to be taken to ensure that they do not suffer adverse effects during the development process, and that their dignity and human rights are respected (GEF, 2014).

Accounting for gender equality is important when financing projects that address environmental issues. This is because gender can influence access and control over environmental resources. The objective involves attaining gender equality and gender mainstreaming should be integrated in all GEF operations. A focal point for gender (or other staff) should be appointed to support development, implementation, as well as to monitor aspects of socio-economic context, including gender.

The environment and sustainable development portfolio includes areas of natural resource management (chemicals, biodiversity, water management, etc.), energy and work on poverty and

the urban environment. All these areas interface with communities and hence offer opportunities to contribute towards the achievement of gender equality.

## Box 2. Using the terms correctly

The term **gender** is not the same as the term **sex**.

*Gender* is a relational term that includes both women and men. It is used to describe socially determined differences between women and men, such as roles, attitudes, behaviour and values in a given context. Sex refers to the male and female biological differences. Sex roles are considered universal and inborn and do not change over time or across cultures. A gender issue is any issue or concern determined by gender-based and/or sex-based differences between women and men.

**Gender** is not synonymous with **women**.

Addressing gender issues involves addressing all aspects and concerns of how women and men interrelate, their differences in access to and use of resources, their activities, and how they react to changes, interventions and policies. Historically, because women are more disadvantaged than men in most societies, the majority of gender-related activities have focused on improving the lives of women. However, gender equality not only a women's issue, and both women and men must be involved to advance gender equality.

Gender mainstreaming is not just about adding women: it means looking at women and men and the relationship between them—both as actors in the process and as beneficiaries

Gender equality and gender equity are not synonymous.

*Equality* exists when both women and men are attributed equal social value, equal rights and equal responsibilities and have equal access to the means (resources, opportunities) to exercise them. Equality does not mean that women and men are the same or that they become identical, but rather that their similarities and differences are recognized and that their opportunities and their benefits become and remain equal.

*Gender equity* refers to fairness and justice in the distribution of responsibilities and benefits between women and men. To ensure fairness, measures may be needed to compensate for the historical and social disadvantages that prevent women and men from operating on a level playing field.

(Adapted from UNODC, 2013)

# Chapter 3. Identification of gender issues/ strategizing (UNDP project stage: Justifying a project)

- ✓ Provide specific guidance on gender to consultants undertaking social impact assessments to include gender analysis
- ✓ If needed, field quick one-time studies to illustrate specific gender issues relevant to the project
- ✓ Share project concepts with gender experts for their inputs

Wearing a gender lens from the outset of a project will lead to inclusion of a gender perspective in the objectives, expected outcomes and activities of the project. Consulting with women and men in project communities provides pointers for planning and informs the project on how women and men perceive proposed their respective interventions. It also allows them to envisage their roles in the project, and provide inputs on any technological features they would like to see featured, and discuss ideas on what strategies might work (and not work) for involving women and men. It is therefore important to obtain detailed information on the gender context and challenges, and review the impact on gender of the planned programme prior to its use during programme development and resource mobilization.

It is useful to have clear mandate to integrate gender and poverty aspects and more importantly, to ensure that the findings from gender and socio-economic assessments are used for project planning at an early stage of project justification, i.e. around the time when the socio-economic assessments are carried out.

There are a number of ways in which an understanding on gender issues can be built during the project justification stage. Large-scale quantitative surveys may not be necessary at this early stage, and the most practical strategy is to integrate gender analysis into ongoing processes. Another option is conduct a short focused study to explore an issue in depth, which can be a quick and relatively less expensive exercise. Deciding what level and degree of analysis is appropriate in the given situation — and choosing an appropriate methodology — requires balancing resources against the need for in-depth results. The advice and insights of a gender expert at this stage will be helpful in making an appropriate decision.

## 3.1 Guidance for undertaking social impact assessments

The first window of opportunity to examine gender issues during the planning stage is the application of the Social and Environmental Standards (SES)<sup>3</sup> to which all UNDP Programmes and Projects must adhere to. Gender equality is one of three principles the SES articulates (see Box3).

<sup>3</sup> <http://www.undp.org/content/dam/undp/library/corporate/Social-and-Environmental-Policies-and-Procedures/UNDPs-Social-and-Environmental-Standards-ENGLISH.pdf>



### Box 3. Social and Environmental Standards Principle 2: Gender Equality and Women Empowerment

- ❑ The promotion of gender equality and the empowerment of women are central to the mandate of UNDP and intrinsic to its human rights-based approach to development programming. This effort includes advocating for women’s and girls’ human rights, combating discriminatory practices, and challenging the roles and stereotypes that create inequalities and exclusion.
- ❑ UNDP Programmes and Projects will be gender-responsive in their design and implementation. UNDP will seek to identify and integrate the different needs, constraints, contributions and priorities of women, men, girls and boys into its programming.<sup>15</sup>
- ❑ UNDP Programmes and Projects will promote gender equality and the empowerment of women. UNDP will seek to reduce gender inequalities in access to and control over resources and the benefits of development. Programmes and Projects will ensure that both women and men are able to participate meaningfully and equitably, have equitable access to Programme and Project resources, and receive comparable social and economic benefits.
- ❑ UNDP will ensure that its Programmes and Projects do not discriminate against women or girls or reinforce gender-based discrimination and/or inequalities.

(UNDP, Social and Environment Standards, 2015)

Accordingly, the Social and Environmental Screening Procedure (SESP) is to be applied to help ensure that the requirements of the SES are accommodated. The SESP should be used iteratively as a design and appraisal tool from the earliest stages of Project preparation. Early screening is critical in identifying

and integrating gender equality perspectives in projects.

The SESP template includes the following question on gender:

Gender Equality and Women’s Empowerment <sup>4</sup>	Answer (Yes/No)
1. Is there a likelihood that the proposed Project would have adverse impacts on gender equality and/or the situation of women and girls?	
2. Would the Project potentially reproduce discriminations against women based on gender, especially regarding participation in design and implementation or access to opportunities and benefits?	
3. Have women’s groups/leaders raised gender equality concerns regarding the Project during the stakeholder engagement process and has this been included in the overall Project proposal and in the risk assessment?	
4. Would the Project potentially limit women’s ability to use, develop and protect natural resources, taking into account different roles and positions of women and men in accessing environmental goods and services?  <i>For example, activities that could lead to natural resources degradation or depletion in communities who depend on these resources for their livelihoods and well being</i>	

<sup>4</sup> UNDP Social Environmental Screening Procedure, 2015



In completing the SESP template on gender, a key input is the social impact assessment, which is undertaken by consultants that have been hired for this purpose. As a general rule, all socio-economic surveys and data gathering exercises in the project should incorporate sex-disaggregated data. When undertaking a social impact assessment, the following parameters should be examined, and be specifically included in the reporting template:

- Are women and men affected differently by the issues that the project is trying to address? And if so, how?
- Do women and men (and social groups) have differing priorities?
- What contributions will women and men be making towards the project goal?
- Who has access to and control over resources? Do women and men have different skills, capacities, and face different constraints? What about the different social groups?
- What groups (direct and indirect) are targets of the programme/project? Are the groups homogenous? What are the social and gender differences within these groups?

Based on the above, identify clearly who needs assistance from the project and how? In other words, what will it take to ensure that all the target beneficiaries are able to benefit fully from the project?

The exact mix of gender issues to be covered in the assessment will, to a great extent, depend on the project objectives and scope. For example, a project that plans to train women and men in improved agricultural practices, needs to know which specific activities women and men are engaged in, what is the level of literacy and numeracy among women

and men (this information is needed to design the curricula and training materials), and whether there are any potential negative impacts of planned project activities on either women or men. At the same time, it is useful to guide consultants to specific gender resources.

### 3.2 One-time quick gender assessments

If a project is already underway or the SESP process is completed, it is still possible to undertake a rapid gender assessment and provide directional inputs on the positions held by women and men on the issues addressed by the project, as well as their developmental priorities. It is also possible to address any specific constraints/ bottlenecks that may prevent them from fully benefiting from the project, and what strategies are needed to harness their strengths and opportunities.

In 2011, a rapid gender assessment (RGA) was undertaken in the context of the NAPA project<sup>5</sup> on “Reducing vulnerability of Cambodia’s agricultural sector to climate-induced changes in water resources availability” as the project was well underway. A vulnerability reduction assessment (VRA) that had previously been carried out did not investigate several pertinent gender issues within the target groups. The RGA yielded the following information, which was used to shape the future project strategy (ETC Foundation, 2012):

- Because women are responsible for domestic work, such as cooking, animal husbandry, vegetable gardening and collection of water for household purposes, they are disproportionately affected by the impacts of natural disasters. Women reported a lack of or limited access to information on natural hazards, while men were better informed.
- In Farmer Water User Committees (FWUC), most men, as heads of households, reported participation. On the other hand, none of the women interviewed participated in the FWUC.
- Drinking water collection is a serious problem and women, as water carriers, find this task especially challenging during the dry season.

Based on these findings, interventions were introduced that specifically dealt with the issue of drinking water (even though the primary focus of the project was on water for agricultural purposes) including water harvesting structures, and training of effective use of water.

<sup>5</sup> Promoting Climate Resilient Water Resource Management and Agricultural Practices in Rural Cambodia (NAPA follow-up)

### 3.3 Broaden consultations to include gender experts

A simple way to get inputs in this area, even to plan an assessment, is to make use of any gender expertise that may exist within the organization. During the planning stage, it is advised to:

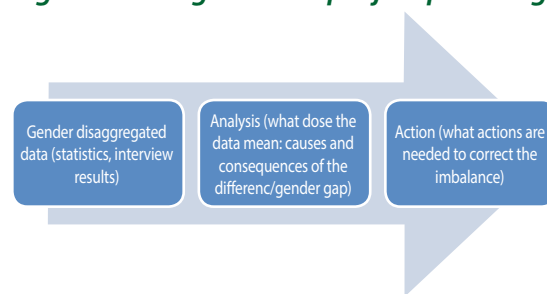
- Consult individuals with knowledge of gender issues in specific thematic areas, such as gender in the energy context, gender in the climate change adaptation context, etc. Others (local civil society organizations, national/local government machineries for gender equality and women's empowerment) can also provide an overall understanding on the issues that affect women and men in the region.
- Consider involving an individual with specific knowledge of gender issues to review the concept note and provide ideas from a gender perspective.
- Consider assessment teams that include a gender expert or assign a person on the team to be the Gender Focal Point, with clear terms of reference.

### 3.4 Using gender data to inform programming

When sex-disaggregated data and information are collected, it is also important for staff to know how to use the data and information collected. The issues that have identified are only useful if they inform programming. For example, gender analysis might reveal that, in one region, women continue with their roles of caregivers and housekeepers, even when employed outside the home, and also that they need to get the consent of male family members when going out.

These findings are useful only when the programmatic implications are made clear: Women's caregiving role and limited mobility means that they may have limitations in attending training programmes, especially when organized far off from their homes. Hence, training centres and other activities have to be provided closer home when training women (UNODC, 2013). Women will also face difficulties if the timing of these activities interfere with their gender roles. Similarly, men who migrate seasonally may not be able to benefit from project activities and certain social groups may face exclusion from project activities simply because of their location, as marginalized social groups may live on outskirts of a village or in hamlets.

**Figure 2. Using data for project planning**



### Box 4. Building on gender analysis

Based on own analysis, a UNDP project to strengthen the resilience of the agriculture sector in Lao PDR acknowledged from its inception stage that women were not participating in decision-making despite their role in marketing of agricultural products and livestock production as well as ensuring their families' food security. The project subsequently acted on the identified need for specific measures to increase the engagement of women in decision-making related to agriculture production and productivity, as well as in equitable benefit-sharing form such decisions. Collection of sex-disaggregated data, inclusion of gender-specific targets and indicators in the Results & Resources Framework, tracking gender balance in activities as well as general gender equality awareness raising and gender mainstreaming skills development for project staff and beneficiaries were prioritized and vigorously pursued. One concrete result of those actions was the provision of water harvesting weirs to 214 households in the two target provinces. This intervention followed the recognition of women's role to fetch water and the fact that they had to travel long hours for the water, as pointed out by women themselves.

In the NAPA project, the rapid gender assessment revealed that radio is by far the most preferred media tool because of its affordability and the range of information that can be broadcasted to most farmers. Radio broadcasts are considered useful and informative by both women and men. It was also revealed that when going to rice fields in the mornings, most men carry the radios with them. In terms of project strategy, this meant that if radios are used as the main information channel for sending early warning systems in the event of an extreme weather condition, women are likely to receive information later than men. For this reason, alternative communication channels have to be envisaged.



# Chapter 4. Project formulation and design (UNDP project stage: Defining and initiating a project)

- ✓ Ensure that gender issues are brought up in project design discussions and during missions
- ✓ Ensure that gender issues are reflected in the project document in the sections on: situation analysis; project rationale and policy conformity; project objective, outcomes and outputs; activities; results framework; and management arrangements.
- ✓ Ensure that projects that have a strong gender component are fully resourced, e.g. human and financial resources.

Project formulation builds on the work undertaken during the project justification stage and involves the development of a complete programme/project document. Once issues have been examined with an appreciation of the different implications for women and men, designing gender-sensitive objectives, outcomes and outputs is relatively straightforward. Specific suggestions in this regard are as follows:

## 4.1 Highlight gender issues in discussions with stakeholders during the formulation stage

- The starting point for addressing gender issues in project formulation is to build an understanding and appreciation for these issues. This can be done by raising such issues during discussions on scoping, project design and formulation missions; this would build awareness of partners on potential gender issues and its implications for the project. For example, discussion points for a biomass energy/ cook stoves project could include:
  - o The potential of including village level artisans (women and men) in cook stoves businesses;
  - o Overall gender inequality in society which affects women's ability to participate in, and benefit from, biomass energy programmes
- Involve, where possible, government agencies/ ministries/focal persons who work on gender issues from the start (i.e. during the scoping mission discussions).
- Ensure that projects are aligned to gender-related commitments made by UNDP, GEF and national governments.
- Emphasize that project committees should include women and men and this should be mentioned explicitly in the ToRs so that both the project partners and the consultants should be aware of and agree.

(e.g. women's illiteracy, lack of information and training; poverty; lack of resources including land rights, especially among women-headed households);

- o Different roles of women and men in collection, processing and use of biomass fuels for cooking and heating;
- o The level and context of reliance of women and men on biomass fuels in operating small and micro-scale industries; and
- o The potential role that women can play in the distribution of cooking stoves.

## 4.2 Integrating gender in the project document template

This section provides guidance on how to address gender in key sections of the project document templates: situation analysis; project rationale and policy conformity; project objective, outcomes and outputs; activities; results framework; and management arrangements.

### 4.2.1 Situation analysis

The situation analysis can draw from the gender analysis carried out as part of the SESP. The starting point for including a gendered situation analysis is “how does the core problem (which the project is trying to address) affect women and men respectively, and in relation to each other and how will women and men be able to contribute to addressing the core problem”.

For example, in the context of a project that aims to mitigate the impacts of climate change on water, the situation analysis should include information on:

- ❑ What specific tasks do women and men perform in water management in agriculture, drinking water and for other purposes in homes?
- ❑ Do women and men experience hardships differently from water shortages and hence are forced to cope differently (for example, women may be responsible for managing cattle which becomes increasingly difficult when water is scarce, while men may be responsible for land irrigation)?
- ❑ Is it possible for women and men to equally contribute to project-related decision-making processes?
- ❑ Is there a difference between the ability and opportunity of women and men to benefit from project activities? For example, are women and men educated to the same level? Do they have similar mobility? Are women and men likely to be able to equally participate in project meetings and training events and benefit from them?
- ❑ Are there any potential impacts of the project activity to reinforce gender stereotypes and to perpetuate gender inequality?

### 4.2.2 Project rationale and policy conformity

When identifying the problem, it is necessary to underline what the different implications of a given project are for women and men, as obtained from the situation analysis. The justification section will

contain arguments for gender mainstreaming and gender equality, and it will be necessary to highlight contexts where underrepresented women will contribute towards the core objectives of the project.

For example, in a land and water conservation project, the existence of local women’s groups provides an opportunity to work through them, potentially leading to greater project effectiveness. There may also be an existing women’s farmers groups that can be involved. The Indonesia “Strengthening Community-Based Forest and Watershed Management” project, for example, engaged women-led community-based organizations (CBOs) and other groups of women to take the lead in a number of core project interventions, such as forest and nurseries to rehabilitate forest and land degradation; collection and marketing of non-timber forest products (NTFP); agricultural products processing; and animal husbandry. This undoubtedly benefitted the women and also provided a viable vehicle for community-level implementation.

Similarly, in the context of climate change and water, the rationale may contain the justification that women are primarily affected by water shortages, and hence need to be specifically targeted.

Most countries have a clear framework and goals towards gender equality, articulated through national policy statements. It is useful to establish a clear link with project strategy, national gender equality policies and UNDP mandates for gender equality and women’s empowerment. Grounding a gender activity in national policy gives it legitimacy and often provides a much needed impetus for engaging national level partners in the activity.

### 4.2.3 Setting project objective, outcomes and outputs

The formulation of the objectives provides an opportunity to describe how the project will make a direct or indirect contribution towards improving gender equality. The objective explains the expected impacts of the programme/project, how it will affect the current situation, contribute to one or more aspect of UNDP’s mandate and defines the substantial benefits for the target group. In describing expected results, ask how gender equality will be increased and be reflected as an outcome.

In stating the objectives, outline what changes the project will bring about for women and men and describe the target groups in terms of gender.

Some of the key questions to consider when mainstreaming gender in the formulation of objectives and outcomes include:

- Does the project goal/objective need to have a gender dimension?
- Does the objective address the needs and concerns of both women and men?
- In what ways can it contribute to the overall goal of gender equality?
- Will this objective bring about improvements for women as well as men?
- Who participated in choosing the objectives from the variety of needs to be addressed?

The gender balance within the target beneficiary group will need to be checked as there may be projects which specifically target men or women in order to enhance gender equality. If this is the case, it should be clearly explained.

#### 4.2.4 Formulating activities

Some of the key questions to consider when mainstreaming gender in the formulation of activities include:

- How do women and men benefit from project activities?
- What contribution will women and men make to the project?
- What will be the participation of women and men? Are the activities appropriate to the involvement of both women and men?
- How and to what extent can the activity address social and historical disparities between women and men?
- Are any additional activities needed (e.g. training in gender issues, additional research, etc.)?
- Is the planning flexible enough to provide for the possibility of new activities in response to women's and men's constraints as they emerge?
- If equal participation of women and men is culturally or politically problematic, what measures will the project propose to contribute to transformative changes?

Some examples of possible gender responsive activities in UNDP's environment and sustainable development projects are presented below:

#### Gender responsive activities in disaster risk reduction (ICIMOD, 2007)

- Identify and target the most vulnerable, such as the informal sector or home-based workers, in livelihood enhancement activities.
- Target highly disadvantaged categories of women, e.g. widows, women living below the poverty line and unemployed women.
- Capitalize on local knowledge of women and men, e.g. among the most vulnerable members of a particular community, or some of the coping strategies that were used in past disasters).
- Ensure the provision of safe shelters and housing, including adequate lighting and provisions to protect security and privacy of women and girls in shelters and housing.
- Restoration of pre-school and child-care centres, schools and community education programmes supporting women, girls, men and boys.

#### Gender responsive activities in setting up urban water supply systems

- Include gender considerations in design, siting and maintenance of facilities.
- Provide for privacy needs, security and safety considerations, in particular of women and girls.
- Ensure gender-equal committees. Consider stipulating a mandatory ratio of women/men in executive committees to ensure their representation.
- In construction work, ensure comfortable work conditions for women and men (e.g. gender-equal wage rates, separate toilets for women and men, and child-care facilities).
- In training, include community hygiene education and sanitation.
- Train and involve women where they are underrepresented in O&M, financial and organizational management.

#### Example of good practice in Cambodia: Ensuring that women have better access to water resources for household use (Gender-focused activities in NAPA)

- Training of women and men on water use and recycling.





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- New project target of “50 percent of women in farmer water user groups receive trainings on irrigation system’s maintenance, management and utilization”.
- New technical measures on drinking water: Wind, solar and wind pumps.
- Farmer user groups (women and men) for drinking water resources: community ponds; community wells; rain water harvesting tanks.

#### 4.2.5 Project results framework

The UNDP project results framework captures a detailed description of the results to be achieved by the end of the project in tabular form. The table contains the baseline at the start of the project; indicators to measure progress; annualized target to be achieved at the end of a year; and annualized achievement report against the target.

The two main steps in monitoring results on gender equality involve:

- Developing indicators and targets, as part of the project document; and
- Tracking performance through data collection, analysis and reporting.

This section deals with the first element, integrating gender in the results framework. A central element of the results framework is setting indicators: performance indicators should be formulated in a manner that is gender-sensitive in order to be able to measure the changes for both women and men, as well as determine how successful the programme was in improving gender equality.

#### Box 5. Going beyond participation

Achieving higher participation of an underrepresented or disadvantaged sex in a given activity (training course, discussion of a new policy, etc.) is always desirable. Nonetheless, a project is not necessarily gender-responsive or contributing to gender equality just because a high rate of women has taken part in its activities.

Example: A 40 percent rate of female participation in a “Start Your Business” training course does not necessarily imply that the course is tailored to the needs of women, and that women and men have benefited equally from it, nor that the participating women and men will be equally likely and successful in creating an enterprise and generating an income.

Some tips for gender-sensitive indicators are as follows:

- Include at least one gender indicator at the outcome level.
- At the same time, keep gender indicators and targets to a limited number so as not to overload the project, while ensuring that they will reflect meaningful results on gender equality.
- When identifying gender indicators, pay attention to how to verify these.
- Disaggregate data by sex, where relevant. The first and simplest approach is to disaggregate participation data by sex (number of women and men attending a training programme/a meeting, for example). However, sex disaggregated data (for example, ratio of women’s and men’s attendance at a meeting) alone are insufficient indicators for gender equality. The ‘story behind’ that explains the reason for the difference in women’s and men’s participation and what the project has done to correct the imbalance needs to be reported as well (see Box 5).
- Go beyond participation. Ensure that at least some indicators capture developmental results of the project on women and men, e.g. income/productivity gains for women and men resulting from the project activities; improved access to and reliability of infrastructure services, such as energy, drinking water etc.; improved school enrolments; improved health etc.

## Box 6. An example of good practice in the use of gender equality indicators

Indonesia's "Strengthening Community-based Forest and Watershed Management (CBFWM)" Project includes a clear outcome level indicator (indicator 1.3), supported by targets:

"In six critical watersheds, the proportion of (a) women and (b) the landless involved in community groups has increased from 8 percent and 4 percent, respectively, to at least 30 percent and 25 percent, respectively".

On this indicator, the 2013 PIR reported progress on both gender and social inclusion: "The project involved 14 women's groups and the proportion of women in CBOs increased from 17 percent in 2012 to 22 percent in 2013. This group also participates actively in project activities, such as trainings, meetings and accessing small grants for piloting CBFWM model at sites. Their participation is about 30 percent of the total participants. Furthermore, the project involved 498 farm workers who do not have land (15 percent of CBO members are landless)".

- Include indicators that capture developmental impacts and spin-off effects. Working with women often results in multiplier effects. Research has shown that women tend to spend a sizeable proportion of their earned income on improving the health, education and wellbeing of their families, thereby bringing about long-term intergenerational impacts.
- The number of representatives from among women and disadvantaged groups that are:
  - Participating in project activities, such as training programmes;
  - Contributing resources in terms of labour or cash, etc.;
  - Participating in decisions on the use of community facilities, such as water and sanitation site selection and construction;
  - Represented in community bodies and in decision-making on the project
- Quantifiable increase in incomes for women and representatives of disadvantaged communities.
- Other benefits, such as reduced workload, more time available for self-improvement and leisure.

In addition, the review of UNDP's 2013 & 2014 PIRs, APRs and evaluations reports revealed that other development impacts, such as improved gender relations, recognition of women's role and capability in managing natural resources, and the disadvantaged having their voices heard, are documented in an anecdotal manner. In general, areas that would be worthwhile to systemically capture in reporting include:



**Example of gender-sensitive indicators for a project intervention on setting up water supply systems**

- ❑ **Output:** Number of systems installed, number of households covered, number of women and men benefitting from the water supply.
- ❑ **Outcome:** Level of water supply system use and awareness among women and men, e.g. level of satisfaction, level of awareness of technical package chosen, patterns of use, access rates, extent of service coverage, awareness of hygienic practices, and time saved in collecting/carrying water.

- ❑ **Impact:** Improved health, education, family welfare and environmental protection.
- ❑ **Project sustainability:** Cost recovery, breakdown rates, cleanliness of facilities, number of user groups/members (by gender), and number of meetings held and participation of women and men.

For guidance, two sets of outcome indicators are presented in the table below:

**Table 1 Examples of outcome indicators for energy access and water sanitation projects**

Outcome indicators for an energy access project	Outcome indicators for a water and sanitation project
<ul style="list-style-type: none"> <li>❑ Number of devices/ technologies adopted by male and female headed households and those representing minorities and disadvantaged communities.</li> <li>❑ Distance covered and time spent in fuel wood collection disaggregated by women and men.</li> <li>❑ Workload of women, men, boys and girls; average time per day spent accomplishing various tasks, including fuel collection, cooking, cleaning, etc.</li> <li>❑ Cleanliness of kitchen and utensils with different fuel types being used.</li> <li>❑ Health status of women cooking in households, and cases of respiratory and other diseases in a family, disaggregated by sex and age.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Number of female and male-headed households that have benefited from water and sanitation project.</li> <li>❑ Number of women and men that have contributed resources in terms of labour, cash and participated in administration of water and sanitation project.</li> <li>❑ Number of women and men, including those in poor communities, whose workloads have been reduced due to the project intervention.</li> <li>❑ Time spent by women and men on a range activities, including self-improvement activities and family care, before and after UNDP intervention.</li> <li>❑ Number of women and men that have increased their technical and administrative know-how on water and sanitation of personal and environmental hygiene.</li> </ul>

**4.2.6 Management arrangements**

This section contains a brief of the management structure. Especially in projects which have a significant gender dimension, it is useful to ensure that: (a) gender knowledge and experience is a criterion for selecting project staff; (b) project staff are briefed adequately on relevant gender issues and be provided training on gender mainstreaming by gender experts; (c) ensuring results on gender equality is assigned as a specific responsibility (this

could be ensured by hiring a gender expert for the project, or by integrating gender mainstreaming responsibility into the job descriptions of key project staff, or by assigning a gender focal point for the project); (d) and ensuring gender parity of the staff members.

In case there is no gender expertise within the team, consider engaging a short-term consultant to provide inputs at this stage.



### Box 7. Example of a ToR for a gender specialist

Duration: 30 work days

Objectives of assignment:

The consultant will be responsible for:

- Developing and designing an appropriate system that will support the implementation of project activities that are gender sensitive.
- Ensuring that adequate attention is paid to gender in the collection and analysis of data.
- Strengthening the capacity of the core project staff to effectively monitor results and provide timely information to stakeholders on results achieved.

Scope of work:

- The consultant will be responsible for the following activities:
- Ensuring that gender considerations are reflected adequately and appropriately in the project document. (In case gender issues are not covered in the SESP, the consultant may need to undertake a short mission to the project area, examine gender issues and identify specific entry points for the project).
- Designing an appropriate detailed implementation plan for gender-focused activities and integrating them within the Project Document.
- Ensuring that the project's Monitoring and Evaluation (M&E) system can provide gender-disaggregated data that can be used to assess the gender appropriateness of project activities.
- Working with the M&E specialist, project beneficiaries and project team members to incorporate the findings of gender analysis into project planning and implementation strategies.
- Developing a plan for capacity building of staff on gender, if necessary, and prepare necessary documentation and materials needed for gender training.

#### 4.3 Assign the gender marker

The gender marker was launched in 2009 in UNDP for the purpose of strengthening the institutional accountability for delivering gender equality results. The gender marker enables UNDP to track and monitor how gender-responsive each financial allocation and expenditure is. It also enables UNDP to analyze trends by region, outcome and focus area. The gender marker is also a platform for continued dialogue amongst UNDP staff including gender experts on why gender matters and how UNDP can make transformative changes in this regard. All UNDP-implemented projects have to be rated

against a four-point scale indicating their respective contribution towards the achievement of gender equality. A score of **3** indicates that the project's principle objective is the advancement of gender equality and/or empowerment of women and girls. A score of **2** indicates that the project is making significant contribution towards gender equality and women's empowerment. A score of **1** indicates that the project is making some contribution towards gender equality and women's empowerment. Finally, a score of **0** indicates that there are no expected contributions of the project towards gender equality and women's empowerment.

# Chapter 5. Implementing a project (Operations and monitoring) (UNDP project stage: Implementing a project)

## Tips for integrating gender in environment and sustainable development portfolio:

- ✓ Look for the knowledge of both women and men to build on, e.g. knowledge of forests, other natural resources and biodiversity in neighbourhoods.
- ✓ Be conscious of and address gender-specific needs of women and men (e.g. differences in energy needs).
- ✓ Be attentive to those experiencing social exclusion (widows, female heads of households, men and women with disabilities, LGBTs, and those from socially marginalized groups).
- ✓ Provide continued mentoring (more than technical skills, leadership/ management).
- ✓ Build flexibility into programmes for women and men in order to allow them to fully and equally participate in project activities.

This chapter addresses two key aspects of project implementation, namely operations, which focuses on working with communities, and monitoring policy planning and collecting and processing data.

## 5.1 Project operations

The environment and sustainable development portfolio deals with projects in natural resource management, including projects related to chemicals, biodiversity, water management, Glacial Lake Outburst Flood (GLOF), land and water conservation, and energy and urban environment). In each of these, actions are undertaken in areas of community-based actions, policies and legislation, research/documentation.

Good practices in addressing gender drawn from project experiences within the environment and sustainable development portfolio of UNDP in the Asia-Pacific region are documented in a separate document, "Gender mainstreaming in UNDP's environment and sustainable development projects, A compendium of good practices and lessons learned".

### 5.1.1 Introduce work on gender mainstreaming early on

Even if specific gender-focused activities may not be envisaged at the design stage, including a framework for gender work early on allows for making budgetary provisions for specific activities that may be undertaken later. Inclusion at design stage also sets the necessary framework, and makes it possible for staff with training in gender analysis and other necessary skills to be hired in order to mainstream gender in the project. It also helps to ensure that all working procedures (planning documents, budgets, reporting) are engendered well before implementation. Projects such as the Sustainable Forest Management (SFM) in Cambodia was able to incorporate gender aspects in the TORs for service providers, which subsequently led all project activities.

### 5.1.2 Build strategic linkages

In rural areas, especially remote areas, women are relatively less visible, and for this reason, projects find it difficult to engage with them. Extension workers mostly interact with men who go out to public places. It is a good practice to forge contacts with

other partners with relevant skills, expertise and have worked with women. In Bhutan, the SRBE was able to jumpstart the process of 'seeking out' women as stove manufacturers by connecting with BOWEA, which has a deep reach in rural and remote areas and the necessary networks to engage with women. All projects reviewed also engaged with the government, and involved them in training programmes and other activities, which helps achieve buy-in, but also ensures the sustainability of efforts after a project is completed.

### **5.1.3 Embed interventions and processes within national processes**

The national and subnational governments need to be fully engaged in the process, in capacity building and in the project decision-making process in order to take it forward as their own. It is equally important to ensure that gender actions get embedded in the national planning processes. In this regard, one example of good practice is the Indonesian SCBFWM project in which gender action plans developed under the UNDP project were integrated within the local watershed plans of four provinces.

### **5.1.4 Build on different knowledge of women and men resulting from their different responsibilities in natural resources management**

In developing countries, especially in rural areas, women and men rely heavily on their natural environment for their livelihoods and food security, while at the same time, nurturing and protecting it. Women and men may have developed different sets of knowledge of the environment in which they work and live in according to their respective roles in managing them. In both Nagaland in India and in Cambodia, women were traditionally involved in shifting cultivation and in traditional cookstoves. The Sustainable Land and Ecosystem Management in Nagaland India and Sustainable Forest Management (SFM), Cambodia projects saw these as opportunities and worked towards strengthening these roles, providing inputs on technology, improved practices, knowledge and leadership skills. However, care must be taken to avoid reinforcing gender stereotypes, which may in turn adversely influence women's or men's access to opportunities.

### **5.1.5 Be responsive to specific constraints and challenges faced by women**

In developing countries and especially in rural areas, women are engaged in a large number of subsistence tasks, including fetching fuel, fodder and water for homes and engaging in micro-enterprises. With climate change and concomitant natural resource

degradation, the burden of depleting energy sources falls disproportionately on women. Implications are far-ranging, starting from the inordinate amount of time and effort spent on these tasks and the missed opportunities for employment, education and self-improvement that follow from this. Interventions that seek to engage women must take these factors into consideration and include strategies that address these issues.

A case in point is women's participation in training programmes, which is often limited because of their multiple responsibilities, lack of time and limited mobility. Some practices that have worked while conducting training for women include:

#### **Training venue and time**

- Located to where participants live and scheduled at times when they are free from their household chores.
- A location that is easy to reach and socially acceptable by all.

#### **Duration**

- Spread the trainings over a longer period and ask women to only attend for half a day.
- Not during harvest/ sowing season.

#### **Composition**

- If possible, don't carry out mixed training. Women do not open up if men are around. If mixed training, ensure a critical mass of women.

#### **Mode**

- Reduce dependency on written communications during training. Engage rather in role play, open discussions, breakout groups and practical work, such as learning by doing.
- Use pictures, slide shows, charts.
- Provide tamper-proof communication/ learning material to carry back

When designing awareness-raising material or provide tips on accessing information, consider the following:

- Highlight the different ways in which women and men respond to different messages.
- Ask whether women and men read different publications.



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- Ask whether women and men watch or listen to different electronic media.
- Are media consumption patterns (frequency, time) different for women and men?
- Whether women and men have different values that cause them to react to certain messages in different ways.
- Use gender-sensitive language and avoid gender stereotypes in words and in photos used.

### 5.1.6 Project management actions

Some other aspects to consider when managing a project that involves engaging with communities are:

- Talk to women and men during monitoring and field visits to identify differentiated needs and concerns; collect sex-disaggregated data (utilize this as means of verification).

- Aim for gender-balanced participation at any project activity or event (i.e. project committee members; training or workshops participants).
- Ensure that gender considerations are integrated in any speaking points, briefings, press releases and other forms of media documentation.
- Use gender-sensitive language and avoid gender stereotypes.

## 5.2 Monitoring progress

Monitoring is an integral part of the project cycle, which begins with setting indicators for project goals, objectives, outcomes and activities in the results framework, which are tracked and measured throughout the project. In UNDP, monitoring of results is reflected in the PIRs and the APRs at the project level and in the ROARs at the country level. Evaluation, on the other hand, occurs periodically, usually at mid-term (MTE) and at the end of the project: Terminal Evaluation (TE).

Broad themes for enquiry during monitoring include:

- What is the overall progress of the implementation of activities?
- What constraints are faced in the implementation of the programme? What are the faced by constraints women and men? How can these be removed?
- Is there a need for additional activities? What is the need among women and men?
- Do the participants actually benefit from the activities? Do all groups of women and men participate and benefit equally? How can differences be explained? Is there anything that can be done to ensure that benefits are distributed more equitably?
- What is the project's contribution towards improving gender equality?

### 5.2.1 Approaches to data collection

The lack of gender-disaggregated data is one of the major barriers to planning, and indeed to establishing credibility of gender equality results. Gender-disaggregated data can be collected using both quantitative and qualitative methods, and is easily collected through surveys; it can also be collected using key informant interviews, focus group interviews, and one-on-one in-depth interviews. In general, gathering and collecting data should reflect the realities of women and men. If a socio-economic assessment has not been carried out at the



## Box 8 Difference between “sex-disaggregated” data and “gender-disaggregated” data

**Sex-disaggregated data:** data that is broken down by sex.

**Gender-disaggregated data:** data, that in addition to being broken down by sex, is also produced taking into consideration the different socio-economic realities women and men face. So the types of data being collected or how data questions are formulated consider existing gender concerns and differentials.

For example, the number of women headed households and men headed households adopting solar home systems is sex-disaggregated data. When this is accompanied with data that represents why this is so, for example, with data on income levels and asset ownership of women headed households and men headed households, their access to information, it would be gender disaggregated. Data that throws light on the barriers and constraints to women and men participating and benefiting equally from the programme/project is gender disaggregated.

development phase of the programme/project, this should be organized as one of the project’s first activities.

In addition to integrating gender dimensions into regular data collection processes, some of the following tools can also be used:

- a. **Targeted baselines:** A common bottleneck reported by projects is that baseline surveys are conducted right at the beginning of the project, and do not necessarily capture gender disaggregated data on incomes which can subsequently be used for monitoring post-project changes. One of the strategies to address this is to create an interim/targeted baseline, which involves collecting income and expenditure data specifically for the set of women and men that will be participating in training and other project activities. This can be done through a short, to-the-point questionnaire administered with all participating women and men at the beginning of the training event. In addition to providing a baseline on incomes, expenditures, and assets of women, this can also be used as a method for registering interested women and men with a view to screening them for future participation.

- b. **Empowerment diaries.** When women earn an income, multiple development benefits are observed, such as diversification of productive options for the family, creation of new sources of wealth and income to support family investments in education and health. Resources controlled by women tend to be invested more heavily in children (at the margin) than resources controlled by men (World Bank, 2001: 70). One way of capturing such outcomes is empowerment diaries. The method is simple: a sample of women who are participants in a project activity that is expected to enhance incomes/strengthen livelihoods are asked to maintain a simple diary, in which they record all major expenditures they make as well as investments/assets purchased. The definition of “major investment” may be different for each participating woman, and hence an element of flexibility in monitoring this data is required. The number of such entries in a month may be as few as 5-6, but the pattern of expenditure is likely to reveal what women spend on once they have control over funds and a pattern of enhanced investments in empowerment, health and education. The data is qualitative in nature and can narrate stories of women’s empowerment.

- c. **Capturing changing perceptions of women and men about gender equality.** As the project progresses, there may be transformative changes in gender relations in the target communities. It would be useful to capture changing perceptions of women and men through group discussions or video diaries.

### 5.2.2 Collecting gender-sensitive data in the field

An equally important aspect of data collection is how it is collected. An awareness of local cultures and sensibilities is needed when collecting data in communities. This needs to be highlighted to consultants and project developers when carrying out interactions.

When designing collection of monitoring data for any project, consider the following:

- Analyzing any issue should include the impact on women and men.
- Collect sex-disaggregated data, where relevant.

### Box 9 Some tips on gender sensitive data collection

- ❑ Ensure that the field teams are gender-balanced so that female fieldworkers can work with women, who may not interact freely with men community mobilisers. There may also be instances where male field workers may not interact with women community mobilisers.
- ❑ Engage with local opinion leaders (men and women) to learn about gender issues and to gain entry into the local community.
- ❑ Consider consulting with male and female beneficiaries/stakeholders both separately and in mixed groups. In some cultures, women may not defer to men in terms of defining priorities in mixed groups, but in women only groups, may be more willing to open up.
- ❑ Conduct women's meetings at times and places convenient to women. These could be traditional female domains e.g. kitchens, schools, health clinics; in a woman's house or field where she can speak privately.

- ❑ Use participatory techniques that involve both women and men in assessments and discussions.
- ❑ Ensure staff is properly trained and briefed on data collection and analysis techniques. Ask if there is someone in the team with the necessary expertise. If not, where can it be obtained? What kind of capacity building is needed? Can the regional gender specialist or gender focal point help?
- ❑ Ensure that sampling is representative. Surveys often under-represent women. For example, when household surveys are used, the "household head" – usually defined as a male – is often the only source of information.



- ❑ Obtaining information from both women and men may increase the cost and time of data collection. This needs to be considered but is often neglected during the planning and budgeting of the M&E exercise.

### 5.3 Monitoring progress at institutional level

At the institutional level, the following indicators that can help track performance on gender:

- ❑ Number of projects where the SESP ensures the involvement of both women and men in constituents/beneficiaries consultations and reports specifically on the issue.
- ❑ Number of project documents that highlight/recognize the gender dimension, as part of the justification and background.
- ❑ Number of project documents that identify women and men as distinct target groups and include a goal that reflect their needs.
- ❑ Number of project documents that include specific measures to ensure that both women and men are included and participate in project planning and implementation.
- ❑ Number of projects whose results frameworks include gender sensitive indicators and targets on: (a) participation in project activities disaggregated by sex; (b) benefits accruing to women and men; and (c) progress towards gender equality and women's empowerment.
- ❑ Number of progress reports reporting gender disaggregated data on processes and results.
- ❑ Number of projects with communication products reflecting the perspective of both women and men.
- ❑ Number of projects with the contribution towards gender equality explicitly measured as part of the project's M&E framework.

# Chapter 6. Reporting results (UNDP project stage: closing a project)

This chapter offers guidance on integrating reporting on gender in Project Implementation Reviews (PIRs), Annual Project Reviews (APRs)<sup>6</sup>, Results Oriented Annual Reports (ROARs), Mid-Term Evaluations (MTEs) and Terminal Evaluations (TEs).

ensure that this is centralized in everything the UNDP does, including in reporting.

## 6.1 Principles for reporting on gender

UNDP is committed to gender equality and women’s empowerment and considers them as integral goals to the achievement of sustainable development. The 2014-2017 Gender Equality Strategy emphasizes that in the light of the pivotal importance of gender equality and women’s empowerment: “sustainable human development will not be fully achieved unless women and girls are able to contribute on an equal basis with men and boys to their societies”. In this context, gender mainstreaming is a tool to

## 6.2 Incorporating gender dimensions and results into reporting

Reporting in general should ensure that any data on participation is disaggregated by sex and more. In practice, this means that not just the number of male/female participants is reported but that this is substantiated with supporting information such as: age, social status, presence of intersecting forms of discrimination, participation in decision-making, as well as whether there were any barriers to meaningful participation for any group and if so, whether any strategies were employed to address this.

Below are five critical areas for reporting on gender and other questions to ask during reporting:

**Table 2 Five Critical Areas for Reporting on Gender**

Critical Areas	What to report on
Issue analysis: Data on and analysis of gender issues in background analysis and rationale of the project	<input type="checkbox"/> Are women/men/social groups affected differently by the issue?
Gender responsive monitoring framework: Identification of gender-focused strategies objectives indicators and data in project documents	<input type="checkbox"/> Do women/men/ social groups have different priorities? <input type="checkbox"/> Who has access and control over resources? Are there different skills or capacities?
Participation: Disaggregation of data by sex, age and social class/income/status in constituents/workshops	<input type="checkbox"/> Which groups are targeted by the project? Are they homogenous or are their differences within the group?
Targeted gender-focused activities and results: Outputs, activities and results consistent with planned actions	<input type="checkbox"/> How can women/men/ social groups benefit from the project?
Gender responsive institutional structures set up under projects	<input type="checkbox"/> Has there been any change in gender dynamics among target beneficiaries? If yes, how did it influence other outcomes of the project?

<sup>6</sup> The APR is a UNDP requirement which forms a part of the Country Office’s monitoring system and project management. There is no stipulated template for APRs.

This section provides specific guidance on those critical areas not covered in chapter 4 (Project Formulation and Design).

### 6.2.1 Participation

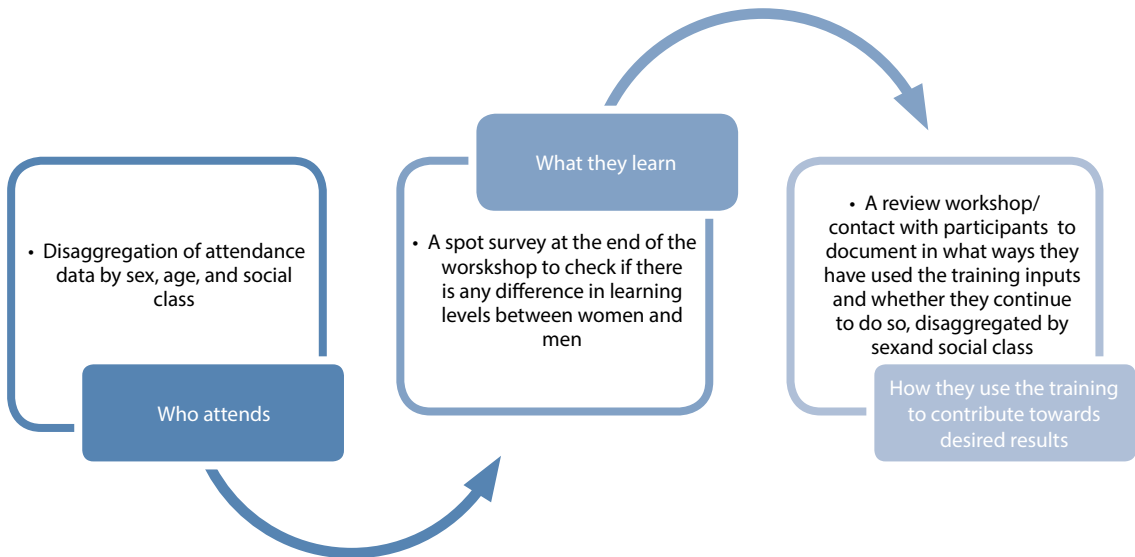
Recording quantitative data on participation in training and workshops is a simple and relatively easy way to collect gender-sensitive information. However, simply reporting that x number of women or men were in attendance does not provide a proper account of whether or not their participation was meaningful. Unless quantitative representations of sex-disaggregated data on participation is substantiated with further, qualitative details, it can prove to be meaningless. The reason the data must be collected on separate groups should also be made clear in reporting, including investigation into context-specific social relationships.

In order to obtain more meaningful data the following questions need to be answered: What has been the level of participation of all groups? Are the activities appropriate and inclusive? Have the groups benefitted equally? Who attended and what did they learn? How was it used?

This is particularly important because upon closer inspection, there may be tacit barriers that prevent disadvantaged groups from participating in a meaningful way. For example, if women have a lower social status in a community, they may feel uncomfortable about undertaking training alongside men. This may also prevent them from asking questions or voicing their opinion. Knowledge about these kinds of barriers can be difficult to ascertain unless a deeper level of gender analysis is undertaken which explores the social dimensions of a project context.

A good practice example is seen in the 2014 PIR for the Cambodia's Community-Based Adaptation Programme, which reported that "276 climate change awareness-raising and natural resources management (NRM) meetings/workshops had been conducted with 37,075 people, including 27,253 women".<sup>7</sup> The report then goes on to relay plans for substantiating this data in a meaningful way by stating that a 'mini-survey' is planned to assess the level of understanding that beneficiaries have regarding the project.

**Figure 3. Capturing the full story of gender equality in participation in training activities**



<sup>7</sup> UNDP, 2013. Annual Progress Report. UNDP, Cambodia [Cambodia Community Based Adaptation Programme]



## 6.2.2 Targeted activities and results

UNDP projects may opt to explicitly target women as beneficiaries when there is notable gender gap. In such cases, reporting should include information on 'inputs' directed at women, as well as the results or 'outcomes'. For example, it is important to report that strategies have been implemented to help female entrepreneurs in a poor community to strengthen their livelihoods while simultaneously ensuring that negative impact on the environment is limited. However, a more meaningful account will include such aspects as whether there was an impact on income, new livelihood options, skills acquisition, assets and control over assets. Research has shown that women tend to spend much of their earned income on improving the health, education and wellbeing of their families and children, thereby bringing about long-term intergenerational impacts. Hence, how women use their incomes is a useful piece of data to collect and report on.

A good example of reporting on this can be found in the 2014 PIR for the project on 'Strengthening sustainable forest management and the development of bio-energy markets to promote environmental sustainability and reduce rural poverty and CO<sub>2</sub> emissions in Cambodia'. This project aims to:

"...assist in removing the main barriers of land and forest degradation by integrating and mainstreaming community-based forest and protected area management into policy, planning and investment frameworks, participatory land-use planning (accompanied by forestland demarcation), speeding up the legal recognition and registration of community forests and protected areas managed by communities,

enhancing benefits that can be derived from timber and non-timber forest products and creating markets for efficient bio-energy technologies that reduce the use of fuel wood".

The project includes an indicator to measure women's income with the target of an increase of 20 percent. It is reported that women collecting and marketing 'Slek Prich' boosted their income from US\$6 to US\$8 p/day. Women benefitting from the sale of mushrooms were experiencing a boost in their income from US\$8 to US\$10 and the collection of bamboo was generating about US\$10 to US\$12.5 for women engaged in the activity. This is made more meaningful by deeper reporting and the inclusion of anecdotes such as:

"I do not need to travel farther outside of my village to earn income and I have more time to take care of my children", said Mrs. Yim Dim, CF's member, Chhrous Dambang CF, Kampong Speu province. Mrs. Yim Dim, aged 43 years and a mother of 4 children, lived in Chhoam Sangke village, Phnom Srouch district, Kampong Speu province. She has been engaged in the collection of bamboo in the CF when CF committee has been recently allowed to collect bamboo within CF as part of piloting their CF business plan implementation.

Not only does the above example of reporting provide quantitative income figures, it also substantiated these figures with qualitative information describing the livelihood practice and the impact that it has had on the lives of Mrs. Dim and her family.

### Box 10 Things to remember when reporting

- ❑ Reporting should be very specific. Generalized statements which may articulate a commitment to gender sensitivity are not meaningful unless substantiated. Groups should be referred to specifically by name. Reporting needs to be clear, specific and detailed enough to give insight into the unique social landscape of the project.
- ❑ When reporting results, it should be made clear what the implications of these results are. If participation of women who were underrepresented otherwise in project committees or training has improved, this is positive. At the same time, the learning should be made more meaningful by substantiating information on the benefits women have received in their lived realities.
- ❑ It is important to avoid making forced conclusions. Women's increased participation in committees or training does not necessarily automatically equate to increased capacity or skills or involvement in decision making. Further investigation is always required to confirm any impacts.
- ❑ Reporting on gender processes and results must be integrated throughout the reports, and not be restricted to the "Gender" section.

### 6.2.3 Institutional structures

Reporting on the meaningful participation of disadvantaged groups including women in decision-making bodies on a project and community level is important. There are two key areas in which reporting can be done and these are: (a) representation in project governance structures; and (b) representation in community-based governance structures. Engaging both women and men in decision-making not only ensures that there is more equitable representation and may also help to encourage a sense of ownership over a project for those involved. Projects do better when communities as a whole are not only participating and benefiting but are also committed and engaged in making sure it is a success. Because of this, the degree to which a project is facilitating participation is crucial for reporting (Box 9).



### 6.3 Reporting specific to GEF projects

In 2008, the GEF conducted its first comprehensive review of gender mainstreaming within GEF projects. One of the direct results of this review was that project templates and review criteria were revised to take greater account of gender dimensions. GEF project templates now describe the socio-economic

benefits and gender dimensions that are to be delivered within a project and how this will support overarching global environment benefits. Policy requirements include: methods to assess the potential roles, benefits, impacts and risks for women and men of different ages, ethnicities, and social structure and status which should be monitored through the use of gender-disaggregated indicators (GEF, 2014). This is also reflected in annual monitoring and reporting. Past reviews have found gender to be a weakness in implementation and evaluation reports (GEF, 2014). New gender mainstreaming processes have been included under GEF 6 which will be reflected in future reporting, and are outlined in the table below:

**Table 3 Gender Indicators and Source of Verification**

<b>Goal: Achieve global environmental benefits and sustainable development through gender equality and empowerment of women</b>		
<b>Objectives</b>	<b>Gender indicators</b>	<b>Source of verification</b>
<b>Project design fully integrates gender concerns. (1,2)</b>	1. Percentage of projects that have conducted gender analysis during project preparation.	<b>Project Document at CEO endorsement. (1,2)</b>  <b>Project Implementation Reports, (3,4)</b>  <b>Mid-Term Evaluation Reports, and Terminal Evaluation Reports. (5)</b>
<b>Project implementation ensures gender equitable participation in and benefit from project activities. (3,4)</b>	2. Percentage of projects that have incorporated gender-sensitive project results framework, including specific gender-sensitive actions, indicators, targets, and/or budget.	
<b>Project monitoring and evaluation give adequate attention to gender mainstreaming. (5)</b>	3. Share of women and men as direct beneficiaries of project.	
	4. Number of national/regional/ global policies, legislation, plans, and strategies that incorporate gender dimensions (e.g. NBSAP, NAPA, TDA/SAP, etc.)	
	5. Percentage of Project Implementation Reports, Mid-Term Evaluation Reports and Terminal Evaluation Reports that incorporate gender equality/ women's empowerment issues and assess and results/progress.	

Results framework for gender mainstreaming in GEF operations

Currently, the PIR template includes a specific section for reporting on gender and offers some guidance on how to complete the section. However, this does not mean that all reporting on gender should be restricted to this section. In fact, gender reporting will be integrated throughout the whole report.

Some suggestions on possible entry points for incorporating gender-sensitive reporting within PIRs include:

- ❑ The Communications and Knowledge Management section could include quotes from both women and men, reporting on impacts disaggregated by gender or social group and when discussing completing the section on 'specific issues faced by specific groups'.
- ❑ In the Partnership section, under CSOs/NGOs and under indigenous peoples, include any gender-sensitive strategies that may have been implemented. This may include targeted support like finance, market linkage or skill development. Results should be noted, such as any increase in income or representation in community bodies. These details may also be included in the 'General Comments' section.

Further to this, there is a 'file upload' feature to upload of any supporting GESI-related reports, case studies, short videos, etc. This feature should be taken advantage of to substantiate reporting where appropriate.

## 6.4 Reporting in ROARs

The ROAR is an important corporate strategic reporting tool which was designed to help measure and monitor results on a programme level. The ROAR is used to ascertain the effectiveness of country programmes and their contribution to transformational change based on both quantitative and qualitative evidence.



The UNDP has recently reviewed the design and use of the ROAR based on experiences from 2013 and earlier years. As a result, a new 2014-2017 template has been created. The major change is that the primary users of the ROAR are now defined as the Country Office (CO), making the primary objective of the ROAR to enable COs to carry out a performance self-assessment (UNDP 2014d).

Some of the entry points for reporting gender results in the 2014 ROAR template can be found below:

### 6.4.1 Section A2: Outcome level progress and results

This section asks for a review of Outcome Indicators. A checklist is provided which asks COs to rate the level of positive change that outcome indicators have reflected. If the CO indicates that positive change has been achieved, this must then be substantiated in 2,500 characters or less. The template asks: What were the main gender sensitive reporting if there have been positive outcomes relating to gender equality, social inclusion or women's empowerment.

#### Box 11 ROAR gender equality contribution checklist

- ❑ Promote women's economic empowerment
- ❑ Prevent and respond to sexual and gender-based violence
- ❑ Strengthen evidence-informed national strategies and partnerships to advance gender equality and women's empowerment
- ❑ Support implementation of measures to increase women's participation in decision-making
- ❑ Other (Please specify) (300 characters)

(UNDP 2014d)



### 6.4.2 Section A4: Gender equality

This section asks for a gender marker rating. A guide to the gender marker is included in Chapter 4 of this document. The template asks whether any gender results have been achieved and if yes, these results must then be specified in 1,000 characters or less. The ROAR template asks for the inclusion of progress at both an output and outcome level rather than for specific activities that were implemented.

Following this, there is a checklist to identify what kind of work relating to gender equality and women's empowerment is being carried out. Identifying the category of the contribution should be fairly straightforward. For example, an outcome related to the strengthening of women's livelihoods through the implementation of sustainable land and water use strategies would fall under 'Promote women's economic empowerment'. For any other kind of contribution not included in the list there is an opportunity to be specific.

### 6.5 Stories from the field

Personal accounts and stories from the field is an effective way of communicating those results that cannot be captured through numbers and data. Stories about individual women and men are more

reliable than stories about programmes or organizations. Consider telling it from the perspective of someone who has benefited from the programme, or someone who was instrumental in implementing the programme. A story can also be about a group of women and/or men or a community, for example, about how an SHG benefitted from a water conservation project; how a woman got initiated into the improved cookstove business; or how a husband and wife teamed together on a farm improvement project. Some tips about writing such stories are:

**The story must have a clear take-away.** What is the point of the story? Is it a lesson learned? Does it provide an innovative example of what can be done? Does it show a result or change in the lives of people? Summarize the main point at the end.

**Provide context.** Provide enough context to make sure your reader understands what's at stake or how their life could be affected by the events in the story. Don't overwhelm with background information, however.

**Capture developmental results.** Provide information linking project impacts to the lives and realities that women and men face. For example, it could be reported that with the increase in income, they were able to spend more money on family health and education, enabling them to have their children vaccinated and to keep them in school. Another example could be that by obtaining an employment, women and men have become part of formal social protection programmes, including a national pension scheme where exists.

**Cut out the clutter.** While it's important to provide enough details to lend credibility to the story and enough context, it is easy to include too much information. Make sure all details included are relevant to the story.

**Avoid gender stereotypes.** Use gender-sensitive language and refrain from portraying women and men in stereotypical illustration. Highlight stories of women and men who have transformed rigid gender norms and gender stereotypes.

reliable than stories about programmes or



# Chapter 7. Gender in project closing (UNDP project stage: closure and learning)

Evaluations are essentially instruments for learning, establishing accountability and making course corrections. Having a gender-sensitive evaluation system is just as important as having a “gendered” project design. A project evaluation must examine a range of gender dimensions, including:

- Whether the project is reaching women as well as men? What are the wider impacts/changes the project achieved in relation to women and men?
- What is the impact of the project on women and men, and their power dynamics? Which of women’s/men’s activities does the project affect?
- Is the planned component consistent with current gender responsibility for the activity?
- If there is a plan to change women’s/men’s performance of the activity (i.e. through remuneration and new technology), it is necessary to question if it’s feasible. If a plan goes ahead, what would the positive or negative effects be on women/men?
- Does the monitoring and evaluation strategy consider women and men separately? Have indicators been developed to measure how women and men are impacted by the activities and results?

In UNDP projects, the MTEs provide a key opportunity for course corrections, while the TEs provide lessons for future programming. The MTR is a space for reporting that can be used to address and impacts that were not considered during planning or incorporated in the log frame. It can do that by making comments and suggestions, such as whether indicators are gender inclusive and if not, how they could be to ensure that development benefits are able to be adequately monitored in a gender-sensitive manner.

The TOR for conducting an MTR requires the evaluators to assess, under results framework, the following:<sup>8</sup>

<sup>8</sup> UNDP-GEF Midterm Review Terms of Reference, Standard Template 1: Formatted for attachment to [UNDP Procurement Website](#)

“... Examine if progress so far has led to, or could in the future catalyse beneficial development effects (i.e. income generation, gender equality and women’s empowerment, improved governance etc...) that should be included in the project results framework and monitored on an annual basis...”

It also requires the evaluators to

“...Review the extent to which relevant gender issues were raised in the project design.....and guides the evaluators to “Annex 9 of *Guidance For Conducting Midterm Reviews of UNDP-Supported, GEF-Financed Projects* for further guidelines”.

A review of the MTEs and TEs from the Asia-Pacific region revealed that the reference to gender issues and women’s empowerment was negligible in all reports. Clearly, neither the emphasis contained in the TOR nor the instructions provided in the guidance documents is sufficient for the evaluators.

In this regard, the following suggestions need to be taken into account.

## **1. Ensure that the ToRs for evaluators include a clear brief on relevant gender issues.**

Some questions to ask when setting up ToRs for evaluations are:

- Evaluators must have gender expertise if the project requires such expertise. This should be an evaluation criterion and ranked.
- All TORs must specify that the evaluation examines the extent to which project results have contributed to improving gender equality.
- All TORs must specify that the evaluation process must reach out to all stakeholders, including diverse groups (of women and men), whose opinions must be gathered and reported.

## 2. Provide concrete guidance to consultants on setting up a gender-sensitive evaluation methodology

A challenge for considering gender in evaluations is that obtaining information from both women and men may increase the cost and time allocated to data collection. Women may be more timid than men or may not even be allowed to speak, or be represented in public meetings or community consultations. There may be reluctance from men to include women in discussions. Women may have less time at their disposal because of household tasks. These factors need to be considered and preventative measures put in place in the planning of the TOR and the budget of the evaluation exercise.

Some pointers to developing a gender-sensitive evaluation methodology include:

- Employ mixed (both qualitative and quantitative) methods appropriate to addressing gender.
- Ensure that women and men are free to engage in the discussions when interacting with communities. This may involve setting up separate discussions with women.
- Analyse specific obstacles that might have prevented certain groups of the population from participating in the project activities, and how the project has addressed them.

## 3. Provide concrete guidance to consultants on specific themes and gender, e.g. gender and biomass energy, or gender and climate change, etc.

Consultants need to be made aware of the following UNDP resources on these issues:

### Box 12 A selection of UNDP resources on gender

#### Overall

- UNDP, 2014. *UNDP Gender Equality Strategy 2014-2017. The future we want: Rights and empowerment.*
- GEF, 2012. GEF Policy on Gender Mainstreaming. <http://www.thegef.org/gef/policy/gender>.
- GEF, 2014. GEF Roadmap to gender equality

#### Climate Change

- UNDP, 2011. *UNDP Community-based Adaptation to Climate Change and Gender*
- UNDP, 2009. *Resource Guide on Gender and Climate Change*

#### Disaster Risk management

- UNDP, 2009. *The Gendered Dimensions of Disaster Risk Management and Adaptation to Climate Change: Stories from the Pacific*

#### Chemicals

- UNDP, 2011. GM Guidance Series Chemical Management: Chemicals and gender

#### Water management

- UNDP, 2006. *Mainstreaming Gender in Water Management*
- UNDP, 2007. *The Why and How of GM in Sustainable Land Management*

#### Energy

- UNDP, 2007. *Sustainable Energy Services: The why and how of mainstreaming gender*

The following are examples of issues that consultants need to address in specific types of projects.

### Issues to examine in a water project

Women are the primary collectors, transporters, users and managers of domestic water and promoters of home and community-based sanitation activities. Securing water for families has a direct bearing on women's health and access to education and employment. Among the issues to consider in a project are:

- ❑ Whether the project uses women's and men's knowledge on water resource.
- ❑ What roles and responsibilities women and men have for difference water uses.
- ❑ What specific tasks do women and men perform in water management, and are they affected differently by shortages.
- ❑ What coping strategies do they adopt and in what ways does the project help address water shortages for women and men.
- ❑ What role do women and men have in decision-making bodies that control decisions on water? Has the project contributed to strengthening women's role?
- ❑ What has been the level of participation of women and men in training programmes conducted under the project? Have women been able to benefit to the same extent as men from these training programmes? Have gender disaggregated results been documented?



### Issues to examine in a disaster risk reduction project

- ❑ Are the early warning and evacuation systems designed in line with the mobility and access to information that women, men as well as disadvantaged like the elderly, have?
- ❑ Does the project adequately target/ involve the informal sector (such as home-based workers and women)?
- ❑ Does the project adequately target/ involve highly vulnerable categories of women –widows, women living below the poverty level and unemployed women?
- ❑ Does the project incorporate mechanisms to capture women's and men's local knowledge on vulnerable members of the village, neighbourhoods and communities, as well on coping strategies in past disasters?
- ❑ Does the project address gender based differences in issues related to safe shelters and housing, including adequate lighting and provisions to protect security and privacy in shelters and housing?

### Issues to examine in a solid waste management project

- ❑ Have the different roles women and men play in waste management been reviewed?
- ❑ Have women and men been involved in design, siting and maintenance of facilities? Do the facilities provide adequately for privacy needs, security and safety considerations of women?
- ❑ Are women and men included in decision-making bodies and executive committees?
- ❑ In construction of facilities, are work conditions conducive to women's participation (e.g. gender-equal wage rates, construction season, separate toilet and child-care facilities)?
- ❑ Is there a programme of community hygiene education and awareness raising?
- ❑ Are women trained and involved as mechanics and O&M, or in financial and organizational management, as appropriate?

### 4. Incorporate gender in the reporting template.

Specific sections in GEF reporting where questions on gender can be incorporated are as follows:<sup>9</sup>

<sup>9</sup> ToR ANNEX B: Guidelines on Contents for the Midterm Review Report) (reference to UNDP-GEF Midterm Review Terms of Reference, Standard Template 1: Formatted for attachment to [UNDP Procurement Website](#))

Project description and background context (3-5 pages)

- Development context: environmental, socio-economic, **gender**, institutional, and policy factors relevant to the project objective and scope
- Problems that the project sought to address: threats and barriers targeted
- Project description and strategy: objective, outcomes and expected results (**on women and men**), description of field sites, **including strategies for addressing gender, social inclusion and poverty issues** (if any)
- Project implementation arrangements: short description of the project board, key implementing partner arrangements, etc.
- Project timing and milestones
- Main stakeholders: summary list

Findings (12-14 pages)

#### 4.1 Project strategy

- Project design, **including to what extent cross-cutting issues of gender, poverty and social inclusion are relevant and examined at project design stage**
- Results framework/logframe

#### 4.2 Progress towards results

- Progress towards outcomes analysis, **including beneficial development effects (i.e. income generation, gender equality and women's empowerment, improved governance etc.)**
- Remaining barriers to achieving the project objective

#### 4.3 Project implementation and adaptive management

- Management arrangements
- Work planning
- Finance and co-finance
- Project-level monitoring and evaluation systems, **including whether broader development and gender aspects of the project are being monitored effectively.**
- Stakeholder engagement
- Reporting
- Communications

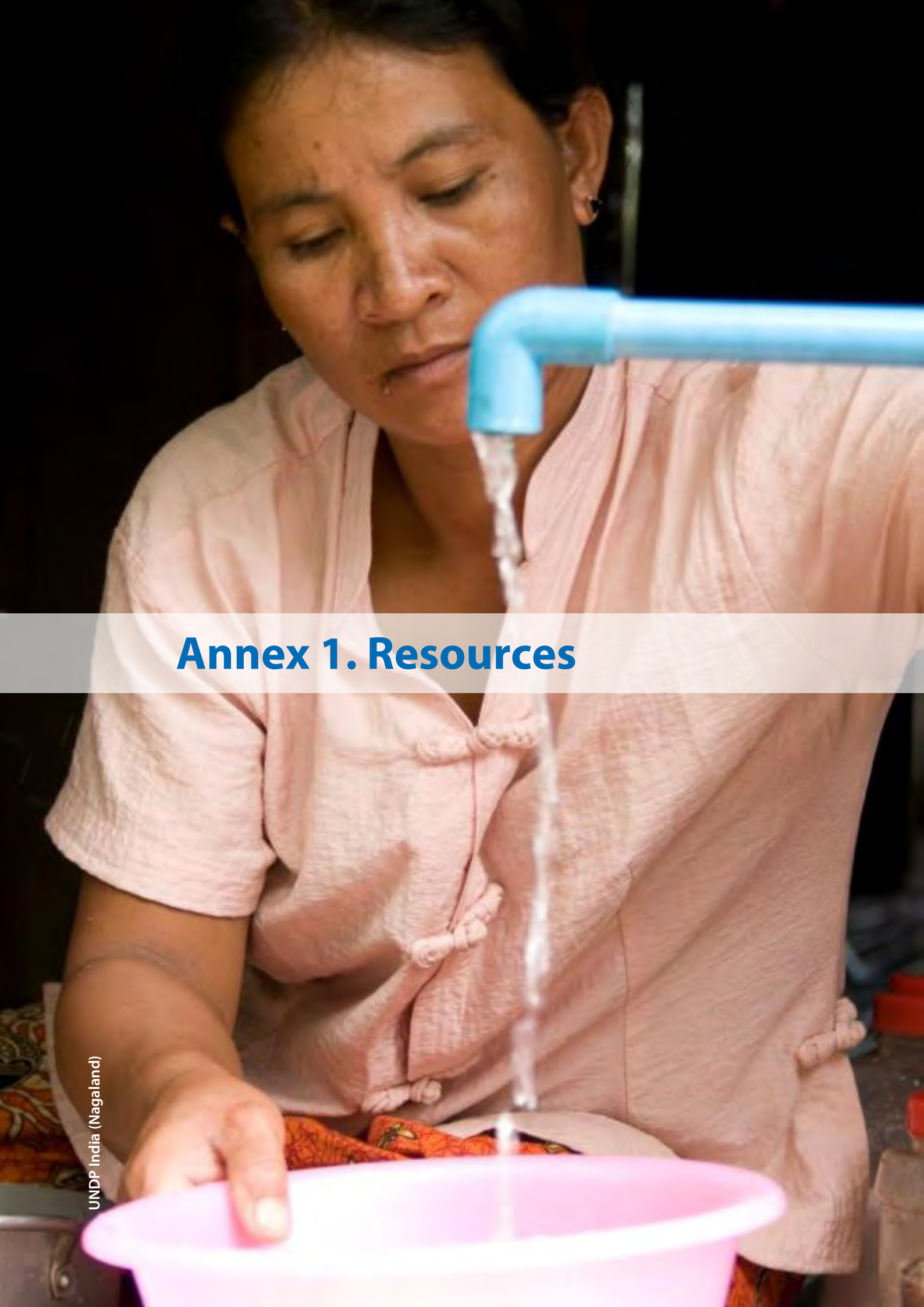
#### 4.4 Sustainability

- Financial risks to sustainability
- Socio-economic sustainability
- Institutional framework and governance risks to sustainability
- Environmental risks to sustainability

There are also several entry points for gender in the TE outline. Within the 'Project Description and Background' the development context must be explained. For environment and sustainable development projects this will normally include details on any identified environmental issues, the socio-economic status of affected communities and individual groups within these communities (particularly disadvantaged groups), the gender dimensions of the project and the relevant institutional and policy factors. The objectives, outcomes and projected results need to be described in this section. Within this context, strategies aimed at gender and social inclusion should be outlined. This section also includes the identification of any threats or barriers that the project sought to address. Within the 'Findings' section of the TE, the project design should be examined and rated, including to what level gender equality and social inclusion (GESI) issues were relevant. These GESI issues should have been reflected in the planning stages (results framework) and there should be evidence that they have been considered during implementation. For example, any actions taken to improve women's income generation or to introduce new skills for a particular disadvantaged group should be noted. Importantly, there should also be evidence that contributions towards gender equality and women's empowerment and social inclusion had been monitored during the project cycle. The GESI principles and entry points outlined above can be adapted for reporting purposes in the TE.







## Annex 1. Resources

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## Reports Reviewed

### Annual Progress Reports 2013

Country	Project
APAC	The Strengthening the Governance of Climate Change Finance to benefit the poor and vulnerable
Bangladesh	Poverty-Environment-Climate Mainstreaming Project
Bangladesh	Promotion of Development and Confidence Building in the Chittagong Hill Tracts
Bhutan	Joint Support Programme: Capacity Development in Mainstreaming Environment, Climate Change & Poverty concerns into Policies, Plans & Programmes
Bhutan	Capacity Building in Disaster and Climate Resilient Construction
Cambodia	Climate change Strategic Plan (CCCSP) 2014-2023
Cambodia	Cambodia Community Based Adaptation Programme
Cambodia	UN-REDD Programme – Cambodia : National Programme Annual Report
China	Support Capacity Building and Innovations to Promote Green Development in China
China	Ningxia Anti-desertification and Livelihood Improvement
China	Establishment of National Registry System for Domestic Emissions Trading Scheme and Voluntary Carbon Emission Reduction Project (ETS)
China	Provincial Greenhouse Gas Emissions Inventory Capacity Building and Greenhouse Gas Emissions Accounting Methodology for Enterprises of Key Industries Project (GHG)
China	Defining Emission Standards of Biomass Pellet Fuelled Industrial Boilers/furnaces through Energy Management Contract-Based Pilots
China	UNDP Macao initiative for carbon sequestration through sustainable forest management
China	Demonstrate Project of Bio-energy Development
China	Demonstration Project for Small and Medium-sized River Governance in Jiaying City, Zhejiang Province; Demonstration Project for Small and Medium-sized River Governance in Lishui City, Zhejiang Province; Demonstration Project for Small and Medium-sized River Governance in Chongzhou, Sichuan Province
China	Research on Modelling for Flood Forecasting in Alpine Areas in Western China and its Demonstration Project
China	Low carbon products certification project in Chongqing & Guangdong
China	China-Ghana cooperation on renewable energy-related technology transfer and Zambia-China cooperation on Climate Change and Sustainable development
India	AUSAID - UNDP partnership on climate change and disaster risk reduction
Kiribati	Activities Implemented under the Kiribati One UN Fund
Lao PDR	Poverty Environment Initiative
Lao PDR	Integrated Disaster and Climate Risk Management Project in Lao PDR (IDCRM)

Lao PDR	Support to Integrated Irrigated Agriculture in 2 Districts in Bolikhamxay Province
Malaysia	The Economics of Climate Change in Malaysia: A Synthesis Report on Energy and Water Resources
Malaysia	Draft national institutional framework for REDD+ endorsed by the National Committee on REDD+ (NCREDD)
Maldives	Mangroves For the Future
Myanmar	Inle Lake Conservation and Rehabilitation Project
Nepal	Poverty Environment Initiative
Nepal	Renewable energy for rural livelihood programme
Nepal	Nepal Climate change support programme
Pakistan	One UN Joint Programme on the Environment
Pakistan	GRIP Report - One UN Joint Programme on the Environment
Papua New Guinea	UN-REDD Programme – Papua New Guinea : National Programme Annual Report
Philippines	Poverty Environment Initiative
Philippines	Enabling the Cities of Cagayan de Oro and Iligan and the Provinces of Compostela Valley and Davao Oriental to Cope with Climate Change
Philippines	Resilience Capacity Building for Cities and Municipalities to Reduce Disaster Risks from Climate Change and Natural Hazards
Philippines	Low Emission Capacity Building Programme
Philippines	UN-REDD Programme – Philippines : National Programme Final Report
Regional	Poverty and environment initiative in Asia-pacific
Solomon Islands	UN-REDD Programme – Solomon Islands : National Programme Semi-Annual Update
Solomon Islands	UN-REDD Programme – Solomon Islands : National Programme Annual Report
Sri Lanka	Community Forestry Program
Sri Lanka	UN-REDD Programme : National Programme Annual Report 2013
Vanuatu	Community Resilience and Coping with Climate Change and Natural Disasters in Vanuatu
Viet Nam	Strengthening national capacities to respond to climate change in Vietnam - reducing vulnerabilities and controlling greenhouse gas emission
Viet Nam	Strengthening Sustainable Development and Climate Planning
Viet Nam	Strengthening capacity on Climate change initiatives in the Industry and Trade sectors
Viet Nam	UN-REDD Programme Phase II
Viet Nam	Strengthening capacity on Natural resources and environment policy development and environmental performance



## PIR reports 2013

Country	Project
Bangladesh	Improving Kiln Efficiency for the Brick Industry
Bangladesh	Community-based Adaptation to Climate Change through Coastal Afforestation
Bhutan	Reduce climate change-induced risks and vulnerabilities from glacial lake outbursts Flood in the Punakha-Wangdi and Chamkhar valleys
Cambodia	Strengthening sustainable forest management and the development of bio-energy markets to promote environmental sustainability and reduce rural poverty and CO2 emissions
Cambodia	Promoting Climate-Resilient Water Management and Agricultural Practices in Rural Cambodia
China	Improvement of DDT-based production of Dicofol and Introduction of alternative technologies including IPM for leaf mites control
China	Alternatives to DDT Usage in Production of Antifouling Paint
China	Conservation and Sustainable Utilization of Wild Relatives of Crops
China	Priority Institutional Strengthening and Capacity Development to Implement the China Biodiversity Partnership and Framework for Action
China	Conservation and Sustainable Use of Biodiversity in the Headwaters of the Huaihe River Basin
China	Strengthening globally important biodiversity conservation through protected area strengthening in Gansu Province
China	Enabling China to Prepare Its Second National Communication to the UNFCCC (SNC)
China	Market Transformation of Energy-Efficient Bricks and Rural Buildings (MTEBRB)
China	Promoting Energy Efficient Room Air Conditioners (PEERAC)
China	Phasing-out Incandescent Lamps & Energy Saving Lamps Promotion (PIESLAMP - Greenlights II)
Fiji	Fiji Renewable Energy Power Project (FREPP)
East Timor, Indonesia	Arafura and Timor Seas Ecosystem Action Programme (ATSEA)
India	Mainstreaming the conservation and sustainable use of medicinal plants in three Indian states
India	Sustainable Land Management in Shifting Cultivation Areas of Nagaland for Ecological and Livelihood Security
India	Integrated Land and Ecosystem Management to Combat Land Degradation and Deforestation in Madhya Pradesh
India	Mainstreaming Coastal and Marine Biodiversity into Production Sectors in the Godavari River Estuary, Andhra Pradesh
India	Mainstreaming Coastal and Marine Biodiversity Conservation into Production Sectors in the Sindhudurg (Malvan) Coast, Maharashtra
India	Removal of Barriers to Biomass Power Generation in India, Phase I
India	Removal of Barriers to Energy Efficiency Improvement in the Steel Re-rolling Mill Sector
India	Sustainable Urban Transport Program
India	Solar Water Heating
India	Energy Efficiency Improvements in Commercial Buildings
India	Improving Energy Efficiency in the Indian Railways System

India	Market Development and Promotion of Solar Concentrators Based Process Heat Application
India	Energy Efficiency Improvements in the Indian Brick Industry
Indonesia, Philippines, Viet Nam	West Pacific East Asia Oceanic Fisheries Management Project
Indonesia, Philippines, Malaysia	Sulu-Celebes Sea Sustainable Fisheries Management Project (SCS)
Indonesia	Strengthening Community Based Forest and Watershed Management
Indonesia	Micro-turbine Cogeneration Technology Application Project (MCTAP)
Iran (Islamic Republic of)	Conservation of Iranian Wetlands
Iran (Islamic Republic of)	Conservation of Biodiversity in the Central Zagros Landscape Conservation Zone
Iran (Islamic Republic of)	Institutional Strengthening and Coherence for Integrated Natural Resources Management
Lao PDR	Mainstreaming biodiversity in Lao PDR's agricultural and land management policies, plans and programmes
Lao PDR	Improving the Resilience of the Agriculture Sector in Lao PDR to Climate Change Impacts
Malaysia	Conserving Marine Biodiversity through Enhanced Marine Park Management and Inclusive Sustainable Island Development
Malaysia	Enhancing the effectiveness and financial sustainability of Protected Areas
Malaysia	Buildings Sector Energy Efficiency Project (BSEEP)
Maldives	Atoll ecosystem-based conservation of globally significant biological diversity in the Maldives' Baa Atoll
Maldives	Integrating Climate Change Risks into Resilient Island Planning
Maldives	Increasing Climate Change Resilience of Maldives through Adaptation in the Tourism Sector
Many	Barrier Removal to Cost Effective Development and Implementation of Energy Efficiency Standards and Labeling (BRESL)
Many	Implementation of the Sustainable Development Strategy for the Seas of the East Asia (SDS-SEA)
Marshall Islands	Action for the Development of Marshall Islands Renewable Energies (ADMIRE)
Mongolia	Strengthening of the Protected Area Networking system
Mongolia	Building Energy Efficiency Project (BEEP)
Nepal	Landscape Level Biodiversity Conservation in Nepal's Western Terai Complex
Nepal	Conservation and Sustainable Use of Wetlands
PAC	Pacific islands Greenhouse Gas Abatement Through Renewable Energy Project (PIGGAREP)
PAC	Pacific Islands Adaptation to Climate Change (PACC)
PAC	Implementing Sustainable Integrated Water Resources and Wastewater Management in the Pacific Island Countries
Pakistan	Promotion of Energy Efficient Cooking, Heating and Housing Technologies (PEECH)
Pakistan	Sustainable Transport Project

Palau	Palau: Sustainable Economic Development through Renewable Energy Applications (SEDREA)
Philippines	Expanding and diversifying the national system of terrestrial protected areas
Philippines	Partnerships for Biodiversity Conservation: Mainstreaming in Local Agricultural Landscapes
Philippines	Strengthening Coordination for Effective Environmental Management (STREEM)
Samoa	Integrating Climate Risks into the Agriculture and Health Sector of Samoa (ICCRA & HSS)
Samoa	Integration of Climate Change Risk and Resilience into Forestry Management in Samoa (ICCRIFS)
Sri Lanka	Strengthening capacity to control the introduction and spread of alien invasive species in Sri Lanka
Thailand	Sustainable Management of Biodiversity in Thailand's Production Landscape
Thailand	Catalyzing the Sustainability of Thailand's Protected Area System
Thailand	Integrated community-based forest and catchment management through an ecosystem service approach
Thailand	Promoting Renewable Energy in Mae Hong Son Province
Thailand	Strengthening Vulnerable People's Capacity to Address the Risk and Impacts of Climate Change and Extreme Weather Events
Tuvalu	Increasing Resilience of Coastal Areas and Community Settlements to Climate Change
Viet Nam	Environmental Remediation of Dioxin Contaminated Hotspots
Viet Nam	Building capacity to eliminate POPs pesticides stockpiles
Viet Nam	Removing barriers hindering PA management effectiveness

## Other reports

Country	Project
Afghanistan	UNDP Afghanistan Report, 2013
Bhutan	Mainstreaming Gender in the Energy & Environment Portfolio of UNDP Bhutan, 2014

## 2014 reports

<a href="#">PIMS 3578</a>	Viet Nam	Building capacity to eliminate POPs pesticides stockpiles
<a href="#">PIMS 3685</a>	Viet Nam	Environmental Remediation of Dioxin Contaminated Hotspots
<a href="#">PIMS 1024</a>	India	Mainstreaming the conservation and sustainable use of medicinal plants in three Indian states
<a href="#">PIMS 2278</a>	Iran (Islamic Republic of)	Conservation of Biodiversity in the Central Zagros Landscape Conservation Zone
<a href="#">PIMS 2903</a>	Laos PDR	Mainstreaming biodiversity in Lao PDR's agricultural and land management policies, plans and programmes
<a href="#">PIMS 2904</a>	Philippines	Partnerships for Biodiversity Conservation: Mainstreaming in Local Agricultural Landscapes
<a href="#">PIMS 3013</a>	Sri Lanka	Strengthening capacity to control the introduction and spread of alien invasive species

<a href="#">PIMS 3530</a>	Philippines	Expanding and diversifying the national system of terrestrial protected areas
<a href="#">PIMS 3642</a>	Thailand	Sustainable Management of Biodiversity in Thailand's Production Landscape
<a href="#">PIMS 3825</a>	Thailand	Catalyzing the Sustainability of Thailand's Protected Area System
<a href="#">PIMS 3936</a>	Papua New Guinea	Community-based Forest and Coastal Conservation and Resource Management in PNG
<a href="#">PIMS 3965</a>	Viet Nam	Removing barriers hindering PA management effectiveness in Vietnam
<a href="#">PIMS 3967</a>	Malaysia	Enhancing the effectiveness and financial sustainability of Protected Areas in Malaysia
<a href="#">PIMS 4032</a>	Indonesia	Strengthening Community Based Forest and Watershed Management
<a href="#">PIMS 4033</a>	Thailand	Integrated community-based forest and catchment management through an ecosystem service approach (CBFCM)
<a href="#">PIMS 4048</a>	Pakistan	Mountains and Markets: Biodiversity and Business in Northern Pakistan
<a href="#">PIMS 4078</a>	Iran (Islamic Republic of)	Building a multiple-use forest Management to conserve biodiversity in the Caspian forests landscape
<a href="#">PIMS 4136</a>	Cambodia	Strengthening sustainable forest management and the development of bio-energy markets to promote environmental sustainability and reduce rural poverty and CO2 emissions in Cambodia
<a href="#">PIMS 4179</a>	China	Strengthening the effectiveness of the protected area system in Qinghai Province, China, in conserving globally important biodiversity
<a href="#">PIMS 4180</a>	Mongolia	Strengthening of the Protected Area Networking system in Mongolia (SPAN)
<a href="#">PIMS 4186</a>	Malaysia	Biodiversity Conservation in Multiple-Use Forest Landscapes in Sabah, Malaysia
<a href="#">PIMS 4242</a>	India	Mainstreaming Coastal and Marine Biodiversity Conservation into Production Sectors in the Sindhudurg (Malvan) Coast, Maharashtra State, India
<a href="#">PIMS 4257</a>	India	Mainstreaming Coastal and Marine Biodiversity into Production Sectors in the Godavari River Estuary, Andhra Pradesh, India
<a href="#">PIMS 2837</a>	Bangladesh	Improving Kiln Efficiency in the Brick Making Industry (IKEBMI)
<a href="#">PIMS 3471</a>	Indonesia	Microturbine Cogeneration Technology Application Project (MCTAP)
<a href="#">PIMS 4223</a>	Indonesia	Wind Hybrid Power Generation (WHyPGen) Market Development Initiatives
<a href="#">PIMS 740</a>	India	Removal of Barriers to Biomass Power Generation in India, Phase I
<a href="#">PIMS 3465</a>	India	Energy Efficiency Improvements in the Indian Brick Industry
<a href="#">PIMS 4284</a>	India	Market Development and Promotion of Solar Concentrators based Process Heat Application in India (India CSH)
<a href="#">PIMS 4043</a>	India	Energy Efficiency Improvements in Commercial Buildings
<a href="#">PIMS 4044</a>	India	Improving Energy Efficiency in the Indian Railways System
<a href="#">PIMS 3214</a>	India	Sustainable Urban Transport Program
<a href="#">PIMS 3108</a>	Malaysia	Buildings Sector Energy Efficiency Project (BSEEP)
<a href="#">PIMS 4226</a>	Sri Lanka	Promoting Sustainable Biomass Energy Production and Modern Bio-Energy Technologies in Sri Lanka
<a href="#">PIMS 3908</a>	Thailand	Promoting Renewable Energy in Mae Hong Son Province
<a href="#">PIMS 3937</a>	Thailand	Promoting Energy Efficiency in Commercial Buildings in Thailand (PEECB)
<a href="#">PIMS 3953</a>	Pakistan	Sustainable Transport in Islamabad, Rawalpindi, Lahore and Karachi
<a href="#">PIMS 4181</a>	Bhutan	Promoting Sustainable Rural Biomass Energy



<a href="#">PIMS 3093</a>	Palau	Sustainable Economic Development through Renewable Energy Applications (SEDREA)
<a href="#">PIMS 3094</a>	Marshall Islands	Action for the Development of Marshall Islands Renewable Energies (ADMIRE)
<a href="#">PIMS 3327</a>	Asian Countries	Barrier Removal to Cost Effective Development and Implementation of Energy Efficiency Standards and Labeling (BRESL)
<a href="#">PIMS 3462</a>	Pacific Is	Pacific islands Greenhouse Gas Abatement Through Renewable Energy Project (PIGGAREP)
<a href="#">PIMS 3675</a>	China	Market Transformation of Energy-Efficient Bricks and Rural Buildings (MTEBRB)
<a href="#">PIMS 4040</a>	China	Promoting Energy Efficient Room Air Conditioners (PEERAC) Project
<a href="#">PIMS 4166</a>	China	Phasing-out Incandescent Lamps & Energy Saving Lamps Promotion (PIESLAMP)
<a href="#">PIMS 4358</a>	Fiji	Fiji Renewable Energy Power Project (FREPP)
<a href="#">PIMS 2162</a>	Pacific Islands	Pacific Islands Adaptation to Climate Change (PACC)
<a href="#">PIMS 3741</a>	Viet Nam	Promoting Climate Resilient Infrastructure in Northern Mountain Provinces of Vietnam
<a href="#">PIMS 3868</a>	Laos PDR	Improving the Resilience of the Agriculture Sector in Lao PDR to Climate Change Impacts
<a href="#">PIMS 3873</a>	Bangladesh	Community-based Adaptation to Climate Change through Coastal Afforestation in Bangladesh
<a href="#">PIMS 4093</a>	Maldives	Integrating Climate Change Risks into Resilient Island Planning in the Maldives
<a href="#">PIMS 4163</a>	Tuvalu	Increasing Resilience of Coastal Areas and Community Settlements to Climate Change
<a href="#">PIMS 4318</a>	Samoa	Integration of Climate Change Risk and Resilience into Forestry Management in Samoa (ICCRIFS)
<a href="#">PIMS 4396</a>	Maldives	Increasing Climate Change Resilience of Maldives through Adaptation in the Tourism Sector
<a href="#">PIMS 4549</a>	Indonesia	Strategic Planning and Action to Strengthen Climate Resilience of Rural Communities in Nusa Tenggara Timor Province (SPARC)
<a href="#">PIMS 4566</a>	Samoa	Enhancing the Resilience of Tourism-reliant Communities to Climate Change Risks
<a href="#">PIMS 4710</a>	Laos PDR	Effective Governance for small-scale rural infrastructure and disaster preparedness in a changing climate
<a href="#">PIMS 3232</a>	Iran (Islamic Republic of)	Institutional Strengthening and Coherence for Integrated Natural Resources Management
<a href="#">PIMS 3512</a>	India	Integrated Land and Ecosystem Management to Combat Land Degradation and Deforestation in Madhya Pradesh
<a href="#">PIMS 4063</a>	Multi-country	Sulu-Celebes Sea Sustainable Fisheries Management Project (SCS)
<a href="#">PIMS 4073</a>	India	Sustainable Land Management in Shifting Cultivation Areas of Nagaland for Ecological and Livelihood Security

## Mid-term and Terminal Evaluation Reports

Terminal Evaluation, Coastal and Wetland Biodiversity Management at Cox's Bazar and Hakaluki Haor (Atlas Project ID: 00011498; PIMS: 461), Bangladesh, October 2012

Terminal Evaluation, Biodiversity Management in the Coastal Area of China's South Sea Project, December 2011

Midterm Evaluation, Mainstreaming Conservation and Sustainable Use of Medicinal Plant Diversity in Three Indian States, India, January 2013

Terminal Evaluation, Mainstreaming Biodiversity Conservation into Production System in the Juniper Forest Ecosystems, Pakistan

Terminal Evaluation, Conservation of Biological Diversity through Improved Forest Planning Tools, Government of Malaysia and UNDP/GEF Project (MAL/04/G31) PIMS 1370, September 2012

Terminal Evaluation, Community-based Conservation of Biological Diversity in the Mountain Landscapes of Mongolia's Altai Sayan Eco-region (ATLAS ID 39250 PIMS 1929), October 2011

Midterm Evaluation, Community Based Adaptation to Climate Change through Coastal Afforestation in Bangladesh

Terminal Evaluation, Establishing Conservation Areas through Landscape Management (CALM) in the Northern Plains of Cambodia (ATLAS ID 47478 PIMS 2177), September 2012

Terminal Evaluation, Support to Capacity Building Activities on Implementing the Cartagena Protocol on Biosafety in Malaysia (PIMS 2182; UNDP 00034097), July 2012

Midterm Evaluation, Priority Institutional Strengthening and Capacity Development to Implement China Biodiversity Partnership and Framework for Action Project (UNDP 2902, GEFSEC 2435), September 2013

Midterm Evaluation, Integrated Land and Ecosystem Management to Combat Land Degradation and Deforestation in Madhya Pradesh (MP SLEM), India, April 2014

Midterm Evaluation, Conservation and Sustainable Use of Biodiversity in the Headwaters of the Huaihe River Basin (ATLAS ID 59594 PIMS 3934), May 2012

Midterm Evaluation, Strengthening Community Based Forestry and Watershed Management (SCBFWM), Indonesia, Sept 2012

Midterm valuation, CBPF: Strengthening Globally Important Biodiversity Conservation through Protected Area Strengthening in Gansu Province (Atlas Project ID:00059938; PIMS: 4072), China, June 2013

Midterm Evaluation, Strengthening of the Protected Area Network in Mongolia Project, Mongolia, June 2013

Terminal Evaluation, Biodiversity Conservation Measures for Recovery and Reconstruction in Response to Wenchuan Earthquake in Sichuan Province, China, July 2011

Midterm Evaluation, Integrating Climate Change Risks in the Agriculture and Health Sectors in Samoa, May 2012

Midterm Evaluation, Integration of Climate Change Risks and Resilience into Forestry Management in Samoa (ICCRIFS) Project, February 2014

Terminal evaluation, UNDP/GEF Project: Biomass Energy for Rural India (BERI) (PIMS 598), India, March 2013

Midterm Evaluation, Energy Efficiency Improvements in Indian Brick Industry Project (GEF-UNDP-MoEF Project 3465), 2012

Midterm review, GEF UNDP India / MNRE Project 61121 – Global Solar Water Heating Market Transformation and Strengthening Initiative (India GSWH) Project, India, September 2012

Midterm Evaluation, GEF/UNDP Project No 59078 (PIMS 3214) Sustainable Urban transport Programme (SUTP) INDIA, September 2013

Terminal Evaluation, UNDP/GEF Project 00057404 – Energy Conservation in Small sector Tea Processing Units in South India, India, November 2012

Midterm Evaluation, Enhancing Resilience of Communities in Solomon Islands to the Adverse Effects of Climate Change in Agriculture and Food Security, January 2014

Midterm Evaluation, Arafura and Timor Seas Ecosystem Actions Programme, Australia, Indonesia, Timor-Leste, October 2012

Midterm Evaluation, Improving the Resilience of the Agriculture Sector in Lao PDR to Climate Change Impacts (IRAS Project) –Draft report (Project ID:00076176 / ATLAS Award ID 60492), November 2013

Mid-Term Review of the UNEP/UNDP/GEF Project, Implementing Sustainable Water Resources and Wastewater Management in the Pacific Island Countries, June 2012

Midterm Evaluation, Sustainable Land and Ecosystem Management in Shifting Cultivation Areas of Nagaland for Livelihood and Ecological Security, India, August 2012

Midterm Evaluation, -Celebes Sea Sustainable Fisheries Management Project (SCS)

Midterm Evaluation, Promoting Climate-Resilient Water Management and Agricultural Practices in Rural Cambodia Project in Cambodia, August, 2012

Terminal evaluation, Conservation of Habitats and Species in Arid and semi-arid Ecosystems in Baluchistan, June 2012

Terminal Evaluation, Promoting climate resilient water management and agriculture practice in rural Cambodia, January 2014

Terminal evaluation, Implementation of the Sustainable Development Strategy for the Seas of East Asia (SDS-SEA)

Terminal Evaluation, Sustainable Land Management Project, Pakistan, December, 2011

Final Evaluation, West Pacific East Asia Oceanic Fisheries Management, January 2014

# Annex 2. Analysis of 2013 and 2014 PIRs

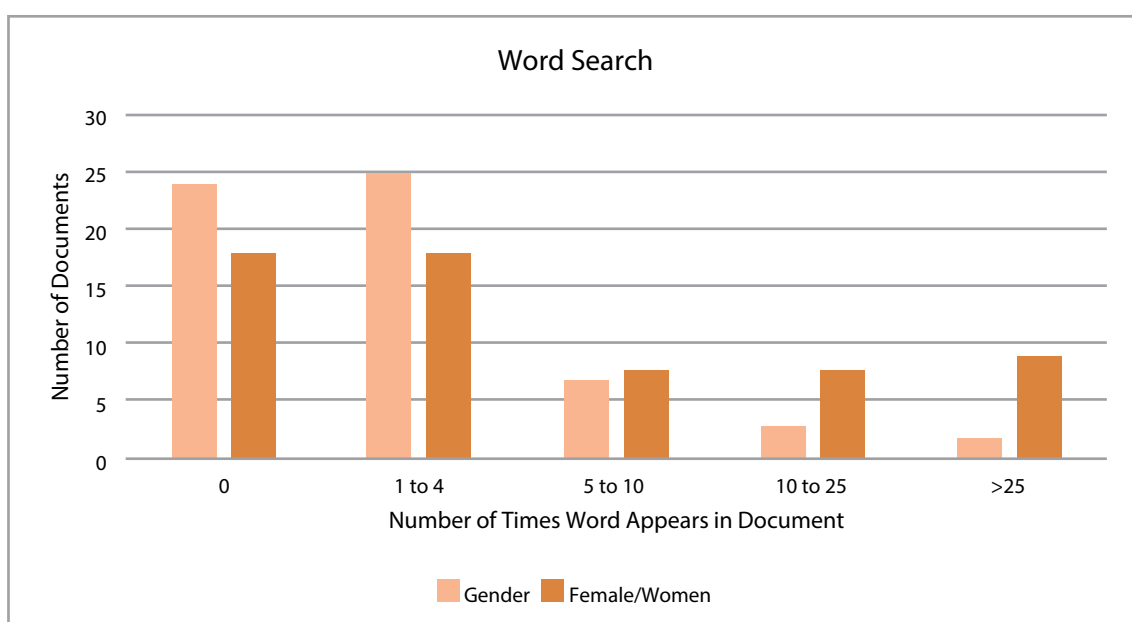
This annex presents a comparison between the reporting in the 2013 and 2014 PIRs. The analysis was undertaken by means of a:

- ❑ **Word search:** Within the context of the overall framework of gender equality within UNDP, a word search was carried out to determine how many times words such as gender/ women/ disadvantaged were used in the report. When these words were used within a reporting template, they were disregarded. The occurrence of a high number of these words did not necessarily reflect attention to gender issues; however, an absence or near zero use was indicative of either no attention to these issues, or no relevance of these issues.
- ❑ **Review of content reporting:** At the next level, these reports were reviewed to determine the context of the gender reporting that had been carried out, as well as the gender focus, e.g. participation in meetings/ formation of groups/ income increase of a particular group.

It may be noted that the analysis intended to cover both gender and social inclusion issues. However, the reporting of social inclusion in the reports was found to be non-existent, as a result most examples cited reflect gender equality alone. This is a gap in reporting that needs to be corrected.

## 1. Results of the word search

*Figure 4. Results of the word search of 2013 and 2014 PIRs*



A starting point for analysing document can be simple tools, such as the 'Word Search' function in Microsoft Word for specific words or terms to get a sense of how many times key words appear in a document. A Word Search is not a method that is likely to result in deep analysis; however, it can provide an indication of whether reporting has addressed the issues of gender and social inclusion at any length.



A word search of the 2014 PIRs was conducted, the words searched for gender, women and female. In the 2014 PIRs, only 24 of the 61 reports (39 percent) mentioned the word gender. Most PIRs only included the words gender, female or women about ten times or less. Trends observed within most projects that fell into this category included: reporting was restricted to the 'Towards Gender Equality' section or was only extended to sex disaggregated data on participation, one or more gender indicators were absent and reporting on gender was very brief.

Twelve projects did not mention the words gender, women or female (19.6 percent). Half of these were projects from India. While it is not always the case, often when these key words are completely absent it can mean that the gendered dimensions of a project have been neglected in reporting and this was observed in the 2014 PIRs.

## 2. Review of content reporting in PIRs

This section compares the information presented in the 2013 and 2014 PIRs as to whether:

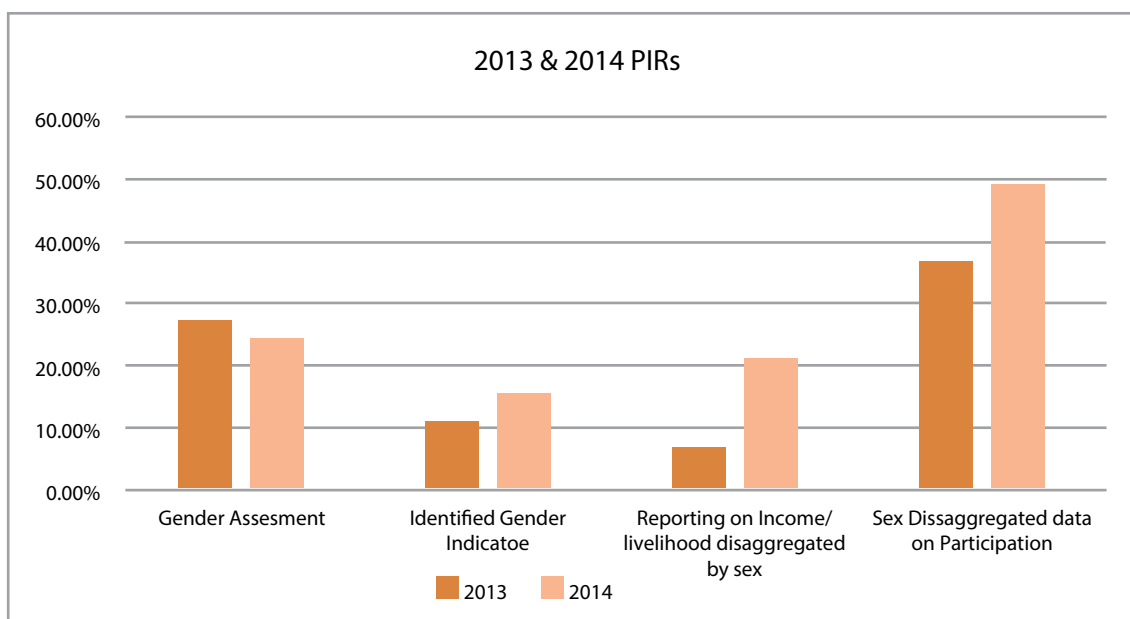
- A gender assessment was reported to have been undertaken and how was it used
- There is an easily identifiable gender indicator and targets
- Sex disaggregated data is included in reporting
- There is quantitative or qualitative reporting on livelihoods, income or quality of life
- Reporting covers social inclusion aspects

## 3. Comparison of reporting in 2013 and 2014 PIRs

**Table 4. Comparison of reporting in 2013 and 2014 PIRs**

	2013 PIR (sample size: 73)	2014 PIR (sample size: 61)
Gender assessment	20 ( 27.4 percent)	13 (20.6 percent) (3 stated plans for the future)
Identified gender indicator	8 (10.9 percent)	10 (15.8 percent)
Reporting on livelihoods, income or quality of life and/or women	5 ( 6.8 percent)	13 ( 21.3 percent)
Sex disaggregated data on participation	25 (34 percent)	31 (49.2 percent)

**Figure. 5 Comparison of reporting in 2013 and 2014 PIRs**



#### 4. Gender assessment

Both 2013 and 2014 PIRs were reviewed for reporting on gender assessment that had taken place during the project cycle. Among the 2013 PIRs, 20 projects (27.4 percent) reported on gender assessment whereas in 2014, this was lower at 13 projects (20.6 percent). However, three of the 2014 PIRs also explicitly state that there are plans for future gender assessment which, when reported, would bring the percentage back up to 24.5 percent of PIRs.

A clear example of reporting on gender assessment can be found in the 2014 PIR on ‘Integrated Land and Ecosystem Management to Combat Land Degradation and Deforestation in Madhya Pradesh’. This project aims to address unsustainable land management practices through supporting and promoting sustainable rural livelihoods, while simultaneously addressing environmental issues at the community level. The PIR identified the major barriers as: institutional barriers, economic and financial barriers and technology and knowledge barriers. The project strategy aimed at removing these barriers while simultaneously promoting ecologically sustainable rural livelihoods.

The reporting states that the Training Need Assessment (TNA) study of the nine project had conducted the gender assessments required for the capacity building and training of the Joint Forest Management Committee (JFMC) members. The outcome of the TNA study has been incorporated for developing the capacity building and training proposal for selecting an agency for implementing the programme. The identification of women as JFMC members for the capacity building programmes will be carried out based on the study and findings of the report.

What makes this reporting effective is that it: (a) states explicitly that gender assessment has been undertaken and gives the reason as: (a) for the capacity building and training of JFMC members; (b) explains that the findings had been taken into consideration during the capacity building and training segment; and (c) identifies the necessity of women’s participation as the outcome of the assessment. The outcome of this report is reflected in the following reported result:

Based on the recommendations of the Review Committee, modules for the training and capacity building of the Forest Committee members were identified. PMU initiated the process of identifying Forest Committee members that will receive training as community-level master trainers. At least 10 percent of these master trainers will be women. This result indicates that after the gender assessment recognized women's participation as a weakness and steps were taken to address the issue.

## 5. Identifiable gender indicator and targets

An identifiable gender indicator is distinguishable because it is designed in a way that will allow for the measurement of change for women and/or men as individual groups. This may be apparent through the specific use of the words women or men in the Results Framework. Collection of sex disaggregated data, by itself, may not be sufficient indicator of gender equality. However, sex disaggregated data substantiated with the 'story behind' any imbalances between women's and men's participation and information about what the project has done to correct these imbalances is more meaningful. Among the 2013 PIRs, 8 projects (10.9 percent) have identifiable gender indicators. In comparison, this has improved in 2014 with 13 PIRs (15.8 percent) with identifiable gender indicators.

A good example of a clear and identifiable gender indicator can be found in 'Strengthening Community-Based Forest and Watershed Management', a sustainable forest and watershed management project operating across six watersheds in Indonesia. The target is given as: "By the end of the project, at least 30 percent of members of CBOs for CBFWM, including women and landless, are technically proficient". In 2014, the result reported that 476 members of CBOs had participated in technical and non-technical training, of which 33 percent were women and that cumulatively, between 2010 and 2013, 1,659 participants had been trained. Without any further reporting, sex disaggregated data on the participation in training might not have meaning. However, further reporting on this project identifies women's participation as 'weak' point and goes on to describe several barriers preventing participation and gender equality, making an indicator to monitor female participation both suitable and useful.

## 6. Livelihood, income and quality of life

One of the main problems in the way developmental results are reported is that they are often not substantiated by meaningful data. One example of this is contained in a 2014 PIR:

"Women are the main field work force in the rural areas and as such they are the most vulnerable to contamination caused by POP pesticides. The removal of POPs pesticide waste and preventing it from spreading to cultivation land have benefited women and children".

The report does not provide any further detail regarding how women and children have benefitted (or not) from the project activities. It is an easy assumption to make that the rehabilitation of contaminated land will have a positive impact on women and children as the targeted beneficiaries, however the actual benefits are not demonstrated in the report. For example, have instances of poor health linked to pesticide contamination been lowered amongst women and children? Are they able to grow more crops and raise their income or improve food security?

In the 2013 PIRs, five projects (6.8 percent) reported qualitative or quantitative data on the tangible impacts on disadvantaged groups. Against this, 13 of the 2014 PIRs (21.3 percent) reported on qualitative or quantitative data on income, livelihood or quality of life.

Aspects such as an increase in women's income, new sustainable livelihood options and the acquisition of new skill sets are important for reporting. When reporting on income, it is also important to note that data is made meaningful when it is substantiated by information on access and control over income for disadvantaged groups.

## 7. Sex disaggregated data on participation

This continues to be a very strong area of reporting. In the 2013 PIRs, 34 percent of reports included sex disaggregated data on participation, and increased to 49.2 percent in the 2014 PIRs. However, while the inclusion of sex disaggregated data on participation is important, on itself it does not necessarily prove that participation was meaningful. This kind of data can be substantiated with deeper information regarding the nature of participation.

A good example of meaningful reporting on participation in workshops can be found in the 2014 PIR 'Expanding and diversifying the national system of terrestrial protected areas in the Philippines'. This is a biodiversity project aimed at reducing harmful human activities linked to the degradation of biodiversity in the Philippines. The strategies that were employed for this purpose included:

Addressing key barriers and establishing solid foundations for accelerated expansion of the terrestrial system in the Philippines in partnership with key organizations, local communities and other stakeholders, and supported by strong management capacities, and sustainable financing.

- Reporting sex disaggregated data on participation in workshops, and covering in detail concerns raised by women during the workshops.
- Female participants in workshop groups were concerned about the risk associated with environmental degradation, such as occurrences of La Niña, drought, increase in temperature and flooding, and landslides due to strong typhoons.
- Women also referred to other frequently encountered risks in the area near Mt. Naculod, which was experiencing soil erosion, and depletion of food and water supply.

This kind of reporting gives more meaning to the quantitative data that is routinely collected on male and female participation in workshops and training. By reporting female-specific concerns, women have been given the space to voice their concerns within the project. Reporting these concerns means that they have also been recorded.

## 8. Coverage of social inclusion in reporting

Reporting on social inclusion is almost entirely absent from the 2014 PIRs. There is some mention of disadvantaged groups, such as the landless and the elderly. At times, it is acknowledged that indigenous groups may face certain forms of discrimination. However, these statements are almost never substantiated with any detail. An example of this can be drawn from the 'Sustainable Land Management in Shifting Cultivation Areas of Nagaland for Ecological and Livelihood Security' project which reports:

"Formation of Land Use Committees (LUCs), which have representation from all sections and institutions of the village, including even the usually marginalized sections such as women and landless farmers, and their subsequently formed action plans which addressed issues such as food security and ecosystem balance have created an enabling environment for sustainable *jhum* and forest management systems".

The acknowledgement that landlessness may be linked to discrimination and marginalization is significant. However, this is not explored in any detail elsewhere in the report despite the existence of several entry points to explore intersecting forms of discrimination within this project, such as gender, landlessness and indigenous status.

The examination of social inclusion dimensions has not been significantly strengthened in reporting that had taken place in 2013 and 2014. This indicates that this is an area which could be strengthened significantly in future. Reporting on social inclusion is important in the context of gender mainstreaming, but it is equally important to address the structural implications of discrimination linked to disadvantaged groups in a project.



## 9. Overall conclusions on 2014 PIRs

The overarching conclusion drawn from a review of the 2014 PIRs is that the majority of the strengths and weakness are reflected in the 2013 PIRs.

- Reporting on gender tends to be restricted to the 'Towards Gender Equality' section of the PIRs. Even when issues are identified, they are usually restricted to this particular section and this makes it difficult to find substantiating data in the rest of the reporting. Rather than being a component that is routinely integrated into reporting, it seems that in 2014, GESI reporting continues to be treated as a separate objective to the overall project reporting.
- With regards to participation in project activities, quantitative sex disaggregated data is recorded/however mostly without the accompaniment of important information about the social implications of this data.
- Gender reporting is often not results-based and there are not always easily identifiable strategies within the reporting that have been implemented that are specifically linked to the achievement of gender equality. In many cases, it seems likely that project activities are in fact contributing to gender equality on the ground. However, reporting may not be doing justice to the significant work being done to address gender equality. In addition, the 'implicit' knowledge of project managers and team members is often not easily converted into 'explicit' reporting and this must be strengthened.
- Reporting on social inclusion continues to be largely absent.

# Annex 3:- More tools and resources

The following is a list of resources and tools within thematic groups that may provide further information on gender mainstreaming and gender-sensitive reporting within the environment and sustainable development portfolio:

## *Climate change*

Bridge- Gender and Climate Change Overview Report : Provides an overview of the cross cutting issues of gender and climate change and their many intersections.

UNDP Resource Guide on Gender and Climate Change: Outlines links between gender equality and climate change.

Training Manual on Gender and Climate Change : A training manual covering Gender Mainstreaming and climate change.

Briefs on Gender and Climate Funds: Clean Development Mechanism: Provides a list of recommendations on how to integrate gender sensitivity into CDM projects.

The Millennium Development Goals and Climate Adaptation: The Contribution of UNDP-GEF Adaptation Initiatives Towards MDG3: Discusses the nexus between climate change and promotion of MDG3: Promotion of Gender Equality and Women's Empowerment. Uses examples from the GEF portfolio.

## *Energy*

Sustainable Energy Services: The why and how of mainstreaming gender: Summarizes ways UNDP can strengthen gender in the sustainable energy portfolio.

Gender & Energy for Sustainable Development: A Toolkit and Resource Guide : A toolkit that outlines the linkages between gender and energy and provides suggestion son how to address energy poverty while integrating gender sensitivity.

Generating Opportunities: Case Studies on Energy and Women : Explores critical policy and programme design options to improve women's access to energy.

Incorporating Women's Concerns into Energy Policy: Factsheet on gender and energy policy for government.

Improving Women's Health by Reducing Indoor Air Pollutions: Factsheet on women's health and indoor air pollution.

## *Chemicals*

GM Guidance Series Chemical Management: Chemicals and gender : Guidance document describing linkages between development, gender and chemicals management.

Chemicals Management: The How and Why of Mainstreaming Gender: Outlines an approach to mainstreaming gender in chemicals management.

## *Biodiversity*

Biodiversity for Sustainable Development: Includes details on 'engendering during project design' and other entry points for gender dimensions of biodiversity.

## *Land/Water Use*

Factsheet: Water Governance, the Gender Dimensions : This is a brief factsheet on women and water governance.

Why Gender Matters: a Tutorial for Water Managers : A resource guide which examines the problems of water management and gender.

The Why and How of GM in Sustainable Land Management: Summarizes ways the UNDP can strengthen gender sensitivity in land management policy.

GM Guidance Series: Mother Earth, Women and Sustainable Land Management: Provides practical guidance on gender mainstreaming in sustainable land management.

## *Crosscutting issues*

UN-SWAP Framework: Primary resource for Gender Mainstreaming policy within the UN at an institutional level.

GEF: Roadmap for Gender Equality : Outlines the GEF policy on Gender Mainstreaming

GEF Gender Factsheet : Outlines key facts related to Gender Mainstreaming

Mainstreaming Gender at the GEF : Designed to discuss successes and challenges as well as to stimulate more discussion and feedback from the public.

Leading Resilient Development - Grassroots Practices & Innovations: Speaks about the strong links between building resilience to disaster and climate change for women and advancing development priorities.

Gender Equality Strategy 2014-2017 : The basic framework for integrating gender mainstreaming and the empowerment of women into all work undertaken by UNDP.

Gender Considerations in Environmental Projects of UNDP: Case Study: Assesses gender considerations and contributions to gender equality and empowerment of women in on-going UNDP environment projects in Bhutan.

Powerful Synergies: Gender Equality, Economic Development and Environmental Sustainability: Provides an overview of the links between the advancement of human development and the achievement of gender equality. The document contains a collection of papers by both scholars and practitioners exploring the connections between gender equality and sustainable development across issues such as energy, health, education, climate change, human rights, urbanization and food security.

Fast Facts: Gender and Environment: Fact sheet providing a summary of UNDP's interventions in gender equality and the environment.







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