



Gender Analysis Guide

A technical tool to inform gender-responsive environmental programming for IUCN, its members, partners and peers

Spring 2021



About IUCN

IUCN is a membership Union uniquely composed of both government and civil society organisations. It provides public, private and non-governmental organisations with the knowledge and tools that enable human progress, economic development and nature conservation to take place together.

Created in 1948, IUCN is now the world's largest and most diverse environmental network, harnessing the knowledge, resources and reach of more than 1,400 Member organisations and some 15,000 experts. It is a leading provider of conservation data, assessments and analysis. Its broad membership enables IUCN to fill the role of incubator and trusted repository of best practices, tools and international standards.

IUCN provides a neutral space in which diverse stakeholders including governments, NGOs, scientists, businesses, local communities, indigenous peoples organisations and others can work together to forge and implement solutions to environmental challenges and achieve sustainable development.

Working with many partners and supporters, IUCN implements a large and diverse portfolio of conservation projects worldwide. Combining the latest science with the traditional knowledge of local communities, these projects work to reverse habitat loss, restore ecosystems and improve people's well-being.

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With significant inputs from colleagues in various Secretariat programmes, offices and units, this guidance was developed by the IUCN Global Programme on Governance and Rights (GPGR) gender team. IUCN GPGR supports implementation of the Union's commitment to gender equality and women's empowerment through knowledge development and dissemination; capacity building and technical support; policy guidance; and implementation of gender-responsive approaches through a wide range of programmes, projects and partnerships.

For more information, contact the team at gender@iucn.org. Find many more resources and tools – and submit yours! – in the Gender and Environment Resource Center, housed at genderandenvironment.org.

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Version 1.0	March 2021	This document is inspired by and builds on IUCN's 2013 <i>Framework for Conducting a Gender Analysis</i> , as well as previous versions and applications of that tool. Updates include but are not limited to: revising purpose and structure to align with IUCN's 2018 Gender Policy, refreshing content and examples, updating domains, adding recommended reading and further guidance links, adding new substantive guidance on gender-based violence and gender action planning along with other annex material, and including inputs from gender-focused colleagues across the Secretariat.

Key terms

The following non-exhaustive list of key terms¹ will be useful to reviewing and applying information from this Guide. For a complete updated **IUCN Glossary of Key Gender Terms**, see [here](#).

Gender

Distinct from biological sex (that is, male / female), gender is the sociocultural construct that distinguishes, describes and generally characterises the roles, behaviours and activities that are expected and deemed acceptable for men and women and those of different genders, influencing the relationships between and among them. Generally thought of on a feminine-masculine spectrum, gender has bearing on power dynamics between individuals and groups. Gender is based on social, cultural, political and economic values, beliefs and structures; and thus, gender roles and relationships are dynamic, change over time, and vary widely between and within cultures.

Gender analysis

A gender analysis is a socioeconomic and sociocultural analysis of gender data and gender dynamics in a given context or locale, typically conducted in order to better understand gendered power dynamics between groups and individuals and to inform a given project or programme development and implementation. Gender analyses aim to gather and analyse data and information at multiple levels across key interlinking domains (see more below).

Gender-based violence

A violation of human rights, gender-based violence (GBV) is any harm or potential of harm perpetrated against a person or group on the basis of gender. GBV encompasses many forms and

expressions of violence, including but not limited to: physical, sexual and emotional abuse; sexual harassment; stalking; rape, including “corrective” rape and rape as a tactic of conflict; domestic violence and intimate partner violence (IPV); child marriage; human trafficking; honour killings; female genital mutilation; cyber-based harassment and stalking; property grabbing and disinheritance. With expressions both public and private, forms of GBV can overlap and reinforce each other (e.g. physical violence to enable property grabbing).

Gender data (or gender statistics)

Gender data, or gender statistics, are data that capture information on the lived realities of women and men and those of diverse genders. Gender statistics include data disaggregated by sex or gender; data pertaining specifically to women or men, or those of diverse genders; and data that captures specific gender issues.

Gender disaggregated / Sex-disaggregated data

Gender disaggregated data is that which is broken down, tracked, and evaluated and communicated by gender (e.g., numbers of women and men receiving direct benefits) for the purposes of illuminating or overcoming gender gaps. **Sex-disaggregated data** breaks down data by sex (e.g., numbers of males and females in a population, or levels of primary school enrollment). These terms are often used interchangeably, but they are not the same. While the majority of governments collect binary sex-disaggregated data, for example in national household surveys, increasing attention to gender-disaggregation is slowly becoming norm.

¹ These definitions draw from standard definitions used by the United Nations, including UN Women Training Centre, UNICEF and WHO gender resources, and others; sources are also included in IUCN's Glossary of Key Gender Terms.

Gender equality

Gender equality is the state in which all people, regardless of their gender, have equal rights, freedoms, conditions and opportunities. It does not mean that people – for example women and men – become the same, but rather that they have equal life chances and are valued equally. This applies not only to equality of opportunity but also to equality of impact and benefits arising from economic, social, cultural and political development – as well as opportunity to shape and influence those values, norms and systems.

Gender equality and social inclusion (GESI)

GESI is a concept that aims to understand and address unequal power relations between different social groups. The GESI approach to development focuses on the need for action to re-balance these power relations and ensure equal rights, opportunities and respect for all individuals regardless of their social identity.

Gender gap(s)

A gender gap describes a point of inequality (e.g., difference between women's and men's representation in parliament). Gender gaps refer to the disparities between men and women, as well as other gender identities, that result in gender inequality. Gender gaps reflect social, political, academic, and/or economic attainments and/or attitudes that impact how women and men access education, economic, health, political and scientific opportunities, power, rights and services. Across conservation, environment and sustainable development sectors, these gender gaps included the ways in which

women and men have unequal access to (and benefits from) natural resources and services in relation to decision-making, governance, financial and productive resources, opportunities and roles.

Gender indicators

Gender indicators are those used to measure changes in gender-related issues over time (e.g., the changes in the status or situation of women and men, such as levels of poverty or participation) as a result of a particular policy, programme or activity.

Gender responsive

Gender responsiveness is identifying and understanding gender gaps and biases, and then acting on them, developing and implementing actions to overcome challenges and barriers toward improving and achieving gender equality. In comparison to *gender sensitive*, gender responsive has come to mean more than “doing no harm”; it means “to do better”.

Intersectionality

Intersectionality recognises the interconnectedness of socially constructed categories, such as ethnicity, age, class and gender, which inform a person's or group's relative privilege or disadvantage. An intersectional approach aims to understand the complex way in which the historical and ongoing effects of multiple forms of discrimination (such as racism, sexism and classism) combine, overlap or intersect and attempts to recognise and improve the impact of these effects on the experiences of individuals.

Top three takeaways

- Gender analysis – a socioeconomic and sociocultural analysis conducted to explore gendered power dynamics, opportunities and constraints in a given context – is a fundamental basis for a gender-responsive approach.
- Gender analysis is required at IUCN as part of the Gender Equality and Women's Empowerment Policy, and it is further required by most major partners and supporters. This tool helps programme and project teams do it.
- Key issues and associated recommendations identified in a gender analysis should inform programme and project design and every stage of the project cycle, for example influencing gender-responsive strategies, partnering, indicators, budgeting and communications.

1. Introduction

Healthy ecosystems underpin life. They are rich in variation, with each part – large and small, visible and less visible – playing a critical role in the web of sustainability. People are also part of ecosystems, and we too play different roles in ensuring their sustainability.

Our roles and how we use, access and control ecosystem services and natural resources are largely governed by sociocultural structures, norms and power dynamics that are shaped by our identities, including gender, age, ethnicity, (dis)ability and other factors. These dynamics affect our experiences of privilege and disadvantage, our priorities and values and our capacity for resilience or our vulnerability to unexpected changes. For instance, women and men have unique, often complementary, roles in how they access, use and manage ecosystem services and natural resources, and they often have differentiated knowledge because of their diverse relationships with resources.

In many contexts, despite women's direct reliance upon and roles in day-to-day natural resource and ecosystem management, they experience discrimination, marginalisation or exclusion in accessing and controlling those resources. Women's presence, participation and representation is often minimised in governance processes and official decision-making over natural resources and services. In some cases, gender-based violence (GBV) is used to restrict women's access to, control of and benefit from resources.

Given the unique roles and experiences people have in relation to and with the environment, ending discrimination and championing inclusive participation and decision making is important for effective human rights-based approaches for ecosystem sustainability and natural resource management. Evidence shows that, across sectors, advancing gender equality and women's empowerment, leadership, participation and meaningful inclusion and benefits has multiple and widespread benefits, including for more sustainability, well-being and resilience for all.

What are the benefits of advancing gender equality and women's empowerment?

Evidence from around the world shows that gender equality matters for sustainable development and conservation. Examples from across environmental sectors and natural resource governance systems demonstrate that addressing gender gaps is important for effective environmental outcomes; for example:

- Gender-balanced community forest groups perform consistently better in all forestry functions, such as protection of plantings and forest regeneration.¹
- Engaging and supporting women as stewards for key fishery resources has improved the enforcement of regulations of nearshore ecosystems in the Philippines and Vietnam.²
- Countries with more women representatives in national parliaments adopt more ambitious climate change policies.³ Women's representation in parliaments has also been linked to more national action to set aside protected land areas.⁴

Despite this powerful evidence, many gender gaps persist, with profound impacts on meeting human rights and sustainable development objectives.

Data such as the following underscores this:

- Studies show that women and children are 14 times more likely than men to die due to climate disasters,⁵ and women and girls make up 80% of those displaced by climate change.⁶
- Globally, women make up an average of 43% of agricultural labour but have access to 5% of extension services, including those designed to address environmental degradation and climate change.⁷
- Examples demonstrate that not incorporating information on women's unique roles and needs is a missed opportunity for environmental programming that can result in poor project outcomes.⁸
- IUCN's research shows that as environmental programming addresses power dynamics that include those between women and men, projects can not only miss an opportunity to address gender gaps, but also unintentionally exacerbate them, including risking increased GBV.⁹

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- 1 Agarwal, B. (2009). "Gender and Forest Conservation: The Impact of Women's Participation in Community Forest Governance." *Ecological Economics*. Vol. 68. Issue 30. At: https://www.researchgate.net/publication/46490461_Gender_and_Forest_Conervation_The_Impact_of_Women%27s_Participation_in_Community_Forest_Governance
 - 2 J. Siles et al. *Advancing Gender in the Environment: Gender in Fisheries - A Sea of Opportunities*. IUCN and USAID. 2019. [\[link\]](#)
 - 3 A. Mavisakalyan and Y. Tarverdi. "Gender and climate change: Do female parliamentarians make a difference?" *European Journal of Political Economy*, 56. 2019. [\[link\]](#)
 - 4 C. Nugent and J. M. Shandra. "State Environmental Protection Efforts, Women's Status, and World Polity: A Cross-National Analysis." *Organization Environment* 22 (2). 2009. [\[link\]](#)
 - 5 UNDP (2013). Gender and Disaster Risk Reduction. New York: UNDP: <https://www.undp.org/content/dam/undp/library/gender/Gender%20and%20Environment/PB3-AP-Gender-and-disaster-risk-reduction.pdf>
 - 6 Aguilar, L. (2004) Climate change and disaster mitigation. Gender makes the difference. Gland: IUCN and Women's Environmental Network (2010). Gender and the Climate Change Agenda: The impacts of climate change on women and public policy. Women's Environmental Network. Available at : <https://www.gdnonline.org/resources/Gender%20and%20the%20climate%20change%20agenda%2021.pdf>
 - 7 FAO (2011). The State of Food and AgricultureL Women in Agriculture, closing the gender gap for development. FAO: Rome, Italy. Available at: <http://www.fao.org/3/i2050e/i2050e00.htm>
 - 8 J. Siles, M. Prebble, J. Wen, C. Hart, and H. Schuttenberg (2019). *Advancing Gender in the Environment: Gender in Fisheries - A Sea of Opportunities*. IUCN and USAID. Washington, USA: USAID. 68pp.
 - 9 Castañeda Camey, I., Sabater, L., Owren, C. and Boyer, A.E. (2020). Gender-based violence and environment linkages: The violence of inequality. Wen, J. (ed.). Gland, Switzerland: IUCN. 272pp: <https://doi.org/10.2305/IUCN.CH.2020.03.en>

IUCN's commitment to gender equality and women's empowerment

IUCN recognises gender equality as a prerequisite to effective conservation and sustainable development. It is committed to furthering gender equality as a matter of fundamental human rights and as a necessary condition for achieving benefits for the environment, natural resources and the people who depend on them. This commitment is most recently outlined in IUCN's 2018 [Gender Equality and Women's Empowerment Policy](#) (later referred to as the Gender Policy), which requires gender-responsive programming across IUCN's portfolio.

A **gender-responsive approach aims to identify, understand, and take steps to improve gender gaps**, including the gender-based discriminations, biases, and – in worst cases – abuses that actually undermine effective, equitable, efficient and sustainable conservation and sustainable development, as well as to identify and build upon opportunities for women's empowerment and gender equality, specifically and proactively.

Conducting a gender analysis is a foundational and substantive part of a gender responsive approach for IUCN projects. In addition to being required by a majority of major donors and partners, gender analysis is required by IUCN's Gender Policy for all IUCN projects. A gender analysis identifies and generates information needed for good and equitable governance of natural resources and sustainable development. The opportunities and recommendations identified through gender analyses can and should shape innovative, inclusive, equitable and transformative efforts across IUCN, its network of Commissions, members and partners, as well as the wider conservation and sustainable development community.

About this guide

This guide is primarily geared for project developers, managers and implementation staff in IUCN Secretariat and Commissions, as well as IUCN members, partners and peers. It provides information, tips and tools that can help conduct and apply the findings of gender analyses.

This guide offers several distinct and coordinated sections, including:

- A gender analysis overview;
- IUCN's recommended core domains of a gender analysis, with detailed descriptions in Annexes One-Six;
- A dedicated section on GBV considerations in gender analyses; and
- Templates for many common actions (e.g. recruiting a gender expert, developing an action plan,) with many more recommended guidance tools and resources embedded throughout.

Please note, this guidance is not a formula.

Project teams should review this guidance in the initial stages of a project to help determine information needed for a gender analysis and how the findings from a gender analysis might influence project approaches, strategies, partnerships, indicators, budgets and envisioned outcomes. Then, project managers should consult with teams, partners and specialists to discuss and adapt or add to this guidance based on the project target area, sectors and other needs. Project teams should also consult with donors and other supporting partners: many have their own clear guidance to follow.

Gender analysis as part of IUCN's specific project cycle requirements

IUCN projects and programming are guided by and must comply with the Project Guidelines and Standards (PGS),¹⁰ the Project Appraisal and Approval System (PAAS) for concepts and proposals (modules 2 and 3 respectively), and the Environmental and Social Management System (ESMS),¹¹ according to the respective requirements and project budget size. Gender is mainstreamed throughout these processes and tools are already available on the PGS webpages.¹²

IUCN's Gender Policy complements these and, as noted elsewhere, requires gender analysis as a core element to a gender-responsive approach. As such, this guide is intended as a tool toward meeting these requirements.

Under IUCN's project and programmes development process and according to Module #2 of the PGS on project identification and conceptualisation, project proponents or managers are required to think about **gender; namely, to plan and fill out information about the project gender equality strategy¹³ and gender marker.**¹⁴ They need to consider and indicate,

for example, the level of attention devoted to gender considerations and outcomes via the gender marker scale and identify if the area-based project(s) will be required to conduct gender analyses.

- An *area-based project* (or field project) will invariably benefit from a gender analysis because it will provide key context-specific information related to social and gender dynamics and cultural norms and practices that are essential to effectively design, implement and monitor project approaches and results. They can also inform better understanding of and recommendations for stakeholders, beneficiaries and partner arrangements.
- At the same time, *non-area-based projects* linked to policy, strategy development or planning benefit from a gender analysis, for similar reasons – particularly as areas of thought leadership can inform and influence the planning and implementation of area-based projects. Several donors, as discussed throughout this guidance, have specific requirements for gender analyses and offer their own preferred templates.

10 PGS modules and tools are available [here](#).

11 ESMS guidance and documents are available [here](#).

12 These tools include an overview [Presentation on gender mainstreaming](#).

13 [Gender equality strategy and gender marker](#) and [Concept template](#).

14 IUCN uses the Gender Marker to track its financial allocation to gender equality and empowerment. Gender mainstreaming will ultimately have to be realized in the proposal phase through gender analysis, the theory of change, the project description, the results framework, the risk analysis and the budget. At the concept stage, the Gender Marker is provisionally set according to the key objectives of the project. The Project Manager is responsible for the identification of the Gender Marker.

IUCN project cycle key terms

IUCN projects are those for which IUCN is the entity legally responsible, irrespective of the project implementation arrangement and the entities involved in its execution.

Area-based projects (or field projects) are defined as projects where resources are provided in form of technical assistance, physical investments (infrastructure, technology or equipment) or financing to bring about changes in skills, knowledge, attitudes, behaviours and/or practices of institutions or individuals within a defined geographical area.

Non-area-based projects do not provide resources for activities on the ground, they do not deploy inputs such as technical assistance, physical investment or financing in a defined geographical area. The following types of projects are considered non-area-based projects:

- Global/regional/national projects that contribute to policy, strategy development or planning, advances global knowledge - provided the project does not involve any actions on the ground;
- Projects analysing biophysical or spatial data, assessing or monitoring status of ecosystems, biodiversity or species including presentation of data in form of a database, maps or through web-based platforms (e.g. Red List of Species, Red List of Ecosystems, IBAT etc.) - provided the project does not involve any actions on the ground;
- Preparation and dissemination of position papers, scientific paper, reports, documents and communication materials;
- Organisation of events, workshops, stakeholder meetings, conferences or trainings;
- Partnership coordination and management of networks;
- Strengthening capacities of partners to participate in international negotiations and conferences;
- Projects related directly to roles where IUCN provides statutory advisory services to intergovernmental processes with their own oversight policies and procedures in relation to the types of issues covered by environmental and social management system (ESMS);
- Projects that support the internal development of IUCN.

2. Gender analysis overview

What is a gender analysis?

A **gender analysis is a process of collecting and interpreting information to identify, understand and describe gender dynamics** with respect to different roles and norms in a given context and among individuals and social groups (e.g., as related to class, age, (dis)ability, ethnicity, race, sexuality, etc.). It investigates the relevance of these dynamics to how women and men access resources, services, opportunities and benefits; how these dynamics are maintained (e.g., through cultural norms, beliefs, institutional systems and gaps); and the ways in

which women and men challenge and transform existing inequalities. A gender analysis helps explore influences and impacts of gender roles and norms on diverse people's lives at different levels: from the micro (family, community, project interventions, etc.), to the meso (service delivery systems, institutions, local government, etc.), to the macro (national-level policies, laws, development planning, etc.) levels. More to the point: **a gender analysis explores gendered power dynamics, opportunities and constraints – all of which impact and provide a foundation for any project – and makes a range of recommendations to inform action.**

Understanding interlinked factors that determine diverse people's real lives

Gender is one facet of a person's life. Gender intersects with other sociocultural aspects/identities, such as class, age, (dis)ability, ethnicity, indigeneity and sexuality, which altogether impact a person's lived reality and experiences of disadvantage or privilege.

Intersectionality describes the complex way in which the effects of multiple forms of discrimination (such as racism, sexism and classism) combine, overlap or intersect and attempts to recognise the impact of these effects on the experiences of individuals and groups.

According to the Gender Analysis Toolkit by Mangroves for the Future (2018) (available [here](#)):

“Treating **intersectionality as the core of the gender analysis is an added value as it helps capture the diversity of women's and men's lives and provides a fuller understanding of gendered power relations.** It allows for the analysis to go beyond reducing gender to roles or relations to capture other forms of inequality and recognizes that:

- women's lives are not all the same; the interests that women have in common may be determined

as much by their social positioning or their ethnic identity as by being a women;

- life experiences, needs, issues, and priorities vary for different groups of women depending on age, ethnicity, disability, income levels, employment status, marital status, sexual orientation and whether they may or may not have dependents;
- different strategies may be necessary to achieve equitable outcomes for women and men and different groups of women and men.”

IUCN asserts that a truly gender-responsive approach is one that takes into account intersectionality as foundational to understanding and attempting to improve people's lives, livelihoods and well-being. Many projects and partners use **Gender Equality and Social Inclusion (GESI)** frameworks and tools to help guide their approach. The following are useful, practical tools to consider:

- [Gender Equality and Social Inclusion \(GESI\) Toolkit for Health Partnerships](#)
- [Fiji Women's Fund's Gender Equality and Social Inclusion Toolkit](#)

- Gender Equality and Social Inclusion Mainstreaming Strategy: Promoting Transformational Leadership and Social Justice in Natural Resource Management and Climate Change, from the Hariyo Ban Programme (2013) (available for download via [ClimateClinks.org](https://climateclinks.org))

Finally, remember that **gender is about everyone, including men and boys**. While women and girls, as well as those of diverse genders, tend to be the ones feeling the varied brunt of gender-based inequalities, men

and boys are certainly not a homogenous group, nor do they all experience power, privilege, vulnerability and risk the same. An inclusive gender-responsive approach aims to understand and take steps to ameliorate any gender-based gap, including examining the sociocultural and economic expectations of/for men and the pressures of hegemonic patriarchy. Men of a certain socioculturally defined caste or working in a certain sector, for example, may be a target stakeholder and beneficiary group.

A gender analysis represents a key opportunity to effectively plan, design and/or modify project approaches for more effective and equitable results. It sets a common understanding for partners on gender and social inclusion issues and identifies opportunities for reducing gender gaps. A gender analysis is key for developing the project's theory of change¹⁵ and establishing what the project will do (e.g., project activities). It is instrumental for developing the project's results framework (or logical framework) by supporting the team to formulate gender-responsive

results (e.g., impacts, outcomes, outputs) and respective indicators and targets (e.g., mid-term and end-of project targets). It can be a powerful communication and advocacy tool, as well.

A gender analysis cannot be a box-ticking, stand-alone activity: the information gathered should be integrated into the lifecycle of a project, informing clear recommendations for approaches and/or needed adjustments to improve gender-responsive activities and results.

What will a gender analysis cost?

A gender analysis at any scale is going to involve some investment of resources – which may include dedicated staff time to conduct desk research, working with gender specialists or hiring a local expert or allocating budget to ensure inclusive stakeholder consultation and feedback.

Budget needed for a gender analysis is different for every project and can depend on the scale of the project. For example, if it is a multi-year project involving activities in local communities, project managers could incorporate budget for consulting with gender experts and involving them in desk research and/

or field work. Investing and allocating budget toward involving local gender experts or consulting gender specialists can be worth it and actually save money in the long run, especially if the team does not have someone with experience in social inclusion, gender-responsive approaches and gender mainstreaming.

Projects should ensure there is adequate time and space allocated to conduct the analysis—*even if it is unfunded and desk-based*. It is no easy task to become acquainted with a (diverse) community's realities in a short period of time – what appears on

15 See the Gender and Theories of Change discussion note from Hivos for more information: https://www.researchgate.net/publication/282976319_Gender_and_theories_of_change

the surface may not always be what happens “in real life”. Taking the time to do this analysis from a gender lens allows for better seeing power dynamics and other conditions that could impact the project.

In project planning, there are often no funds available to compensate for developing proposals. In these cases, a cursory gender analysis (e.g., review of secondary

data sources) may be included in a proposal, with commitment to a more in-depth gender analysis once the project is accepted when teams can invest in primary data collection and consultation with local gender experts. In fact, **making the case to donors and partners to invest in more robust gender analyses and disaggregated data collection is a powerful gender-responsive strategy in and of itself.**

Why is a gender analysis needed?

Aside from meeting institutional gender commitments of IUCN¹⁶ and donors, and aligning with international standards and frameworks, **projects are more effective, efficient and sustainable when there is equitable participation, management and benefit distribution for women and men.** This starts with clearly understanding the potential gender-based barriers and risks, as well as solutions to overcome them, through a context-specific gender analysis.

A gender analysis helps to ground a project in the lived reality of the women and men who are integral to any initiative's success. Using a ‘gender lens’ informed by a gender analysis facilitates a gender-responsive approach, through which projects can visualise existing differences and inequalities between women and men and formulate strategies to safeguard against risks. Clear communication and consultation with a wide range of diverse stakeholders is also fundamental to inform this approach.

For area-based (or field) projects, a detailed gender analysis is critical. For other projects, such as a policy review or guidance or a research paper, a review and integration of key gender considerations is also fundamental, while an in-depth local-level gender analysis may not be needed or appropriate. In these cases, a desk review of available global/regional/national gender statistics; women's political representation, movements and organisations; existing gender literature on the topic; and other directly relevant factors is always recommended as it enriches information and aligns with IUCN's policy commitments to gender equality and women's empowerment. In any case, the questions throughout this guidance document should help provide additional discussion points for project teams, reveal areas where gender could or should be considered in further detail or identify approaches that need to be modified in order to unlock opportunities for gender-responsive action and avoid gender-based risks.

16 See the IUCN 2018 [Gender Equality and Women's Empowerment Policy](#)

Check donor requirements and guidance on gender mainstreaming

All the major international funding mechanisms, as well as many regional mechanisms, have mandates on gender and (to varying extent) gender-responsive approaches for recipients of funds. The Green Climate Fund (GCF), the Global Environment Facility (GEF), the Adaptation Fund, the Asian Development Bank, the African Development Bank and the Caribbean Development Bank, for example, all have gender strategies, policies and/or action plans to guide implementation of commitments to gender mainstreaming within their work.

Many donors have gender mainstreaming guidance specific to the donor's project cycle, conducting a gender analysis, developing a gender action plan and establishing a gender-responsive results framework. Check with the donor to help determine what information may be useful to include in a gender analysis and if they offer support at various stages of the project. Links to several donor guidelines can also be found in [Annex Seven](#).

Who is responsible for the gender analysis?

Gender is everybody's business. Every staff person bears responsibility to some extent according to IUCN's Gender Policy; and thus, this document aims to help any staff or partner understand the purpose of and process for gender analyses.

However, **the programme or project manager is responsible for ensuring a gender-responsive approach, including the development and application of a gender analysis.** This may vary depending on the programme development process in a given region/ office/ programme.

If a project team does not have existing capacity to conduct a gender analysis, the project can contract the help of gender specialists (especially local experts) and advisors to help facilitate the process, build the gender capacity of a project team and advise on strategies for mainstreaming gender throughout the project. Specialists with expertise and knowledge on GBV can help develop mitigation and response procedures and should guide the development of safeguards. Additionally, involving local women's groups and gender-focused organisations in the target area(s) as key stakeholders and drawing on their specialised knowledge of the context also helps provide insights and guidance that could otherwise be

lost or overlooked. (See [Annex Eight](#) for an example terms of reference for contracting gender specialists.) This approach requires budget and therefore project teams will need to plan for it in the design and proposal stages of projects. Once a gender analysis is done, the entire project team is responsible for familiarity with the content and its recommendations.

When should a gender analysis be done?

Ideally, conducting a gender analysis is among the first steps in developing a project and should coincide with a situational analysis and/or the preliminary screening for adverse social and environmental impacts. This is because **the results of a gender analysis should inform all stages of the project, including: engaging stakeholders (who, when, how); developing activities and indicators; allocating budget; selecting partners; staffing; monitoring, evaluation and learning; and communications and reporting.** If a gender analysis was not conducted at the beginning of the project, there is still value in doing one later – including for example during the implementation phase at the beginning of the project, as part of a mid-term review or when exploring taking a pilot to scale. Reviewing and collecting information based

on the questions in this framework and recording the information in a report can also be powerful sources for information and data going forward, including for other projects. In addition, conducting a later-stage analysis can still inform necessary changes in an active project (i.e., in implementation), and it might reveal previously overlooked considerations in activities and indicators. This is not uncommon. These important lessons can be captured and communicated (e.g., in final reporting) to help ensure future projects are more gender-responsive.

What information should it include?

Gender dynamics are part of every society, and yet unique to every society; so, gender analyses should reflect this by obtaining information specific to the context at hand. **A gender analysis should include qualitative and quantitative information to help explore, make visible and recognise who does what type of work, levels of participation, existing sociocultural norms and systems, patterns and power over time use, and overall power relationships.**

For example, to develop a reforestation or restoration plan that adequately meets its objectives, it would

be key to understand the different tree species that are priorities for women and men, and why they are priorities, helping to ensure that activities in the project do not inadvertently take away from or miss opportunities to enhance women's or men's livelihoods.

A gender analysis should include three basic structural parts:

- An introductory context (i.e., as relevant to a given programme or project context);
- Data, information and discussion of gender considerations across six key, overlapping domains (see below); and
- Analysis around key findings and recommendations (see next section, *Applying the Information Gathered*).

A foundational, introductory section of a gender analysis will usually aim to capture as much of the “big picture” as possible regarding the status of women and diverse sociocultural groups and of gender equality in a given context. Below are some examples of questions that might be useful to consider in building a foundational section. This list is by no means exhaustive and should be used as inspiration. Much information in this section can be gathered via desk research.

Foundational guiding questions	
Population demographics	<ul style="list-style-type: none"> How many people comprise the communities (disaggregated e.g., by sex, ethnicity and age)? What is the poverty level by sex, ethnicity and age? What types of family structures exist, and are most prevalent, within the communities? (e.g., men and women as household heads)
Education	<ul style="list-style-type: none"> What is the literacy rate by sex, ethnicity and age? What is the level of education by sex, ethnicity and age? What is the school dropout rate by sex, ethnicity and age? Are there any constraints or barriers for girls and boys to attend or finish school?
Health	<ul style="list-style-type: none"> What are top health concerns disaggregated by sex, age and ethnicity? (e.g., food insecurity, malnutrition, anaemia, etc.) Is traditional medicine practiced? What type? Who is using it? What information is available on the prevalence of GBV? (e.g., female genital mutilation, child marriage, domestic violence, etc.) What basic community services are provided and in what condition (e.g., water, electricity, sanitation)?
Property and finance	<ul style="list-style-type: none"> Who owns property, business and land (disaggregated by gender, marital status, age)? Who has access to financial services like bank accounts, credit and loans? Is there information on access to financial services for women and men? Are there barriers to equal access?
Decision making and organisations	<ul style="list-style-type: none"> How many women and men are represented in different levels of government and decision making in both state and traditional governance systems (e.g., ministerial, districts, councils, villages, etc.)? How do women and men participate in natural resource value chains? How do women, men and other social groups such as youth and Indigenous people participate in governance structures? Are there any types of women's organisations at national and/or local levels? How do women's organisations participate in natural resources decision-making governance spaces (e.g., natural resource cooperatives, community management groups, etc.)?

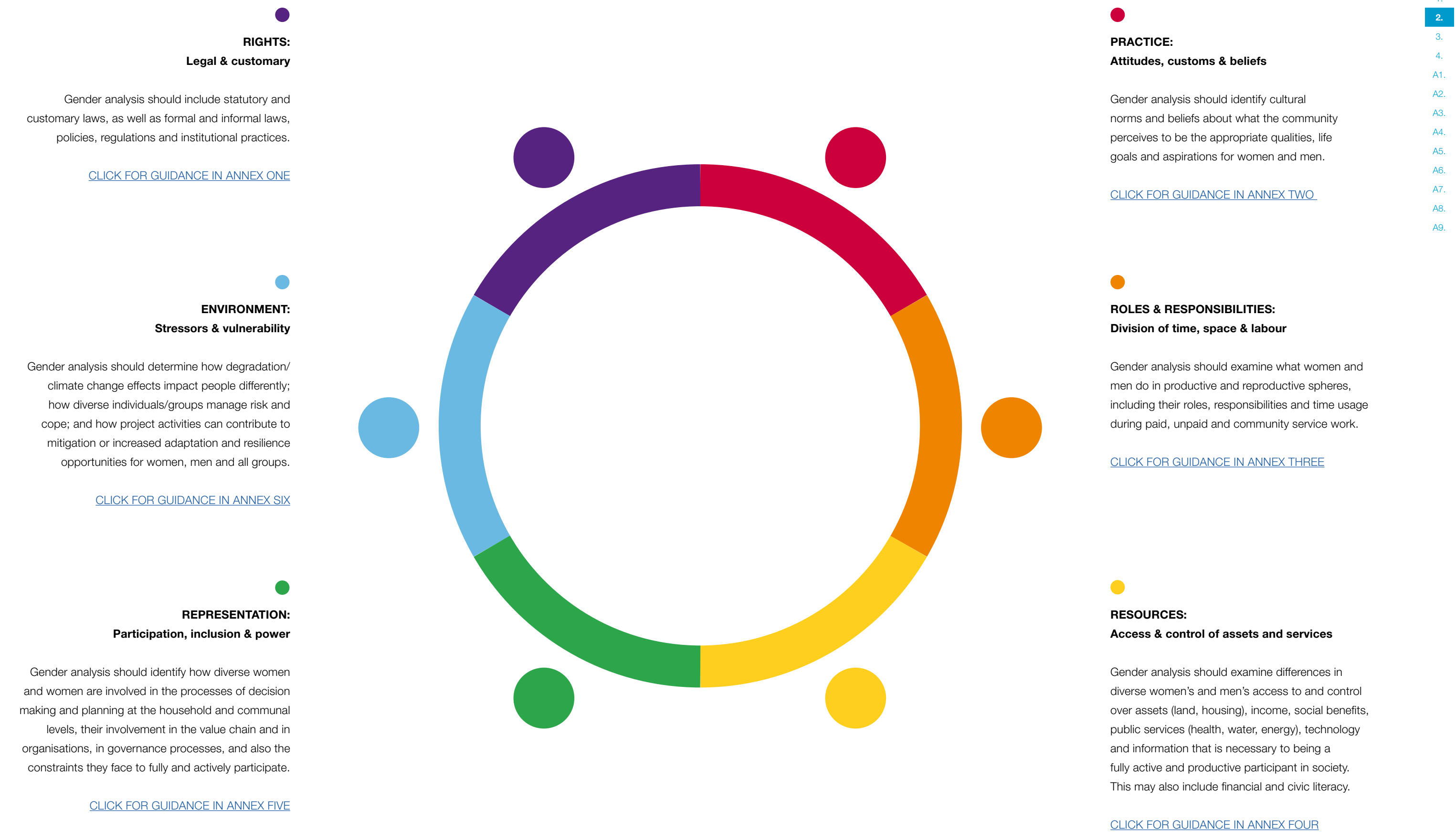
Then, as a conservation and sustainable development organisation, IUCN suggests that a gender analysis should explore gendered power dynamics, inequalities (or gaps) and enabling conditions and opportunities across **six core themes** (see Figure 1), including specifically the gendered environmental issues and stressors in a given context (e.g., climate vulnerability).

These themes are interconnected, and information from one may be applicable or influenced by another

theme. The division of these six themes are for illustrative purposes as one way to organise and collect relevant information in a gender analysis; however, in conducting a gender analysis, project teams may tailor the themes to highlight the linkages or specific issues within the project context.

Use Figure 1 to explore a brief summary of each theme and click each to access annexed resources on how to tackle each.

Figure 1: IUCN's core gender analysis themes



Common gender analysis “domains”

Gender analysis has been a standard tool for decades.¹⁷ Many gender analysis guidance notes exist, including excellent ones from across IUCN member, partner, donor and peer organisations. Note that, in guidance, many refer in slightly different language to “core domains” or core themes to include and address in a gender analysis.

For example, USAID’s domains¹⁸ include:

- Laws, Policies, Regulations and Institutional Practices
- Cultural Norms and Beliefs
- Gender Roles, Responsibilities and Time Use
- Access to and Control over Assets and Resources
- Patterns of Power and Decision-making

WWF’s Environment and Disaster Management programme¹⁹ modified these a bit to suit their environment-focused work, for example referring to core domains as:

- Access
- Knowledge, beliefs and perception
- Practices and participation
- Time and space
- Legal rights and status
- Power and decision-making

Other organisations and donors, such as the Government of Canada,²⁰ refer to Harvard’s Analytical Framework (1985), which essentially frames analysis around three interlinked sets of questions:

- Who does what?
- Who has access to what, who controls what, and who benefits?
- Who and what are influencing factors?

To determine which framework is optimal, consider what your end goals are and choose accordingly. If you are developing a gender analysis for a specific partner or donor, consult their specific preferred guidance and frame your process and analysis as such. **But all gender analyses are fundamentally trying to accomplish the same thing: clarity and insight into diverse people’s challenges and constraints, and capacities and opportunities, in order to inform a better programme, project or other intervention.** At IUCN, a special additional focus on gender dynamics related to the impacts of (and, as appropriate, opportunities in addressing) environmental stressors and threats is encouraged as these dynamics are usually fundamental to IUCN programming.

17 See this very useful review and discussion of gender analysis frameworks (Oxfam 1999): <https://www.ndi.org/sites/default/files/Guide%20to%20Gender%20Analysis%20Frameworks.pdf>

18 See more in <https://www.usaid.gov/ads/policy/200/205>

19 See: https://envirodm.org/cms/wp-content/uploads/2017/08/WWF-Flood-Green-Guide-2017_Appendix-B_Optimized.pdf

20 See the Government of Canada Gender Analysis webpage: https://www.international.gc.ca/world-monde/funding-financement/gender_analysis-analyse_comparative.aspx?lang=eng

Where does information for gender analysis domains come from?

Information for a gender analysis should come from a mix of primary and secondary data sources.

Secondary data was collected by someone else but can be used to inform an analysis, and sources include published reports and articles, government databases and demographic studies, for example. Drawing from secondary data sources is a useful starting point during a desk review to understand the current gender gaps in needed information and a general outlook of a situation related to gender and can help inform further steps on collecting primary data. This is because gender issues are dynamic, and secondary data sources may be missing information, infrequently updated or may not measure the right information for a project's specific context. In this case, primary data collection can help fill gaps and provide a more tailored, up-to-date view of the specific context for the project. This will require time, financial investment and forethought to how, when and where information is collected. Resources for

secondary data sources and guidance for primary data sources can be found in [Annexes One-Six](#).

Primary data is collected by researchers, practitioners and gender experts for a specific purpose and can include conducting interviews with individuals or focus groups, participatory research and surveys. In a gender analysis, primary data collection builds upon secondary data. To do this, start by collecting demographic information on the women and men in the targeted area. This information goes beyond the number of women and men that make up a population and includes considerations across multiple domains of life and livelihood, such as education, health, access to productive resources, among others. This information helps give a broad overview of gender-related dynamics and trends within a specific context. Investigating these questions may reveal gaps in data, challenges for equal access to resources and other gender issues that can then inform approaches and strategies in projects. The gender information from these questions can be incorporated into a situational analysis and can inform what issues need to be further investigated throughout the gender analysis.

Always use disaggregated data and information (when available - and take note when it is not)

Gender-disaggregated data and information (e.g., numbers of women and men involved in forest, fisheries, agriculture activities; information on how women and men are impacted by climate change conditions, etc.) should be used and collected wherever possible. Gender-disaggregated data and information can help to reveal gender gaps (e.g., if only women or only men are engaging effectively on an action), potential opportunities for engagement, possible reorienting of activities for better outcomes (e.g., engaging women farmers to ensure their needs and capacities are accounted for in lobby and advocacy positions), and descriptions of behaviour change (e.g., stories of perception shifts or empowerment).

In some cases, disaggregated data and information is not available in secondary sources of information. Gender gaps in data mask the gender-differentiated roles, responsibilities, knowledge, priorities and needs of women and men, which can result in decisions and actions that are gender-neutral or ignore gender-based discrimination and access, with risks for exacerbating inequality.

If gender-disaggregated data and information is not available or updated, then take note and make it a point to formulate how primary data collection methods might help bridge this gap in evidence and understanding.

Examples of gender analyses

Many examples of good gender analyses exist. A few are collected here for inspiration. But remember: **the best gender analysis is one that is used and that informs transformation toward gender equality outcomes.**

FAO (2019). *Country gender assessment of agriculture and the rural sector in Indonesia*. [\[link\]](#)

UNDP (2018). *Gender analysis and action plan for Montreal Protocol projects*. [\[link\]](#)

World Vision International (2018). *Gender analysis report: Partnership for Improved Nutrition in Lao PDR Pillar 3: Accelerating Healthy Agriculture and Nutrition (AHAN)*. [\[link\]](#)

USAID (2018). *USAID/Guatemala gender analysis final report*. [\[link\]](#)

- 1.
- 2.
- 3.
- 4.
- A1.
- A2.
- A3.
- A4.
- A5.
- A6.
- A7.
- A8.
- A9.

3. Using a gender analysis and risk assessment to understand and take steps to prevent gender-based violence

As indicated above in this guidance, all IUCN programming and projects must comply with institutional project cycle guidance, wherein gender considerations are integrated. IUCN's updated (2020) ESMS risk assessments and corresponding guidance now explicitly include more robust screening for gender-related risks including gender-based violence (GBV).²¹

Developing and applying recommendations from gender analyses can aid in identifying, preventing and responding to these risks.

Defining GBV

GBV is an umbrella term for any harm or threat of harm perpetrated against a person or group on the basis of gender. GBV is a human rights violation. While men, boys and sexual and gender minorities can be victims of GBV, women and girls comprise the majority of those affected – with more than one in three women worldwide affected by sexual or physical violence, for example, at some point in her lifetime.²² In many contexts, the rates of GBV are much, much higher.

GBV encompasses a variety of forms, including physical, sexual, psychological and economic violence. These expressions of violence can be underpinned by legal, institutional and normative systems and conditions. Examples of GBV include, but are not limited to, sexual violence, including sexual exploitation/abuse and forced prostitution; rape; sexual harassment; domestic and intimate-

partner violence; trafficking; forced/early marriage; female genital mutilation; honour killings; widow disinheritance; property grabbing; and cyber threats and stalking. GBV affects nearly every aspect of a person's life, including health, education and economic and political opportunities. The impacts of GBV are widespread for families, communities and countries.

As IUCN's own research has shown, **GBV can be employed to exert force over and negotiate access to and control of natural resources, across sectors. Environmental degradation, stressors and threats can also be deeply interlinked with and exacerbate GBV.** In 2020, IUCN in partnership with the United States Agency for International Development (USAID) published a comprehensive report titled [*Gender-based violence and environment linkages: The violence of inequality*](#). The publication establishes that these issues cannot be considered separate from one another and that it is important to recognise these linkages to inform rights-based, gender-responsive approaches to environmental policy, programmes and projects.

Identifying GBV risks in projects and programmes

Identifying gender inequalities in relation to accessing, using, valuing, benefiting from and decision-making over natural resources can help make visible the conditions of GBV faced by various people, especially women.

21 ESMS tools are available [here](#), and the updated Gender-related and GBV Risk guidance is [here](#), in Section 6.

22 See more on this data from the WHO [here](#).

As GBV is pervasive across contexts, project teams may encounter situations in which they need to anticipate various GBV, prevent risk and prepare and respond. Each project can mitigate GBV risks to enhance rights-based approaches and outcomes.

While GBV is complex, project teams should not shy away from identifying these risks; rather, they can use gender analyses – and/ or other gender-responsive and specifically GBV-responsive social and risk assessment processes – as critical opportunities to review existing conditions and prepare, prioritise and enact recommendations that are realistic, timely and within the scope of a given project.

Being aware of GBV risks is fundamental to adhering to safeguards as well as to potentially developing necessary response mechanisms.

Here's an anonymised example of what these linkages can look like (drawing on real project experience), and how a gender analysis process helps:

Women's restricted access to fishery resources increases the vulnerability of women to various forms of GBV in some countries, for example in sub-Saharan Africa and Southeast Asia. Poor, unmarried or widowed women fish processors and traders are sometimes coerced into sex in order to have access to and/or sell fish products, in particular when traveling to remote fishing areas. A gender analysis helped one project identify gender norms, e.g., "toxic masculinity" behaviours, that can promote, enable and permit GBV. The gender analysis recommendations then guided project activities to address harmful social norms related to violence to better realise women's empowerment, human rights and conservation goals. The gender analysis itself, which specifically included discussion of GBV dynamics, was used as a tool for opening discussions with

community partners, donors and other key actors involved. It helped to avoid reinforcing gender inequalities that exacerbate GBV risks, as well as further contributed to expanding the knowledge and literature base on these issues.²³

IUCN recommends three initial, minimum-standard approaches for project teams, for any given project context, in developing gender analyses:

1. Review secondary data sources on the prevalence of GBV along with any laws, policies and strategies aimed at ending and addressing GBV.
2. Identify and consult with relevant ministries, expert organisations, institutions or academia, and groups with local-level expertise to assess GBV risk within communities and sectors; then, consider at least some of these diverse stakeholders as project partners, if/as required.
3. Include knowledge on GBV mitigation and response measures in projects and programmes in the qualifications section of ToRs for gender experts and specialists.

Suggested questions related to identifying, understanding and working toward addressing GBV are embedded throughout this guidance. Some of these questions can be evaluated using secondary data sources and others can be informed through engagement with local experts: **engaging local specialists and groups who have context-specific expertise on gender and GBV is highly recommended.**

Importantly, if stakeholder consultations are used when conducting a gender analysis or at any time during the project, **they should never directly ask about individual experiences of GBV.** Instead, consultations should focus on building an understanding of gender dynamics and norms

²³ This example is written by this Guide's authors and is based on an experience advising a real sustainable fisheries management project in 2020.

(including harmful attitudes and beliefs that might permit violence), and the gender-differentiated concerns affecting wellbeing, health and safety in the target area.

GBV is a highly complex and very often sensitive issue. In many societies, GBV is a taboo topic, which can impact the willingness of communities – as well as project staff and partners – to talk about experiences and risks. Extreme care needs to be taken to ensure victims are not pressured into disclosing, that they are left without access to resources and services to get out of violent situations, and/or that they are not put at risk for more violence. **This underscores the importance of identifying and engaging with local gender experts, specialists and groups that are knowledgeable about GBV risks, as they can help establish ethical and safety protocols for consultations and research on GBV, including especially from a survivor-centred approach.**

Addressing GBV risks

Mitigation and response approaches will differ based on context and risk determined from initial assessments, and local experts will be an invaluable resource to help determine needs. Gender analysis recommendations can help identify strategies for projects; for example, these could be:

- Holding sensitisation trainings for project staff and stakeholders, utilising local expertise, on gender equality, women's empowerment, healthy and positive masculinities, and interlinking forms of GBV.
- Provisioning for women-only focus groups (if appropriate) facilitated by local gender

experts to help identify risks or unintended consequences from programming.

- Identifying opportunities to conduct awareness raising with men about the programme and specifically women's rights, economic benefits, and participation in activities.
- Establishing a tailored response protocol to follow if GBV occurs in project implementation.
- Developing procedures for stakeholders and project or programme staff to safely and confidentially report GBV.
- Mapping, and making publicly available, services and providers available to communities to provide support and resources to those experiencing violence.
- Developing a (or tapping into an existing) mechanism to hold alleged perpetrators associated with the project or programme accountable.
- Allocating dedicated resources for gender-responsive action.

In any mitigation and response approaches, **using a survivor-centred approach is crucial.** This means that the rights, autonomy, needs and wishes of survivors are prioritised, and they are treated with dignity and respect. A survivor-centred approach fosters an environment where survivors can identify their needs and have capacity to make decisions about possible interventions.²⁴

Finally, it is also important to recall here that **IUCN has zero tolerance for all forms of sexual wrongdoing including Sexual Exploitation, Sexual Abuse and Sexual Harassment (SEAH) in all its activities.** IUCN's SEAH Policy,²⁵ which complements the Code of Conduct, offers further instruction and should be taken into account in any and all programming processes and arrangements.

24 Global Women's Institute (GWI), Inter-American Development Bank (IDB) and World Bank Group (WBG). (2014). *Violence Against Women & Girls (VAWG): Resource Guide*. Available at: <http://www.vawgresourceguide.org/overview>

25 IUCN SEAH Policy is available [here](#).

For more information and guidance:

- Castañeda Camey, I., Sabater, L., Owren, C. and Boyer, A.E. (2020). Gender-based violence and environment linkages: The violence of inequality. Wen, J. (ed.). Gland, Switzerland: IUCN. 272pp. Available at: <https://doi.org/10.2305/IUCN.CH.2020.03.en>
- IUCN (2021). Strengthening Safeguards: Strategies for Addressing Gender-Based Violence in Environmental Projects – A context-specific tool shared for broader awareness, adaptation, and application across environmental programming. (working document). IUCN and USAID: Washington, D.C., USA. Available at: <https://genderandenvironment.org/strengthening-safeguards-gbvenv/>
- IUCN (2020). Gender-based violence and environment linkages during COVID-19: Information Note. Second edition: November 2020. IUCN: Gland, Switzerland. Available at: <https://genderandenvironment.org/gender-based-violence-and-environment-linkages-during-covid-19-information-note-second-edition-november-2020/>
- CARE (2014). Guidance for Gender Based Violence (GBV) Monitoring and Mitigation within Non-GBV Focused Sectoral Programming. Available at: https://care.org/wp-content/uploads/2020/05/CARE20GBV20M26E20Guidance_0.pdf
- International Women's Development Agency (IWDA) (2018). Do no harm toolkit: Integrating the elimination of violence against women in women's economic empowerment programming. Available at: <https://iwda.org.au/resource/do-no-harm-toolkit/>
- Inter-Agency Standing Committee (IASC). (2018). How to support survivors of gender-based violence when a GBV actor is not available in your area: A step-by-step Pocket Guide for humanitarian practitioners (version 2.0). Available at: <https://gbvguidelines.org/en/pocketguide/>
- Global Women's Institute (GWI), Inter-American Development Bank (IDB) and World Bank Group (WBG). (2014). Violence Against Women & Girls (VAWG): Resource Guide. Available at: <http://www.vawgresourceguide.org/overview>
- Conservation International. (2020). Gender-based violence: recognizing and responding to GBV in community conservation. Available at: <https://genderandenvironment.org/gender-based-violence-recognizing-and-responding-to-gender-based-violence-gbv-in-community-conservation/>

4. Applying the information gathered

A gender analysis generates important information, data and evidence – which together contribute to strengthening a documented knowledge base on gender-environment links across sectors – and provides input for different steps of the IUCN project cycle, toward the objective of developing a gender-responsive project and gender equality outcomes.

The following sections discuss prioritising issues and gearing recommendations, ensuring gender analysis findings influence a theory of change, using gender analysis information to mitigate risk, and gender action planning – noting that some of these processes may be concurrent (for example, different consultants may be hired to spearhead different parts,) and thus aligned with the gender analysis process.

Analysing key issues and prioritising recommendations

Analysing the information gathered through a gender analysis development process is a key opportunity to determine potential gender gaps and barriers, as well as opportunities to address those gaps and barriers in the project, to realise gender responsiveness. Ultimately, **the gender analysis should result in key messages and**

recommendations – for example to project developers, supporters and project teams – and thus, the following questions might be useful for framing:

- Will the envisioned project help or harm equitable gender norms? How can the originally envisioned project be reoriented in light of gender issues?
- What are the potential negative and positive impacts of the project on women and men of different social groups?
- Are there equal opportunities for women and men to both influence and benefit from the project?
- How will the project address barriers to respond to the interests, needs and priorities of diverse women and men?
- What would be needed (inputs, enablers) to do so? What would the barriers be?
- Are there unexpected risks, or opportunities, for the success of the project identified from the analysis?
- Which groups, organisations and networks should be engaged in the project to help facilitate a gender-responsive approach?
- How might gender equality outcomes be tracked and measured? (See next Gender indicators box)
- How should these elements be reflected in a budget?

Gender indicators

As it uncovers the lived reality of different people through a gender lens, **a gender analysis process is also useful to identifying and considering gender indicators, which are qualitative and/or quantitative indicators that measure gender-related changes over time. The recommendations section of a gender analysis can focus on proposed gender indicators.**

Gender indicators help to point out **how far** and **in what ways** a project achieves results related to furthering equality and inclusion. Gender indicators generate evidence on gender and social issues, which can fill information gaps, for example showing how attention to gender and social issues contributes to more equitable and sustainable environmental outcomes, and help steer course-correction when needed. Gathering baseline information is a fundamental step, with monitoring along the way toward mile-marker and end-goals.

Examples of quantitative and qualitative indicators include:

- Number of women who benefit from improved rights and roles in conservation and sustainable use of natural resources
- Changes to income and livelihoods for women and men (e.g., levels of household poverty, improved access to resources, etc.)
- Number of women and men in leadership positions at the local, district and national level natural resources governance structures
- Level of engagement by women and men during community meetings (e.g., who speaks; whose points are taken up for action)
- Number of women's organisations/networks involved in the project land restoration activities
- Changes in the perception of gender equality and women's rights among project stakeholders, training participants, partners, etc.
- Number of indigenous women and men informed about their legal rights and options surrounding natural resource management and access to land
- Number of campaigns inclusive of gender-responsive messaging

- Number of laws targeted to be reformed/enhanced with gender equality mandates
- Number and types of cases in which CSOs embed gender in their lobby
- Changes in labour burdens for women and men
- Level of reported familiarity with and access to gender-based violence referral services
- Number of women and men who have received information and been trained on prevention of GBV
- Number of adopted, improved or better implemented new strategies, policies or legal frameworks to empower women and advance gender equality in conservation and sustainable use of natural resources in the country
- Number of knowledge products on gender-environment issues developed and disseminated by the project to share evidence and best practices for women's empowerment for better natural resources governance and conservation outcomes
- Number of women and women's organizations engaged in capacity building activities on gender mainstreaming in environmental policies, governance and agenda at different levels

Measuring qualitative indicators includes assessing behaviour changes and perceptions related to gender equality and women's empowerment. Methods can include conducting interviews, surveys, social mapping tools and focus groups that allow people to share stories and changes in perceptions. For example, pre- and post-surveys in workshops and trainings are a good method to assess change in gender capacity and allows people to share significant individual changes in beliefs.

Every project can develop, use, track and communicate information on gender indicators.

IUCN's 2021-2024 Programme Results Framework includes gender indicators at operational outcome and outcome levels, including:

- *P.1.2.* Gender-responsive action is recognised, enhanced and integrated in environmental policies and programmes;
- Number of new/ improved policies,

strategies, or regulatory frameworks that have mainstreamed gender-responsive actions (national, regional or global level); and

- Number of women supported or enabled to strengthen their rights and roles in the conservation and sustainable use of natural resources.

It also includes gender indicators and indicators that specifically include disaggregation, (e.g. numbers of women and men supported to adapt to climate change,) throughout the theme-based Framework.

See more on gender indicators in these useful resources:

- [OECD's brief gender indicators guide](#)
- UNDP NDC Support Programme's [Gender Responsive Indicators: Gender and NDC planning for implementation](#)
- European Institute for Gender Equality (EIGE) [webpage on gender indicators](#)
- The UN [Minimum Set of Gender Indicators](#)

Gender-responsive theory of change

A project's theory of change is usually developed during the project proposal development cycle.

A theory of change is another critical avenue to utilise findings from a gender analysis to ensure underlying social norms, policies and structures are taken into account and do not (inadvertently) negatively affect planned social or environmental strategies and outcomes. A theory of change should illuminate gender relations and risks in projects and strengthen visible commitments to, strategies for and outcomes on gender equality and social inclusion. Integrating gender in the theory of change helps remove gender biases in projects, account for complex social dynamics and mitigate unintended consequences on equality from project initiatives.²⁶ [Annex Nine](#) includes an example of a gender-responsive theory of change and a results chain, which incorporates strategies, approaches and goals that reflect:

- Critical examination of gender inequalities and sociocultural gender roles, norms and dynamics.

- Promotion of women, girls and marginalised groups engagement and leadership.
- Recognition of conditions for an enabling environment that supports equality and ways to strengthen those conditions.

A gender-blind theory of change will rarely if ever contribute to gender equality outcomes.

Activities and gender action plans

Gender analyses should directly inform all aspects of a project cycle, including strategies, activities and results. As noted many times, gender analyses are not meant to stand alone – they are meant to inform and guide programming, project development and implementation, and project teams and cooperation. While many donors require a gender action plan (see below) as a direct follow-on to a gender analysis, all projects should consider dedicated activities to address prioritised issues and recommendations. This might mean completely new activities or adjusted activities to be more gender-responsive.

²⁶ For more information about developing a gender-responsive theory of change, see guidance from CARE here: https://care.org/wp-content/uploads/2020/05/working_paper_aas_gt_change_measurement_fa_lowres.pdf

For inspiration, here are some examples of gender-responsive activities:

- Making activities accessible to diverse women and men by budgeting for additional resources for those with caretaking responsibilities, such as women who may bring small children to meetings or trainings; providing transportation to and from meeting locations; and taking into consideration the daily schedules of women and men to ensure they can participate.
- Creating materials in local languages or tailoring materials and methodologies to be verbal or interactive to accommodate different levels of reading comprehension.
- Tailoring messages for women and men who may access different communication channels, such as through radio programmes or children's school notebooks.
- Ensuring men are informed about and sometimes invited to meetings in women-focused projects and vice versa, as appropriate, to keep people informed of opportunities and mitigate risks of community and household conflict, especially when power dynamics might change.
- Holding separate meetings or activities for women to allow them to become familiar with the issues and speak freely and safely on needs and priorities.
- Developing grants mechanisms with careful attention to gender criteria and ensuring women's groups benefit directly.
- Including women and local specialists in the work team and considering the use of local languages in preparing materials.

While specific activities to address gender equality goals in the project are important, it is equally important to integrate gender considerations into other (i.e., not "gender specific") programme activities for the efficacy of outcomes. This helps ensure that these considerations are not one-off actions but rather are integrated throughout the project.

A **gender action plan** is a way to utilise information from a gender analysis and acts as a roadmap for strengthening gender-responsive approaches throughout a project, contributing to equitable outcomes. All GEF and GCF funded projects, for example, are required to develop a gender action plan prior to project approval. In addition, all projects for which the ESMS identified a high or substantial gender risks will require gender action plans. A gender action plan can be a separate document in a project package, but the information from it must be integrated into other project strategies and components to ensure gender is fully integrated throughout a project.

A gender action plan should include:

- **Specific strategies and actions** contributing to project outcomes/objectives based on gender analysis findings to address and close gender gaps; these may likely include for example: fostering equitable engagement of diverse women and men in decision making and governance processes; supporting capacity building and promoting women's leadership; ensuring equitable distribution of benefits; tracking gender data; enabling meaningful engagement and benefits for commonly vulnerable groups; and promoting and strengthening women's empowerment.
- **Gender indicators** (see again [Gender Indicators box](#)) and realistic targets to measure results related to equality and demonstrate commitment to identified priority areas of gender mainstreaming.
- **Resources** needed for gender-responsive activities, including budget to meet capacity building needs.
- Mechanisms to ensure successful implementation of activities, including lines of **responsibility** and design elements.

Gender action plans are also powerful communication tools; they can consider and indicate how a project will 'tell the story' of the project from a gender lens.

Gender experts and specialists who conduct a project gender analysis can help develop a gender action plan that reflects findings and recommendations from the analysis. A good gender

action plan should identify ways to enhance gender equality through equitable participation, access to resources and benefit design and distribution.²⁷

Gender Action Plan examples

Various Gender Action Plan examples exist, including for example on the GCF webpage and on various donors' webpages.

Three examples are included here for illustration:

- ADB: [Timor-Leste: Coffee and Agroforestry Livelihood Improvement Project](#)
- ADB: [Cambodia: Irrigated Agriculture Improvement Project](#)
- GCF: [Ghana Shea Landscape Emission Reductions Project](#)

Gender-related risk assessments

A gender analysis can generate information to fully understand the potential gender-related risks of project implementation, helping to avoid and overcome overall risks. In IUCN's ESMS, gender-related adverse impacts must be identified and included in the Screening Questionnaire. If this is not immediately known, a gender analysis helps. Next, if the project risks are rated moderate, substantial or high, a further assessment is required. This further assessment in particular can benefit from the gender analysis data. The gender analysis is an opportunity to specifically explore unintended direct or indirect project impacts, which should be factored into screening.

In addition, the gender analysis results can support the implementation of ESMS principles, including by informing how: the project is likely to improve gender equality and women's empowerment; commonly or acutely vulnerable groups such as disadvantaged or marginalised people were and are consulted;

and consultation results create equal opportunities between women, men and those of diverse genders in participation and decision-making throughout the identification and design of the project. The gender analysis could also provide relevant information and specific actions to consider during the elaboration of the Environmental and Social Management Plan in the project proposal development phase.

Gender analyses as foundational tools for teams

Gender analyses can be useful tools to have on hand to build common awareness, understanding, capacities and commitments of programmatic or project teams. They can provide an architecture around which teams can discuss gender issues, generating new or renewed interest, attention, concerns or ideas. For example, it is not uncommon that gender analyses trigger capacity building for project staff to better understand and mitigate gender

27 For more information about gender action plans, see guidance from ADB:
<https://www.adb.org/sites/default/files/institutional-document/34132/files/tip-sheet-2-preparing-gender-action-plan.pdf>

risks and consider innovative rights-based, gender-responsive action. They can also lead to new ideas for partnering and other critical considerations. During a project-design phase, making gender analysis data available to the whole project design team and through inclusive stakeholder consultations contributes substantially to establishing a shared foundation, raising awareness on key issues, and

building a common commitment to gender-responsive action. This goes for gender analyses conducted at any stage through the project cycle, including those conducted mid-way or in evaluations to inform next-phase project development. It is never too late to integrate attention to gender, unlocking options for all programming and projects to serve as change agents.

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● ANNEX ONE – RIGHTS: Legal and customary

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This portion of a gender analysis seeks to understand the rights available to women and men and how they are regarded (e.g., upheld and protected, or missing or minimised, etc.) by customary and state laws and policies, and how states recognise and adhere to international and regional standards and conventions.

This information can be collected through desk review by identifying policies, laws, strategies, action plans and commitments at all levels related to both environmental resources (as applicable to the project) and gender equality, human rights, indigenous peoples' rights and GBV, as well as noting where these areas overlap in official documentation. Primary data collection, such as interviews with government representatives, can also inform current implementation of commitments and identify national priorities related to gender equality and women's empowerment.

It is important to investigate how national laws are applied in local contexts, as well as if and how

customary rules and norms may take precedence.

In some cases, even if national laws guarantee equal access to resources, customary laws may not have these same protections and supersede national laws. In other cases, national laws may guarantee certain rights or opportunities for people, but people in communities may be unaware of certain rights or need information on how to take advantage of opportunities.

In reviewing laws, policies and frameworks, a gender analysis may discuss and reveal the nature of commitments to gender equality, making an assessment as to whether they are substantive or superficial. For example, a reviewed policy might include one line on gender and women's empowerment in the introduction, but otherwise ignore gender issues in the goals, actions and stakeholders of the policy or implementation framework. Understanding these dynamics can be important to understand obstacles or opportunities for a given context or project.

Why do we need to gather information on legal and customary rights?

- Identifying gender equality and women's empowerment commitments in conventions and international legal frameworks ratified by a country can be an entry point for gender mainstreaming in projects, aiding countries in strengthening harmonised approaches and implementing national-level commitments across convention/policy spheres.
- Reviewing legal and customary frameworks can help to identify enabling conditions and potential barriers for a multi-stakeholder approach in implementation and constraints for women's access to resources that need to be reviewed or changed.
- Understanding how the national (or regional or subnational) gender machinery works and engages across legal frameworks at various levels can help projects find ways to strengthen cross-sectoral gender outcomes and the gender machinery's work in the environmental sector.
- Identifying gender equality and women's empowerment commitments in the environment sector laws can help the project actions to contribute to achieve national objectives and sectoral law implementation.
- Reviewing national reports and strategies related to regional and international conventions reveals nationally specific priorities, key stakeholders and other initiatives across sectors that can strengthen synergies in projects.

Guiding questions to consider

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Global and regional framework	<p>What are the national commitments to international and regional conventions related to gender equality, human rights, the rights of indigenous peoples, natural resources and the environment? This includes national reporting, action plans and strategies for:</p> <ul style="list-style-type: none"> • United Nations Framework Convention on Climate Change (UNFCCC), the Convention on Biological Diversity (CBD), and the Convention to Combat Desertification (UNCCD) • Ramsar Convention on Wetlands • Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) • United Nations Declaration on the Rights of Indigenous Peoples • Beijing Platform for Action • Sustainable Development Goals (SDGs) • International Labour Organization (ILO) international Conventions on gender equality and sustainable development • Regional conventions, treaties and frameworks (e.g., African Commission on Human and Peoples' Rights; the Escazú Agreement; Inter-American Convention on the Prevention, Punishment and Eradication of Violence Against Women; Convention of Belem Do Para, etc.) <p>How do the national reports and strategies to environment-related conventions integrate cross-cutting priorities of gender equality, women's empowerment and the rights of indigenous peoples?</p> <p>Is the national policy framework aligned to international commitments on gender equality and human rights? For example, has the country ratified CEDAW?</p>
National framework	<ul style="list-style-type: none"> • How does the national constitution regard gender equality? • Are there national policies, strategies or action plans related to gender equality and women's empowerment? • Does the country have laws that criminalise GBV? To what extent are these laws enforced? What policies are in place to mitigate risk of GBV? • Are there national policies, strategies or action plans related to indigenous peoples' rights? • Are there national policies, strategies or action plans related to youth? • How are environmental and natural resource issues and considerations included in national policies, strategies or action plans related to gender equality and indigenous peoples' rights? • How are gender issues and considerations included in laws, policies and strategies related to target environmental and natural resource sectors? (e.g., water, biodiversity, forests, agriculture, energy, climate change, adaptation, mitigation, disaster risk reduction, land desertification, etc.) • How are gender, human rights and environment issues included in national sustainable development plans, strategies and policies? • Are gender focal points across environmental ministries in place currently, or have they been in place before? What are the barriers or challenges to having gender focal points in ministries? • Do national budgets in ministries follow gender-responsive budgeting frameworks or guidelines?
Institutional framework	<ul style="list-style-type: none"> • What national institutions, organisations, ministries and agencies that make up the national gender machinery? • Is there a national statistics department or machinery that can be utilised as a source of updated information? • Do national ministries and agencies related to the environment recognise the importance of gender considerations, indigenous peoples' rights and vice versa (e.g., commitments made in reports, statements, strategies, etc.)? Are there enabling environments in place to actualise this recognition (e.g., funding, working groups, research initiatives, etc.)? • Do companies adhere to principles of free, prior and informed consent (FPIC); international decent work standards; GBV and discrimination risk assessments; and human rights obligations in governance and practices? How is the state involved in ensuring compliance?
Customary laws	<ul style="list-style-type: none"> • How is legal pluralism (state and customary laws) regarded and are there mechanisms to deal with conflict of legal systems? • Do customary laws present any constraints or opportunities for women's equal access to and control over resources?

Examples and resources

For some examples of legal analyses in gender and environment frameworks for several countries, see the Climate Change and Gender Action Plans (ccGAPs) from IUCN's Global Programme on Governance and Rights [here](#).

For more information on reviews of reporting to MEAs, see work conducted with IUCN's Environment and Gender Information (EGI) methodology.

IUCN has written many times about the international framework underpinning and linking gender equality and environmental action, for example in numerous recent publications.²⁸

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28 Find many recent publications in IUCN's library and on IUCN's Resource Center: genderandenvironment.org. See in particular [Roots for the Future](#) chapter 2 and [Gender and Environment Statistics](#).

● ANNEX TWO – PRACTICE: Attitudes, customs and beliefs

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This part of a gender analysis is about investigating gendered power dynamics and issues within a society. While some of this information can be found using secondary data sources, projects will benefit and gain a better understanding for engaging with communities to learn and gather information by exploring primary data collection methods, including workshops and focus group discussions. These actions require methodologies that are tailored and recognise culturally appropriate approaches for collecting information, which can be developed with consultation from gender ministries, women's groups and local representatives.

It is important to understand the cultural norms and traditions that impact how an initiative functions within a context and how intended outcomes might be affected. Culture and tradition are vital to analyse as they are how societies and people create, shape and define their social, religious, economic and ecological interactions. Myths, traditions and taboos associated with ecosystems and natural resources deeply impact how communities regulate the utilisation, knowledge over and connection with the resources.

Cultural norms, processes and structures that contribute to how decisions are made over community resources will affect and inform governance approaches. Framing questions and approaches in initiatives with an understanding of cultural norms and traditions, and the processes and structures in which these are made, exercised

and changed, is an important aspect of ensuring long-term, beneficial outcomes. As such, decisions made in the planning process affect gender equality, whether intentional or not, and understanding gender-related attitudes, customs and beliefs can help contribute to sustained equitable outcomes.

For example, a project concerned with natural resource governance must understand how power and responsibilities over these resources are exercised and accessed by women and men. This could include examining implications of marriage, divorce and inheritance in resource and land ownership in both state and customary laws. If not, projects may inadvertently exacerbate inequality and miss an opportunity to review aspects of law and practices that contribute to discrimination against women.

Crucially, project teams must recognise that it is not up to them to determine what aspects of culture and tradition must be protected or changed. While cultural values are not static, and it is not necessary to adopt uncritical acceptance of cultural, traditional and religious practices that provide a rationale for discrimination against groups of people, being culturally insensitive and paternalistic harms relationships and trust with communities. Therefore, it is important to understand attitudes, customs and beliefs and look for opportunities to counteract discrimination and consult with local women and equality advocates to find potential ways forward.

Why do we need to gather information on attitudes, customs and beliefs?

- Recognising and respecting local customs helps build trust with stakeholders and ground approaches within the local context, ensuring impact and sustainability.
- Understanding local power dynamics and views on gender norms helps identify situations that may contribute to conflict and opportunities to advance rights in meaningful and constructive ways.
- It helps to promote local buy-in and ownership of initiatives for long-term and sustainable outcomes.
- It can help to understand local dynamics to formulate appropriate safeguards for mitigating risks of GBV, community conflict and other unintended consequences.
- Knowing traditional forms of women's communication can help to find ways to translate conservation practices or information into, for example, song lyrics, dances and stories, thereby enabling women to understand, participate and benefit.

Guiding questions to consider

- Are there traditional or customary regulations and legislation regarding the use, control and conservation of natural resources by women and men?
- Are there attitudes, beliefs, customs, etc. that could present significant constraints to taking a gender-responsive methods?
- What resources are important for social customs, cultural practices and ceremonial or religious practices? Are there gendered impacts or considerations?
- What are the main traditions and celebrations upheld by community members? Are there gender implications, particularly in relation to rights, roles and access to natural resources?
- Are there particular sites or species with special cultural or spiritual significance? Are these protected? Are there groups or individuals who are viewed as owners or custodians of these sites or resources? Is access to these sites and/or ownership/ custodians informed by gender norms?
- Is there differentiated traditional knowledge of women and men about the climate or natural resource management? Are these practices still widely used, and is knowledge differentiated by gender?
- What are social norms and values regarding masculinity and femininity that impact expectations of the behaviours, actions, choices and rites of passage for women and men?

Examples and resources

For more information on gender and social considerations for addressing gender inequality, see this [research note](#) from the Overseas Development Institute (ODI), *Social norms, gender norms and adolescent girls: A brief guide*.

For examples of information and methodologies for capturing local perceptions of gender-related change, see this [working paper](#) from CARE USA, *Measuring gender-transformative change: A review of literature and promising practices*.

For more information on linking gender and indigenous peoples' rights and issues, see this [collection of briefing notes](#) from the United Nations Office of the Special Adviser on Gender Issues and Advancement of Women and the Secretariat of the United Nations Permanent Forum on Indigenous Issues.

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● ANNEX THREE – ROLES AND RESPONSIBILITIES: Division of time, space and labour

Gendered division of time, space and labour varies considerably from one society to another, modifies over time, and is flexible and adapts to the constant transformations taking place within and outside of the household. Often reporting and consideration of labour does not take into account the time spent on and the importance of unpaid labour, particularly towards maintaining households and communities. As women hold primary responsibility of maintaining and caring for the household, their work is masked and overlooked. This section of a gender analysis investigates the division of tasks and time for productive, reproductive and community work for all members of a community to better understand their roles and responsibilities. It is crucial to note in this and all areas of a gender analysis that women and men are not homogenous groups, and roles and responsibilities for women and men should also be analysed taking into consideration class, age, (dis)ability, ethnicity and sexuality, among others. It is also important to point out again that all these domains overlap each other: decision-making and power dynamics, for example, of course have influence over roles and responsibilities.

Productive work is labour that involves the production of goods and services for consumption and trade, including hunting, fishing and agriculture. Women and men both perform productive work, but often, men's work is more visible and valued higher than women's work.

Reproductive work is labour that involves the care and maintenance of the household and its members, including taking care of children and the elderly, collecting water and fuel and cooking and cleaning. Women take on a majority of the roles and responsibilities of this work, and this type of work is often undervalued, not considered "real work," and may not be included in economic analyses.

Likewise, **community work** is also frequently overlooked in economic analyses and involves the collective organisation of social and religious events and services, including volunteering, school meetings and involvement in organisations.

Understanding how different people spend their time performing different kinds of labour, leisure or accessing different spaces can help to identify communication pathways to reach more members of society. It is also important to understand gender roles and responsibilities to ensure that project initiatives do not inadvertently add to the workload of women and men, that approaches value and compliment the contributions of women and men, and that the project does not take away (or disrupt) their access to resources and spaces needed to complete their various forms of labour. Initiatives can work within gendered roles and responsibilities to improve the situation of women and men or change dynamics of time, space and labour driven by community input and consent.

Why do we need to gather information on division of time, space and labour?

- Understanding division of time and labour helps to ensure that project approaches do not unintentionally add to the burden of or increase barriers for women or men in their different areas of work.
- Identifying potential risks to equal treatment helps to avoid situations where these risks and barriers may be inadvertently aggravated by the project.
- It may open opportunities for more inclusive stakeholder consultation and information distribution by accessing spaces and respecting labour distribution of women and men.
- Understanding how women and men related to resources linked to their roles help us to address project actions to ensure equal distribution of benefits.

Guiding questions to consider

Who does what?	<ul style="list-style-type: none"> • What are the main sources of income for women and men (disaggregated by age)? • How much time is spent by women and men (disaggregated by age) on unpaid labour activities? (e.g., water collection, fuel collection, household maintenance, care work, etc.) • Who participates in harvesting, catching, hunting, gathering, etc. of natural resources (specific to the project, for example, fisheries, forestry, agriculture, etc.)? • Are there cultural norms or restrictions for women and men in engaging in certain types of work? • Are there social stigmas associated with certain types or sectors of work (e.g., may be seen as labour relegated to poorly educated individuals)? Do women or men make up a majority of these workers? • What are the wages being paid to women and men for their work? Do women have control over income from their work?
How is it done?	<ul style="list-style-type: none"> • What are the roles of women, men, girls and boys at all stages of production or a product value chain? (Including harvesting, processing, bringing to markets and selling.) • How much time is devoted to productive, reproductive and community work? (Disaggregated by gender and age.) • How far do women and men travel (and how do they travel) to conduct these activities? • Do women have any restriction for mobility in the community? • Do work roles or the type of work vary according to seasons for women, men and youth? • Are there barriers for women and men to participate in certain types of work (e.g., limited or prohibitive transportation to participate)?
What are the impacts and benefits?	<ul style="list-style-type: none"> • What determines who has access to resources and who makes decisions about them (e.g., ownership, use, etc.)? • Are there negative outcomes or implications for those that cannot make decisions about resources, or those that make all the decisions about resources? • Do different roles and responsibilities for women and men impact the capacity of individuals, families and communities to prepare and recover from environmental or economic changes or shocks?

Examples and resources

For more information on gender-sensitive value chain mapping, see [the guidelines for practitioners](#) developed by FAO.

For methodologies to gather more information on productive, reproductive and community work and leisure activities, see the methods described in the [training handbook](#) by USAID, *Gender research in fisheries and aquaculture*.

● ANNEX FOUR – RESOURCES: Access and control of resources and services

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Similar and related to gender differentiated labour, all diverse people interact with and use resources in their work to generate benefits for themselves, their households and their communities in different ways. It is useful to identify and understand differentiated reliance on and use of various resources for cultural values, social relationships and livelihood benefits, such as food, clothing, shelter and income. This helps projects ensure that activities are not taking away from livelihoods, eroding traditional and cultural resource use, or exacerbating barriers to resources and services. These can include:

- **Natural resources**, such as resources from forests, rivers, oceans, mangroves and land.
- **Human and political resources and services**, including resources that contribute to the skills and capabilities of people to produce goods and services, such as training and educational opportunities, and resources that facilitate leadership, participation and representation in decision making, such as representative organisations, cooperatives, management and user groups and labour unions.

- **Capital resources**, which are materials needed to produce benefits, such as tools, finance, safety equipment, transportation and machinery.

Gender and social dynamics, cultural norms and customs in a community affect the rights to access and control these resources, meaning that these rights are often unequal between women and men in different social groups. Access and control can be restricted by numerous economic, social and cultural factors and barriers that disproportionately affect women, including restrictions on travel outside of households, high financial costs, time constraints and lack of social support. Furthermore, while someone might have access rights to a resource, they may not have control rights over how the resource is managed or how the goods produced are used. For instance, women may be involved in working on agricultural land, but they may not earn income autonomous of their husbands or have a say in how the land and crops are managed. At the household level, women can also contribute with income but can have limited control over the household decision too.

Why do we need to gather information on access and control of resources and services?

- This information can help identify and overcome restrictions to equal access and control or develop strategies to raise awareness to reduce gender gaps that are supported by societal norms.
- It helps to determine gender differentiated needs, priorities, knowledge, capacities, experiences, interests and views of women and men in natural resource use, access and control. This can help determine who is likely to benefit or not from initiatives and help define project indicators and targets.
- Understanding differences in access and control of resources and services can help reveal different patterns and levels of involvement that women and men have in economic, political, social and legal structures.

Guiding questions to consider

- What natural resources are used by women and men? How are they used (for household consumption, medicine, sale, cultural practice, etc.)?
- How is the participation of women and men in natural resources value chains?
- What is the land tenure system (collective, individual, communal, ancestral)? Do women and men have ownership rights? Who holds the title or deed to the land (men only, women only, both)?
- Do women and men have equal rights to use, own, inherit and bequeath resources?
- Do women and men have equal access to tools and safety equipment needed to conduct their work?
- Do women and men have equal access to technical assistance and technology to conduct their work?
- Do women and men have access to credit and savings services?
- How decide about the productive resources in the farm?
- How is income and money distributed and managed in the household? How do women and men invest money and on what? (Education, health, tools, leisure, etc.)
- Do women and men have equal opportunities to engage in training and skills building opportunities?
- Are there cooperatives, user groups or labour unions that help facilitate access to certain resources? Are these open for both women and men?
- What are the barriers to equitable distribution of benefits from resources?
- Are there any legal dispositions about the use and exploitation of natural resources? (For example, imposition of close seasons, endemic flora and fauna, endangered species, permit clearance, phytosanitary conditions)
- What trainings and skill sets are women, men and youth interested in to strengthen their access and control of resources, income, leadership and advocacy opportunities? (e.g., business literacy training, public speaking, grant writing, processing and packaging, etc.)

Examples and resources

The *Gender research in fisheries and aquaculture training handbook* from USAID includes some methods for mapping gender differentiated access and ownership of resources in fisheries value chains (including on page 31).

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● ANNEX FIVE – REPRESENTATION: Participation, inclusion and power

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Linked to normative and customary laws and practice, attitudes and practice, and all the other themes across this guidance, analysing gender gaps and opportunities in political participation, inclusion and power dynamics in decision-making at multiple levels is fundamental. Gender-responsive stakeholder engagement acknowledges the different spaces and situations where women and men from various social groups organise, share information and socialise. Identifying groups, organisations and information networks is essential to promote initiatives and awareness on key issues among diverse stakeholders for inclusive participation and leadership throughout the project. Identifying and consulting with groups of women and men can bring to light information regarding gender norms, roles and challenges that people may be hesitant to bring up in larger, mixed groups of stakeholders.

These groups, organisations and information networks do not necessarily have to be environmental related groups. For example, church groups may be an important source for disseminating information in the community. Additionally, women and men

may receive information in different ways; for instance, men may listen to the radio for news, while women receive news from their children's schools, local markets or church groups.

These groups are important for natural resource management and governance process. They can be an avenue for strengthening leadership and structures for women's empowerment. Evidence shows that natural resource management groups that include both women and men strengthen effective resource governance and conservation, but often women are underrepresented as members and leaders in these groups. Increasingly in all regions of the world, women are creating associations, cooperatives and organisations to advocate for their rights, strengthen access to resources and promote their agency in natural resource management and decision making across sectors. Engaging and strengthening these groups, in particular investing in women's leadership and business skills for example, can be key in projects as they represent clear pathways to equitable participation and opportunities and can help sustain outcomes beyond the life of the project.

Why do we need to gather information on participation, inclusion and power?

- Identifying avenues of active participation and leadership in communities for women and men helps improve design of interventions and communication of information.
- Engaging women's organisations informs inclusive approaches and entry points for strengthening women's empowerment, including in project activities related to improving natural resource governance.
- Identifying women's constraints and challenges for their full and active engagement on governance structures can help the project to create enabling conditions for their participation in decision making related to natural resources management.
- Strengthening local governance and enabling local communities (men, women, youth and elders) that are dependent on natural resources to effectively work together in an inclusive manner.

Guiding questions to consider

- What type of organisations exist (traditional, clans, formal and informal associations and organisations), and how are they comprised (by gender, age, etc.)?
- What types of meetings are held to discuss community interests, and how do women and men participate in these meetings?
- Are there any specific organisations or groups of stakeholders linked to the management of any natural resource? Are these local or do they enjoy national or international recognition and is there a gendered dimension to these roles to note?
- Are there any social networks and networks for mutual help to strengthen the community's organisational processes? How do men and women participate in these networks, and what are their roles?
- How do women and men receive and communicate information (e.g., radio, social groups, school announcements, mobile phones, newspapers, etc.)? Can networks, groups and systems to communicate information be utilised to raise awareness on topics or initiatives and generate stakeholder input?
- What networks of women and men in public spaces can help facilitate inclusive governance?
- What resources and considerations are needed to help balance power dynamics and ensure women, men and youth can equally participate in and benefit from governance processes?
- Are there groups, networks and systems in place that can encourage peer support, learning and solidarity among women, men and youth? (e.g., men engaging in peer support groups to address harmful forms of masculinity)

Examples and resources

For examples of the importance of engaging women's groups and organisations in fisheries, see [the report](#) from IUCN and USAID, *Advancing Gender in the Environment: Gender in fisheries – A sea of opportunities*.

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● ANNEX SIX – ENVIRONMENT: Stressors and vulnerability

Globally pressing issues of climate change, urbanisation, population growth, pollution and unsustainable resource use all contribute to environmental degradation and natural resource scarcity, with widespread and differentiated impacts on women, men and youth. These issues can drive voluntary and involuntary migration, resource disputes

and violent conflict, stressing social dynamics, communal and cultural ties, economic resources and infrastructure and exacerbating social inequalities and GBV. It is important to understand these differentiated impacts and how members of communities adapt and cope with changes in order to inform equitable and sustainable solutions to these challenges.

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Why do we need to gather information on environmental stressors and vulnerability?

- Identifying gender differences in adapting and coping with environmental impacts helps to tailor approaches and ensure outcomes benefit the livelihoods of both women and men.
- Targeting activities to meet the needs of women and men in response to environmental changes or shocks strengthens their long-term adaptive capacity.
- Making visible the diverse needs and capacities of different people can unlock opportunities to value, enable and support all people as change agents.

Guiding questions to consider

- What are the major environmental issues? What are the impacts on ecosystems, natural resources and livelihoods? Has this changed over the last 20 years? Do women and men in different communities have different views on these issues and impacts?
- What are the causes of these problems (e.g., natural disasters, unsustainable resource use, migration, population increases, climate change, etc.)? Do women and men have different views on causes?
- How does environmental degradation and resource scarcity affect the work, income, health and wellbeing of women and men? How are they coping (e.g., migrating for work, finding new sources for income and food, etc.)?
- In times of disaster or displacement, do women and men have access to recovery resources and services? Is there any gender-based impacts, including violence and harassment, in post-disaster situations (e.g., women experiencing increased risk of violence and harassment in refugee camps)?
- Has resource scarcity or restricted access to resources impacted household and community dynamics? Is there information about resulting community conflict or GBV (including early and child marriage)?
- What activities are required to improve environmental conditions? How do these activities align with the work and responsibilities of women and men?
- Who is responsible for current environmental-related activities, and who will take responsibility for any activities introduced? Does this reflect an equitable distribution of costs and benefits from resource management?
- What has been the impact of environmental legislation and regulations on the living conditions of the local population? (For example, are protected areas limiting resource access for women and men in different social groups?)

Examples and resources

CARE International developed a [practitioners guide](#), *Gender-sensitive Climate Vulnerability and Capacity Analysis (GCVCA)*, that outlines some methods and approaches for identifying and addressing gender-differentiated environmental changes and shocks.

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ANNEX SEVEN – Additional resources

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Not necessarily in order of importance, per se, but rather organized by section, the following

are resources that IUCN regularly uses and recommends. This is a non-exhaustive list.

Sources for gender data and statistics

- World Bank Gender Data Portal - <http://datatopics.worldbank.org/gender/>
- OECD SIGI - <https://www.genderindex.org/>
- EGI - <https://genderandenvironment.org/egi/>
- WEF Global Gender Gap Report - <https://www.weforum.org/reports/gender-gap-2020-report-100-years-pay-equality>
- UN Economic Commission for Latin America and the Caribbean (ECLAC) Gender Statistics (available in English, Spanish, French and Portuguese) - <https://www.cepal.org/en/topics/gender-statistics>
- UN Women's Women Count data hub: <https://data.unwomen.org/>

Donor specific gender mainstreaming guidelines

- Global Environment Facility (GEF) - Guidance to advance gender equality for GEF projects and programs: <https://www.thegef.org/publications/gef-guidance-gender-equality>
- Green Climate Fund (GCF) -
 - Gender assessment and action plan template: <https://www.greenclimate.fund/document/gender-assessment-and-action-plan-template>
 - Mainstreaming gender in GCF projects: <https://www.greenclimate.fund/document/mainstreaming-gender-green-climate-fund-projects>
 - (With WEDO) The Green Climate Fund: A guide to advocacy from a women's rights perspective: https://wedo.org/wp-content/uploads/2020/02/GCF_Guide_to_Advocacy_Womens_Rights_Perspective.pdf?blm_aid=230733
- Adaptation Fund - Guidance document for Implementing Entities on compliance with the Adaptation Fund Gender Policy: <https://www.adaptation-fund.org/document/guidance-document-implementing-entities-compliance-adaptation-fund-gender-policy-2/>

Gender analysis and mainstreaming guidelines from programmes and peers

- IUCN (2017). *Gender-responsive restoration guidelines: A closer look at gender in the Restoration Opportunities Assessment Methodology*. <https://genderandenvironment.org/gender-responsive-restoration-guidelines-a-closer-look-at-gender-in-the-restoration-opportunities-assessment-methodology/>
- Mangroves for the Future (2018). Gender analysis toolkit for coastal management practitioners: <http://www.mangrovesforthefuture.org/assets/Repository/Documents/Gender-Analysis-Toolkit-for-Coastal-Management-Practitioners.pdf>
- Blue Action Fund (2020). *Gender Guide: Gender-responsive guidance for coastal conservation and sustainable fisheries projects*. https://www.blueactionfund.org/wp-content/uploads/2020/10/200826_BlueAction_Gender_Guide.pdf
- Conservation International (CI) (2019). Guidelines for integrating gender and social equity into conservation programming: https://www.conservation.org/docs/default-source/publication-pdfs/integrating-gender-and-social-equity-into-conservation-programming-2019.pdf?sfvrsn=6b8e5c33_2
- USAID (2018). *Gender research in fisheries and aquaculture: A training handbook*. <https://www.seafdec-oceanspartnership.org/resource/gender-research-in-fisheries-and-aquaculture-a-training-handbook/>
- CIFOR (2017). *Gender matters in Forest Landscape Restoration: A framework for design and evaluation*. https://www.cifor.org/publications/pdf_files/brief/6685-brief.pdf
- WWF Green Flood Guide Gender analysis annex: <https://www.worldwildlife.org/publications/natural-and-nature-based-flood-management-a-green-guide>
- Critical Ecosystems Partnership Fund Gender Toolkit: <https://www.cepf.net/sites/default/files/cepf-gender-toolkit-2018-en.pdf>
- Stockholm Environment Institute (SEI) (2018). *Integrating gender and social equality into sustainable development research*. <https://www.sei.org/wp-content/uploads/2018/11/181105a-gill-segnestam-gender-guidance-1808h.pdf>
- Sida (2015). Gender analysis – Principles & Elements. <https://www.sida.se/contentassets/a3f08692e731475db106fdf84f2fb9bd/gender-tool-analysis.pdf>
- Asian Development Bank (ADB) (2013). *Preparing a project gender action plan*. <https://www.adb.org/sites/default/files/institutional-document/34132/files/tip-sheet-2-preparing-gender-action-plan.pdf>

Resources for more information and guidelines on gender-environment linkages

- IUCN's Gender and Environment Resource Center: <http://www.genderandenvironment.org>
- IUCN (2020). Gender-based violence and environment linkages: The violence of inequality: <http://www.gender.pub/GBV-paper>
- IUCN (2019). Advancing gender in the environment: Gender in fisheries - A sea of opportunities: <https://genderandenvironment.org/resource/advancing-gender-in-the-environment-gender-in-fisheries-a-sea-of-opportunities/>
- UN Women, Global Mechanism of the UNCCD and IUCN (2019). A Manual for Gender-Responsive Land Degradation Neutrality Transformative Projects and Programmes: <https://genderandenvironment.org/resource/a-manual-for-gender-responsive-land-degradation-neutrality-transformative-projects-and-programmes/>

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ANNEX EIGHT – Example terms of reference

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1. Consultancy

Gender Analysis and Gender Action Plan

2. Work percentage

100%

3. Location

Morovia, Liberia –West Africa

4. Objective

To produce a gender-responsive proposal for the “Strengthening the resilience of coastal ecosystems and communities in Liberia” project

5. Background

The International Union for Conservation of Nature (IUCN), on behalf of and in collaboration with the Government of Liberia, requests funding from the Project Preparation Facility (PPF), in order to prepare the **Strengthening the resilience of coastal ecosystems and communities in Liberia**. This project will address the tremendous climate change risks faced by the population leaving on the Liberia coastal zone by reinforcing green infrastructure and providing the local population and national administrations with the capacity to plan, build and maintain climate change resilience and adaptation systems, as well as the necessary information and decision mechanisms for long term coastal planning and to avert the foreseeable

/ possible disasters. To develop this initiative will require to carrying out of feasibility studies, the development of the full Green Climate Fund (GCF) project document and monitoring/evaluation system, the definition of institutional arrangements, and the costing of proposed activities under the project.

Gender equality and equity are matters of fundamental human rights and social justice, as well as a pre-condition for sustainable development. IUCN is committed to furthering gender equality and equity in order to build a Union that understands the importance of equal opportunity and inclusion, and whose policies respect diversity. Women in Liberia play major roles in their households and communities,

as well as in formal and informal sectors, producing more than 60% of agricultural products, carrying out a majority of trading activities in rural areas, and heavily engaging in the artisanal fishing industry. However, women in Liberia also remain disadvantaged in society compared to men, facing many inequalities that limit their ability to participate in decision-making activities, access resources and services, and own and inherit property. While Liberia has taken many steps to close gender gaps in the environmental sector, including by developing a Climate Change Gender Action Plan (ccGAP) with the Global Programme on Governance

and Rights of IUCN, continued efforts must be made to ensure sustained and forward progress toward gender equality and sustainable development.

Based on previous information, and to ensure a gender-responsive process, it will be necessary to develop a gender analysis for this project that will provide information for a gender action plan. These actions will ensure that gender is mainstreamed in every stage of the project, from development to implementation to monitoring.

6. General scope

Gender consultants will be required to gather gender information at the national level and develop a gender analysis, focusing in the areas where the project will take place (Robertson, Monrovia, Buchanan, Greenville, Harper and their buffer zone). They will also exchange gender information and coordinate activities with the other consultants on the project to ensure that participatory and inclusive approaches, gender-responsive considerations, and gender-

disaggregated data and information are included in the baseline methodologies, tools and analyses of other studies and assessments. When analysing the social context, the consultants should put special attention to differences between relevant social groups distinguishing in particular needs, concerns and vulnerabilities of indigenous peoples and vulnerable groups and relevant differences between men and women.

7. Tasks

The consultants will be expected to undertake the following tasks:

Task 1: *Conduct a gender analysis with a particular emphasis on coastal ecosystems management and planning, community resilience and livelihoods in the areas defined by the project.*

The gender analysis should elaborate on gender roles in socio-economic activities and natural resource management, dependencies on natural resources, environmental degradation, women's access to productive resources and their legal rights, as well

as their influence in collective decision-making. The gender analysis should also include a review of national, regional and international gender equality and environmental mandates and policies, specifically in areas related to women's rights, land rights, climate change, fisheries, coastal and marine areas, among others. It should explore gender dynamics across six core thematic areas: (1) legal and customary laws; (2) attitudes, customs and beliefs related to gender norms; (3) division of time, space and labour; (4) participation, inclusion and representation; (5) access and control of resources and services; and (6) environmental stressors and vulnerability.

Task 2: *Map local and national stakeholder groups to engage in project activities, including in conducting the gender analysis.*

As part of the gender analysis methodology, consultations with a wide-network of in-country gender experts is encouraged. It will be important for consultants to develop a contact list of gender-related groups, women's organisations, indigenous peoples' rights organisations and other relevant stakeholders that participate in consultations to help ensure these stakeholders are engaged throughout the project.

Task 3: *Coordinate activities to mainstream gender in other areas of assessment and analysis within the project.*

The consultants should have planning meetings with other teams in charge of assessments and analysis. Meetings should occur as necessary throughout this process to gender is considered and addressed as a crosscutting component. Consultants should collaborate and coordinate with other teams in field visits to ensure participatory and inclusive methods are used and gender-disaggregated data and information is collected from local consultations. The consultants are encouraged to provide inputs to other draft studies and

assessments. The consultants should also be involved in completing reporting related to and complying with requirements and provisions established by project standards, such as the Environmental and Social Management System (ESMS) mandated by IUCN.

Task 4: *Develop a gender action plan to guide and advise gender mainstreaming in the project*

The gender action plan should draw upon results from the gender analysis and provide recommendations to the project to overcome barriers (gender gaps) identified during the gender analysis. The gender action plan should not only focus on external outcomes, but also provide guidance to the internal management and organization of the project (e.g. staff communication, reporting, monitoring and evaluation, etc.). The gender action plan for the project should provide guidance in relation to strategies; capacity building initiatives; strategic alliances with Liberia's gender machinery and women's organizations, as well as relevant civil society organizations with strong work on gender; and monitoring and evaluation systems to ensure gender is mainstreamed into all project components. The monitoring and evaluation systems should show how project activities contribute to reducing gender gaps in sectors related to the project.

8. Knowledge, skills and competencies:

Education

- Degree in social sciences, Social Work, Gender/ Women Studies, Development Studies, Community Development, Sociology, or related field.
- Advanced training in Gender and Development studies.

Work experience and competencies

The team of consultants must have:

- At least ten years combined experience in advocacy for gender issues and evidence-based results in gender analysis and mainstreaming

especially in institutions and projects that deal with climate change, coastal and marine issues, environment and natural resources management.

- One member of the team should be a senior professional and international team leader.
- Significant experience with gender issues and social impacts is required with some experience in relevant socio-ecological and gender analysis frameworks.
- Previous experience in project management or monitoring and evaluation as well as developing gender assessment and action plans for projects.

- Demonstrated experience of working in challenging knowledge-based and results-based environment.
- Experience of capacity building and training development programmes.
- Experience working with stakeholders at multiple levels, including local, regional, and national.
- Experience developing gender-based violence (GBV) mitigation and response measures for projects and programmes.
- Strong analytical ability to design, implement and evaluate gender mainstreaming options for promoting natural resources management, climate adaption and resilience.
- Excellent interpersonal skills and a strong team player with proven communication and diplomacy with the ability to work effectively with multicultural and multidisciplinary teams with sensitivity and respect for diversity.
- Excellent verbal and written communication skills in English is required.

9. Timeline

The consultancy will be implemented over the period of five months. It is expected that the consultants will provide and submit a work plan of responsibilities for the process.

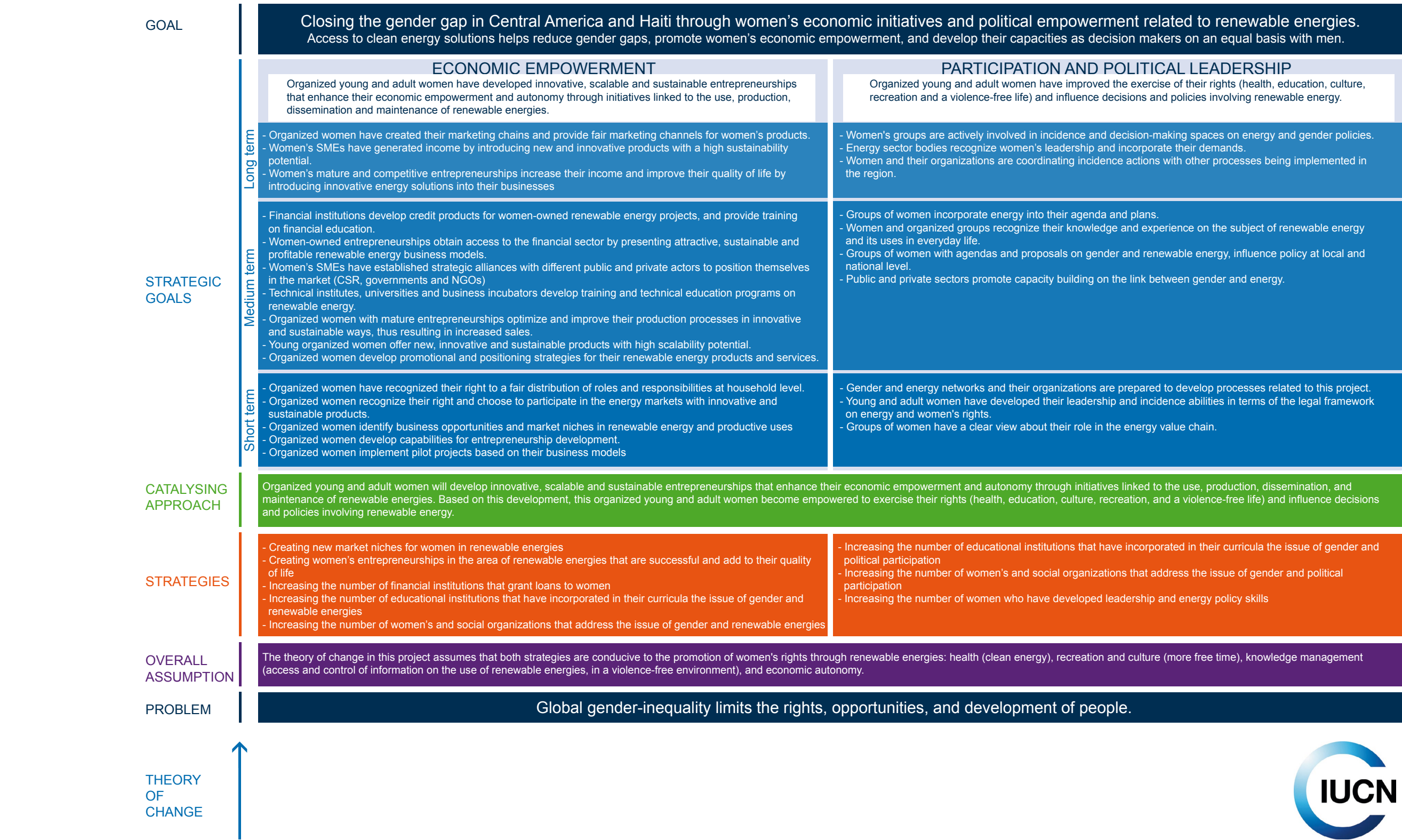
10. Budget

In general, the budget will cover the salary of the consultants. Any other expenses related to the consultancy should be previously requested in the submitted work plan.

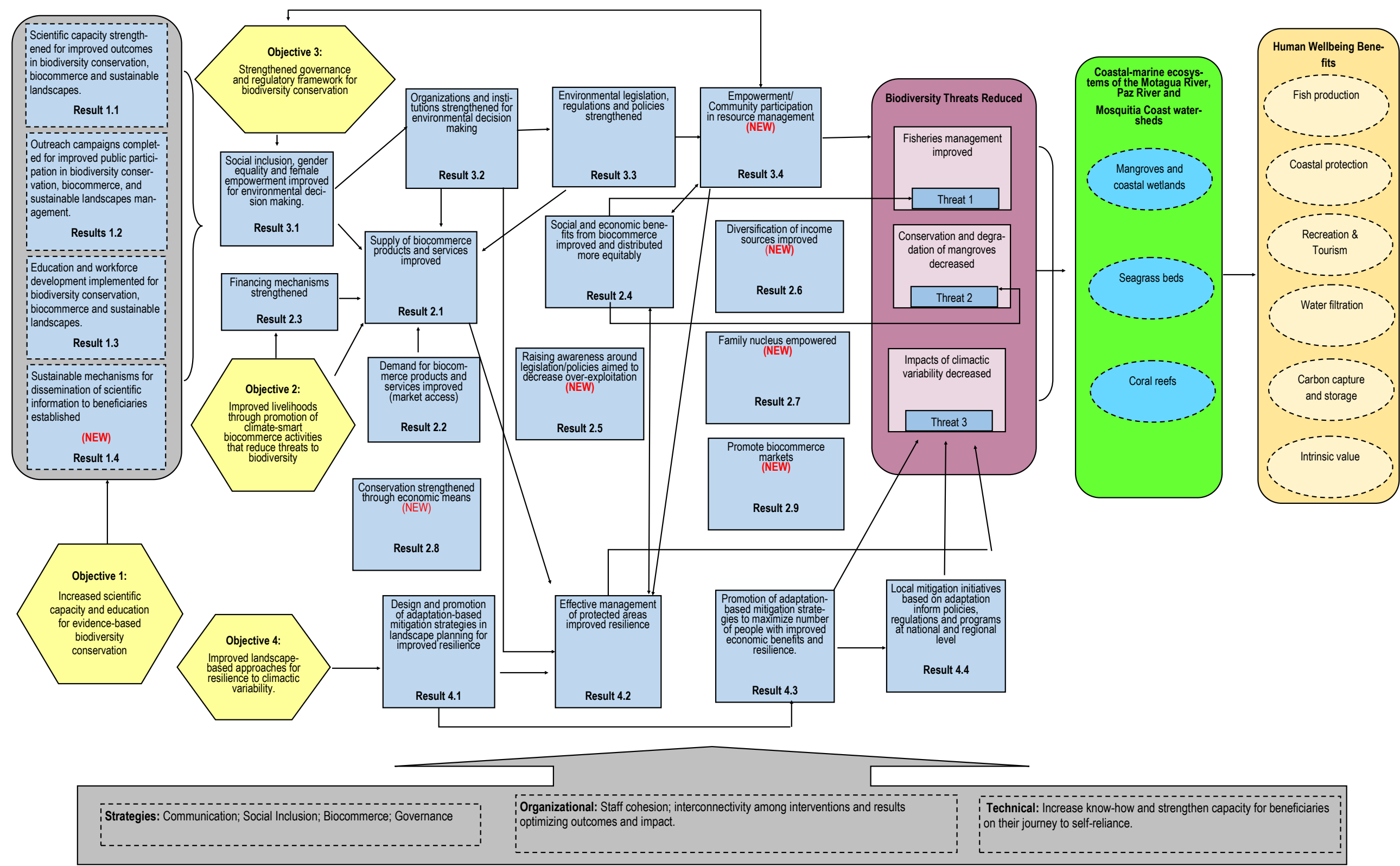
11. Schedule of delivery

Deliverables	Due Date
(1) Consultancy work plan	2 weeks from date of signature of the contract
(2) Final gender analysis	5 months from date of signature of the contract
(3) Final gender action plan	6 months from date of signature

ANNEX NINE – Theory of change examples



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DRAFT—FOR DISCUSSION PURPOSES ONLY

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