# IUCN Project Guidelines and Standards

# Module 1
# Introduction to the Project Guidelines and Standards

**Version 2.2 – 2016**

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# 1 Introduction to the Project Guidelines and Standards

## 1.1 Introduction, Purpose & Basic Definitions

The Project Guidelines and Standards (PGS) is a roadmap and toolkit for selecting, identifying, planning, implementing, monitoring, evaluating and closing IUCN projects, whether IUCN is acting as an implementing or executing agency.[1]

**Project Definition**

A project is a time-bound set of activities designed to achieve results and deliver impacts. Projects are the means by which the IUCN Programme is implemented and projects are identified based on the needs of the Programme. The IUCN Programme operates on a four-year cycle and is based on a global situation analysis and an extensive consultation of Members and Commissions. Each IUCN programme prepares a more specific Regional or Thematic Programme based on the situation related to their region or theme, also in consultation with Members. The IUCN Programme is approved at the World Conservation Congress by the Membership every four years.

[1] Implementing agencies make grants to executing agencies (third parties) and supervise implementation; executing agencies are responsible for implementing the project. This distinction is used mainly to describe IUCN's work under the Global Environment Facility. As an implementing agency, IUCN will disburse funds to third parties and supervise their work; as an executing agency, IUCN receives money from another implementing agency (such as the World Bank) and implements the project under that implementing agency's supervision.

IUCN's financial system assigns each grant, contract or other discrete budget a unique project number, but *under the PGS, a single project may have multiple funding sources. Each funding source is considered an award, and each should be linked to the single project.*

The project portfolio contains a mix of large and small projects, including:

- Field projects aimed at influencing results and impacts related to biodiversity and human wellbeing. Field projects also often generate knowledge and build capacity.
- Projects which support policy influencing, knowledge generation or capacity building.
- Smaller projects aimed at implementing a series of activities, such as workshops, provision of technical advice or publications.

By way of illustration, between January 2013 and March 2014 new projects added to the project portfolio included 233 small and medium sized projects worth nearly 43m CHF and 28 large projects (CHF 1m +) worth nearly 97m CHF. Small projects comprise 89% of the portfolio, but are worth 30% of the value of the portfolio, while large projects comprise 11% of the portfolio, but are worth 70% of the value of the portfolio. IUCN prefers to secure larger, longer term projects, both for the purpose of financial stability, but also because they can be realistically designed for results and impact.

Most projects and particularly field projects are implemented in partnership, often with IUCN Members and Commissions. Projects with a policy, knowledge or capacity building aspect often also include Members and Commissions. Most project implementation with partners is done under contract (paid with project funds), although there is also a substantial proportion of projects implemented through volunteer and in-kind contributions. Implementation in partnership has implications for how projects are identified, designed, monitored and evaluated.

### 1.1.1 Purpose

The purpose of the Project Guidelines is to ensure that:

- Projects are well planned, monitored and evaluated as a means to delivering against the IUCN Programme and for the benefit of nature, people and biodiversity;
- The process of approvals for projects is clear and supported by a toolkit;
- Projects comply with Environmental and Social Safeguards in order to minimize negative environmental and social impacts;
- Gender is mainstreamed into all field operations:
- All of the standards, tools and guidance are gathered in one guide.

The PGS sits within and alongside a number of IUCN policies and procedures:

- Anti-Fraud Policy
- Operational Guidelines for Business Engagement[2]
- Procurement Policy[3]
- Contract Review and Sign-Off Procedures

[2] A summary of the Operational Guidelines for Business Engagement is also available on IUCN's public website: http://cmsdata.iucn.org/downloads/a_summary_of_iucn_s_operational_guidelines.pdf

[3] IUCN's Procurement Policy is available on the public website: http://cmsdata.iucn.org/downloads/procurement_policy_and_procedure_v_1_1_18_november_2013.pdf

- Environmental and Social Safeguard Framework[4]
- IUCN Delegation of Authority
- IUCN Policy on Gender Equity and Equality
- IUCN Finance tools including for project budgets
- IUCN Finance tools for screening partners

### 1.1.2 Scope of applicability

**The Project Guidelines and Standards is aimed primarily at managing the project cycle for field projects or projects which combine a field component with policy influencing, knowledge generation or capacity building.**

**However, these standards and tools are applicable to all projects which sit within the Secretariat and are therefore mandatory for the Secretariat and any projects that combine the Secretariat with the Members or Commissions.**

IUCN's Commissions are highly encouraged to make use of the Project Guidelines and Standards, as are Members who have not already developed their own project cycle management tools.

Within IUCN, a distinction is made between projects which IUCN is implementing and projects which IUCN is executing (see Box 1 below). As an implementing agency, IUCN is responsible for making grants to third parties and overseeing the project throughout the project cycle. As an executing agency, IUCN is the grantee, responsible for performing all steps under the project cycle. The implications of being an executing or implementing agency are covered in each stage of the project cycle. In exceptional cases, it is possible for IUCN to be both an executing (grant-making) and implementing (grantee) provided there is a sufficient firewall established to enforce and ensure that fiduciary and safeguard standards are applied by the component of IUCN that is implementing.[5] This is mainly applicable for Global Environment Facility Funded Projects, although there are other instances of IUCN acting as a grant-maker or implementing agency.

**Box 1: Implementation vs. Execution of project under the Global Environment Facility**

'Implementation generally involves project identification, preparation of project concept, appraisal, preparation of detailed project document, project approval and start-up, project supervision, and project completion and evaluation…

Execution generally includes the management and administration of the day-to day activities of projects in accordance with specific project requirements in an agreement with the agency responsible for implementation. Execution implies accountability for intended and appropriate use of funds, procurement and contracting of goods and service'.

Source: GEF 2011. GEF Minimum Fiduciary Standards: Separation of Implementation and Execution Functions in GEF Partner Agencies

[4] Both the Environmental and Social Management Framework (May 2014) and the Environmental and Social Safeguard Management System Manual (May 2014) are available from this link.
[5] See Implementing and Executing Agencies for GEF: firewalling of functions and responsibilities in IUCN (May 2014)

**Box 2: Working with the Global Environment Facility**

Similar to many donors, the GEF has developed a project cycle and set of tools for project cycle management which is very specific. The procedures for the project cycle and the project management toolkit are updated regularly.

Guidance on the GEF Project Cycle may be accessed here: http://www.thegef.org/gef/project_cycle

The tools and templates may be accessed here: http://www.thegef.org/gef/guidelines_templates

If in doubt, contact the IUCN GEF Coordinating Unit: iucngef@iucn.org

## 1.2 The Project Cycle

Each project follows a similar set of steps, supported by tools and explained in its own Module (see Figure 1):

1. **Project Identification and Conceptualization (PGS Module 2)**which leads to the completion of a project concept which can then be shared with donors for their consideration. For projects which IUCN will execute, this stage typically includes a situation analysis, stakeholder analysis and engagement, a theory of change and theory of action (which includes a problem analysis (or theory of change) and proposed intervention logic of intended results and means (or theory of action), a risk analysis on environmental and social safeguards and an indicative budget.
   As IUCN is committed to mainstreaming gender into its field operations, each step in preparing the project concept must be gender responsive, including the situation analysis, stakeholder analysis, theory of change and proposed intervention logic. The environmental and social safeguards implement the Principle of Gender Equality and Women Empowerment to check the application of gender criteria at different points in the project cycle.

   For projects which IUCN will implement, in addition to the previous steps, IUCN will require a more extensive risk analysis and a cost-benefit analysis at the concept stage.

2. **Project Development (PGS Module 3),** which leads to the completion of a project proposal (also known as a project design document) which will include a very detailed situation analysis, stakeholder analysis and engagement, an analysis of problems and opportunities, an articulation of the proposed project's intended results, and means of achieving results (including a logical framework, indicators and a monitoring plan, a risk analysis on environmental and social safeguards, the full budget, as well as the risk and cost-benefit analysis.

   Similarly, the full project proposal will also include gender-appropriate results and means of implementation, and will measure its results using gender-appropriate indicators.

3. **Project Implementation and Monitoring (PGS Module 4)** which includes all of the activities that will lead to successful project implementation, including preparing

implementation plans, managing project teams and the project steering committee, providing technical input, supervising projects, undertaking monitoring activities and preparing technical and financial reporting.

4. **Project Evaluation (PGS Module 5),** including preparation of the evaluation Terms of Reference, responsibilities under the Monitoring and Evaluation Policy, the evaluation process, using the results of evaluations, and the management response.

5. **Project Closure (also part of Module 5),** which aims to capture lessons from the project for future use. This module explains steps to take to close a project and wrap up lesson learning.

The Gender aspects of the project cycle are supported by the **PGS Annex on Gender Mainstreaming and Criteria,** which has been prepared by IUCN's Office of the Global Gender Advisor.

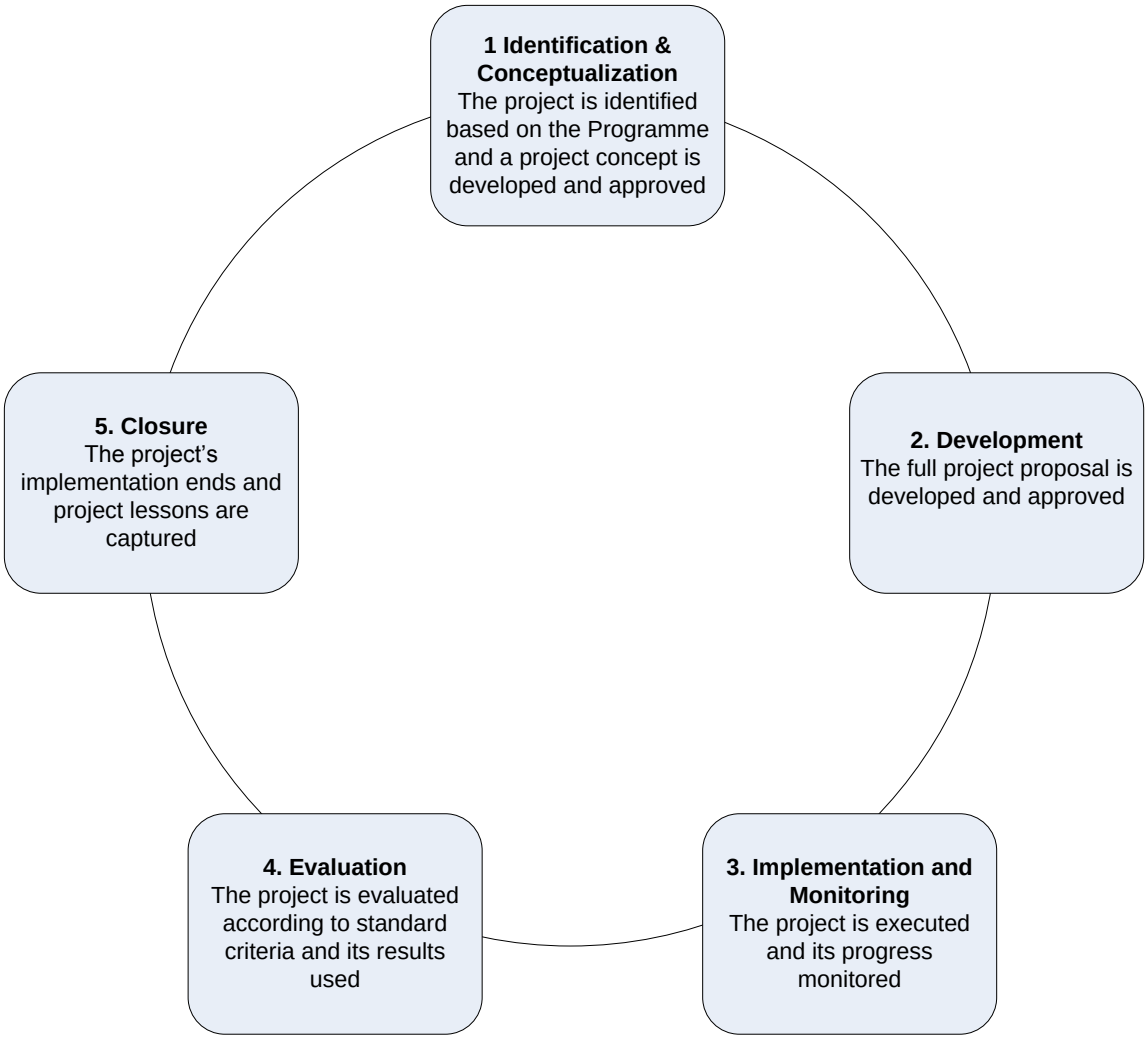


Figure 1 The Project Cycle

## 1.3 Structure of the Project Guidelines and Standards

The PGS contains the following Modules aligned to the project cycle:

- Module 2: Project Identification and Conceptualization
- Module 3: Project Development
- Module 4: Project Implementation and Monitoring
- Module 5: Project Evaluation and Closure

The core of project design is covered in Modules 2 and 3. Module 2 and 3 steps must be addressed by the time a project proposal is submitted to a donor. These are mandatory if the proposed project responds to a request for proposals.

Each module of the PGS aims to provide:

- A workflow, outlining mandatory and optional steps
- A set of tools and templates
- Guidance on how-to for each stage of the project cycle

## 1.4 Including Gender and Indigenous Peoples in the Project Cycle

The inclusion of gender considerations and Indigenous Peoples in all aspects of the project cycle is mandatory according to IUCN policy and standards where appropriate.[6] It is important to note that both women and indigenous peoples can be, depending on the specific circumstances, considered a "vulnerable group" or an "agent of change" and in some cases, both at the same time.

It is highly recommended that all aspects of the project cycle are supported by the appropriate experts. Where appropriate, including gender experts and indigenous peoples during project design, implementation and evaluation is highly recommended. Including these experts in project steering committees, supervision missions and project evaluations will improve the quality of these processes.

Recommended activities for each stage of the project cycle are shown in Table 1.

Prior to commencement of these activities, the project team and experts should review the IUCN Gender Policy (2007) and use the Framework for Conducting Gender Responsive Analysis (2013) (for a very comprehensive analysis) or the Annex on Gender Mainstreaming and Criteria (2015) to underpin the stages of the project cycle. Regarding Indigenous Peoples, it is important to review the IUCN Standard on Indigenous Peoples, including FPIC provisions (2013).

[6] See the IUCN Gender Policy (2007), Framework for Conducting Gender Responsive Analysis (2013) and the IUCN Standard on Indigenous Peoples (2013)

Table 1: Gender and Indigenous Peoples in the Project Cycle

| Project stage | Gender | Indigenous peoples |
|---|---|---|
| Project conceptualization | • Ensure the stakeholder analysis documents gender differences in stakeholder groups<br>• Ensure the problem analysis correctly diagnoses the different roles of men and women in the target project area and the different ways in which women and men might benefit from the project intervention<br>• Ensure the theory of change properly understands and responds to the different roles of men and women and how the proposed intervention will reduce gender gaps | • Role/presence of indigenous peoples in target project location is documented, taking into account land and resource rights, including customary management regimes<br>• Indigenous peoples in the proposed project area are consulted during design phase<br>• Policy and safeguards are applied in problem analysis and theory of change |
| Project development | • Ensure outputs and activities properly include the different capabilities of men and women<br>• Ensure project results that promote advancement toward gender equality<br>• Ensure the roles and responsibilities of all stakeholders and partners are properly documented and appropriate based on the gender analysis that supports the project design (including project governance)<br>• Define gender responsive indicators | • ESIA, if required, undertaken, and prepare an Indigenous Peoples' Plan if required<br>• Ensure the roles and responsibilities of indigenous peoples are appropriately included in project results and activities |
| Project implementation and monitoring | • Collect gender responsive and sex-disaggregated data for each indicator that involves people | • Ensure access to information by indigenous peoples on relevant issues<br>• Benefits arising from the project are equitably shared, and disaggregated data is collected |
| Project evaluation | • Ensure that project evaluation (s) questions test the gender aspects of the project, reviews gender indicators and make conclusions on their effectiveness<br>• Ensure that a representative sample of all stakeholder group is consulted during the evaluation (including women)<br>• Make recommendations to improve the gender aspects of the project | • Ensure that indigenous peoples are included as stakeholders to be consulted during design of the evaluation and data collection, use of results, etc.<br>• Ensure that the project evaluation reviews the extent to which the IUCN Standard on Indigenous Peoples was applied (including ESIA and Indigenous Peoples' Plan if included) |
| Project closure | • Ensure that lessons are captured that speak to using a gender responsive and environment approach | • Ensure that any lessons learned related to indigenous peoples and the IUCN Standard are captured and communicated |

## 1.5 Project Life Cycle Table

See *Project Life Cycle Table of Steps* for an overview of all steps, responsibilities and tools.

## 1.6 Mandatory and Recommended Tools of the Project Guidelines and Standards

The PGS comprises a series of mandatory tools and approvals aimed at improving the overall quality of the IUCN project portfolio and ensuring that proper management oversight is exercised at each stage of the project cycle. The PGS also contains a number of recommended tools and processes aimed at improving project design, implementation, monitoring and evaluation. Use of the recommended tools requires some judgement in terms of what is most useful to the project manager/team and what is required by the project's donor. In some cases, what is recommended by the PGS – e.g. a logframe – is mandatory according to the donor.

| **Stage** | **Mandatory tools & processes** | **Recommended tools** |
|---|---|---|
| Project Identification and Conceptualization | • Gender mainstreaming<br>• Project Appraisal and Approval<br>• Risk Tools (ESMS, Business) | • Stakeholder Analysis<br>• Theory of Change |
| Project Development | • Gender mainstreaming<br>• Project Appraisal and Approval<br>• Risk Tools (ESMS, Business, Sub-recipient due diligence)<br>• Budget review tool | • Logical framework<br>• Finance budget tool |
| Project Implementation | • Project Supervision Mission report | • Annual project work plan and monitoring tool |
| Project Evaluation | • Management Response | • Evaluation Terms of Reference |

**This concludes Module 1 on Introduction to the PGS.**
**All the PGS tools can be downloaded from** https://portals.iucn.org/union/node/5095

# IUCN Project Guidelines and Standards

# Annex
# Gender Criteria and Mainstreaming

**Added to version 2.2, March 2016**

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# IUCN Criteria on Gender Mainstreaming for PGS

October 2015

## INTRODUCTION

IUCN was the first global environmental institution to establish a gender policy. IUCN began incorporating gender issues into its programme in 1984, and then in 1996 a Resolution was passed "to integrate a gender perspective across the IUCN Programme." In 1998, the IUCN Council adopted a Gender Policy Statement and an Action Plan and appointed a Global Senior Gender Advisor to implement the plan. Since then, the IUCN General Assembly has passed additional resolutions on gender at every Congress. The IUCN Gender Policy is updated every 4 to 10 years, most recently in 2007 (see annex 1: IUCN Gender Policy).

Of vital importance to the IUCN project cycle is the mandate from Resolution 4.005 from the 4th World Conservation Congress (WCC) that calls "to ensure that gender equity and equality are imperative in the implementation of the IUCN Programme as well as annual plans of programmes, initiatives and projects carried out by the Secretariat."

IUCN's commitment to gender equality and women's empowerment necessitates a process of gender mainstreaming, which implies a) the prioritization of gender-responsive[1] measures throughout IUCN's programme, and b) an assessment of the potential implications, benefits and risks for women and men of any planned action. With this approach, women's and men's concerns and experiences become an integral dimension to the design, implementation, monitoring and evaluation of policies and programmes, especially so that gender inequalities and inequities are not perpetuated or exacerbated.

Therefore, all projects will incorporate a gender analysis and specific plans and measures to secure and, when appropriate, enhance the economic, social and environmental benefits to women. Gender equality measures will be designed and implemented in consultation with women in affected communities and gender experts with knowledge of local needs.

**Guiding questions**

- What are the key gender issues in the sector and subsector that are likely to be relevant to the project?
- Does the proposed project have the potential to promote gender equality or women's empowerment by improving women's access to, use of and control over opportunities, services, resources, assets, and decision-making processes?
- Could the proposed project have an adverse impact on women and/or girls or widen gender inequality (e.g., through loss of land rights or employment, negative impacts due to resettlement, human trafficking)?

Source: Adapted from ADB. 2015. Tip Sheet No.1. Manila, Philippines.

In all cases where it has been determined that women may be affected by project implementation and execution, the implementing agency and its executing partners will

[1] **Gender responsive:** Identifying, reflecting, and implementing needed interventions to address gender gaps and overcome historical gender biases in policies and interventions. Gender-responsiveness in application contributes, proactively and intentionally, to the advancement of gender equality. More than 'doing no harm', a gender-responsive policy, programme, plan or project aims to 'do better'.

ensure that specific provisions to monitor impacts are included in the project's monitoring and evaluation framework, and they will secure the services of qualified experts to guide this monitoring work, interpret data and information and advise on mitigating measures, if needed, during the course of project execution.

Because women are often particularly vulnerable to the loss of, alienation from or exploitation of land and resources, and to unfavorable changes in the rules and conditions of access to resources, project design should provide, when appropriate and consistent with national policy, for activities and measures that strengthen women's rights. The project should also consider activities and measures aimed at supporting host country compliance with its international commitments with respect to women's rights.

In the application of the present project criteria, IUCN and its partners should be guided by relevant policy instruments and commitments made under various multilateral environmental agreements, especially:

- Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW);
- IUCN Gender Policy (2007), as adopted by IUCN Council Meeting;
- IUCN Policy on Social Equity in Conservation and Sustainable Use of Natural Resources, as adopted by IUCN Council Meeting (2000);
- IUCN Policy on Conservation and Human Rights for Sustainable Development, as adopted by a Resolution of the World Conservation Congress (2012); and
- CBD, UNCCD, UNFCCC, UNEP, GEF, GCF, and ISDR gender policies and action plans.

The following sections will provide additional information on how to ensure the development of gender-responsive projects throughout the union.

## SITUATIONAL ANALYSIS

It is important that the situational analysis includes a gender analysis. Gender analysis in resource management requires that consideration be given to the roles traditionally assigned to women and men within the productive and reproductive environments, as well as the new roles and responsibilities they are experiencing along with other related limiting conditions, such as poverty and its impact on the environment.

**Gender Analysis**
Gender analysis is a systematic process that identifies the differences in men's and women's lives, including those that lead to sociocultural and economic inequalities, and applies this understanding to project development. Gender analysis attempts to answer three key questions:
1. What are the gender-based inequalities, discriminations and rights denials in a given context? How do these issues intersect with other discrimination factors such as age, ethnicity, disability, class, etc.?
2. How will gender relations have an impact on the effectiveness and sustainability of the project, activity or result?
3. How will the proposed results affect the relative status of women and men; will it exacerbate or reduce inequalities?

Disaggregation by sex of quantitative and qualitative data is essential. It is highly advisable to conduct a search for previously available statistical information. There are some countries where considerable progress has been achieved regarding sex

disaggregation of several statistical data items. The Environment and Gender Index (EGI)[2] datasets can also provide national information on specific gender-environment linkages and issues.

Women in environmental decision making: EGI dataset results
The EGI team collected data on nine indicators for this dataset. The results are as follows:

- During the most recent CBD, UNCCD, and UNFCCC COPs, 38%, 26%, and 36% of government delegations were women; 45%, 15%, and 27% of Bureau Members were women; and 47%, 48%, and 45% of NGO delegates were women, respectively;
- 29% of GEF National Focal Points and 24% of Focal Points to the UNFF are women;
- 18% of WEC Secretaries and 4% of WEC Chairs are women;
- 12% of heads of environmental-sector ministries are women; and
- 48% of nationally elected Green Party leaders are women.

https://portals.iucn.org/union/sites/union/files/doc/egi_factsheet_desicion_making_web_sept2015.pdf

## STAKEHOLDER ANALYSIS

In preparing a stakeholder analysis, it is important to comprehend how different groups in society interact with one another. A gender analysis will help understand the different roles of men and women in governance and use of natural resources. The identification makes visible the different experiences of women and men regarding access to, use of and control over natural resources and the distribution of costs and benefits; it also allows identification of unequal participation in decision-making processes, abilities, interest and needs of each gender and the socio-cultural factors underlying sex-based discrimination.

The following questions are not exhaustive; they are rather a reference to the type of information that needs to be collected. IUCN has developed a set of questions for specific topics or ecosystem (i.e., protected areas, mitigation, adaptation, disaster risk reduction, watershed management, etc.) that can be consulted.[3]

Examples of guiding questions:

1. What are the different roles played by women and men in natural resources use and management in the landscape?
2. Are there gender differences in access to, use of and control over resources?
3. Who benefits from the resources (usufruct)?
4. What are the different types of land tenure?
    - To which land do women have access to or control of?
    - Who holds title deed to the land? (men only, women only, both)
    - Are there any cultural restrictions for women to own land?
5. How are women and men currently represented in governance processes in the landscape?
6. Is there any gender specific policy and legislation that should be taken into account at the national or local level?

[2] http://genderandenvironment.org/egi
[3] http://genderandenvironment.org

7. Identify women's, youth and men's barriers to participation, including cultural, social barriers, as well as knowledge and capacity gaps.

## THEORY OF CHANGE

The theory for change exercise is, as well, a useful framework to include gender analysis and gender equality issues in a more consistent way and from the very start of a project. In all steps of the process, such as the definition of the actors and power analysis, the desired change (i.e., for whom?), and the articulation of assumptions and the strategic thinking, gender (in)equality should be a core component of, and lens for, questioning and reflection[4].

A power and stakeholder analysis that does not address gender considerations is of little value, as it is incomplete and biased. This implies that a theory for change process needs to clearly address gender (in)equalities.

The added value of combining theory of change rationale with a gender-responsive approach is that both aim toward transformation—and both articulate clear steps by which that change can happen.

## RESULTS

It is fundamental that the project includes a gender-responsive results-based framework (outputs, outcome and impacts), including the use of project level gender disaggregated indicators as well as gender indicators. The term "gender equality results" refers to results that contribute to reducing inequality between women and men.

**Examples of key gender equality results**
The project outcome and/or outputs directly address gender equality by narrowing gender disparities through:

**Rights:** Women and girls are more able to realize their full human rights.

**Human capacity development:** Education or health, for example, are improved; training (e.g., for female rangers; vocational training) has been provided.

**Development resources and benefits:** Women have improved access to natural and economic resources or opportunities (e.g., employment and income-earning opportunities, markets); productive assets (e.g., land use and ownership rights, appropriate technologies); benefits (e.g., credit, payments for environmental services)

**Voice and decision making:** Opportunities for women's voices and rights (e.g., participation and/or representation in decision-making processes and structures, for example in watershed management groups, landscape restoration committees); political empowerment (e.g., local governance structures, leadership training); or access to grievance mechanism(s) have been provided/enhanced

**Reduction of time poverty**: Women have benefitted from affordable access to services (e.g., clean water supply and sanitation, reliable energy sources, labor-saving

[4] HIVOS. 2014. Gender and Theories of Change. The Netherlands).

technologies).

## GENDER INDICATORS

In common language, the term “indicators” refers to data of a quantitative or qualitative nature, which indicates the current status of things with respect to a given aspect of the reality one wants to learn about. Gender indicators measure aspects related to gender (in)equality, which may be quantified and systematized.

Some of the characteristics of gender indicators are that they:

- Measure conditions or situations that affect men and women differently;,
- Signal changes in power relations between women and men over time;,
- Determine access to, use of and control over resources and distribution of costs and benefits;,
- Point out changes in living conditions and in the roles of women and men over time;, and
- Provide important inputs for planning, implementation, and evaluation of field projects and broad programmes ranging from community livestock to watershed irrigation to national policies.

How are gender indicators useful?

- **To make visible what is currently invisible**: Indicators allow us to verify whether there is (in)equality or (in)equity between men and women, where and how gender differences take place, and how they vary over time.

- **To compare results:** Applying gender-sensitive indicators enables us to assess the gender (in)equality situation of the community in relation to other communities, the province, the region or the country.

- **To find out if there is a tendency toward progress:** Applying these indicators over a project period enables us to assess the gender equality situation of the community in relation to other communities, the province, the region, or the country. Tracking indicators over a project period reveals if and how gender (in)equality conditions may be changing.

- **To measure the impact of policies, programmes or projects:** Indicators help to determine whether or not the policies, programs or projects being implemented are contributing to the promotion of gender equality in the community, the region, the nation or the world.

**Examples of indicators**

**Agriculture and Biodiversity**

- Number of women holding elected leadership positions in community organizations, co-operatives or decision-making councils (e.g. community forestry or fishing programs, co-management councils for protected areas).

- Absolute and percentage changes in research funding over time being devoted to home gardens and species of value to women, including crops, non-timber forest products, wildlife, medicinal plants, fibres, among others.
- Changes over time in male and female participation rates in training programs and employment (both formal and informal).
- Changes over time in women's and men's ownership of agricultural lands, including homes and home gardens.
- Differentiated access of men and women to credit and technical assistance.
- Numbers of households headed by men, women, or couples benefiting from intellectual property rights.

**Climate Change**

- Numbers of women and female-headed households receiving training and assistance related to disasters (e.g., the number of women who know how to swim).
- Number of women owning and using energy-efficient technologies, using renewable energy and involved in sustainable forest management (climate change mitigation).
- Proportion of men and women who own and use non-motorized and public transport.
- Amount of support for research on women's knowledge about drought and flood related strategies.
- Participation of women in climate change planning institutions, processes and research (including disaster preparedness and management), at professional and lay-community levels.

**Energy**

- Reduction in the amount of time or money spent by women and men to obtain energy supplies (fuel wood, charcoal), compared to a baseline.
- Increased number of girls attending school, compared to a baseline.
- Amount of time spent by women on rest, relaxation and learning activities.
- Number/percentage of women and men adopting energy-saving technologies.
- Number/percentage of women and men involved in energy-related employment and training.
- Number/percentage of women and men involved in energy policy dialogue.
- Reductions in the number/percentage of women and children visiting clinics for respiratory or eye conditions, compared to a baseline.
- Number/percentage of women trained to use alternative technologies.

**Forestry**

- Increased number of women that benefit from natural resource concessions, compared to a baseline.
- Female ownership or co-ownership of equipment and tools for production, processing, commercialization and other services associated with natural resources.
- Number and percentage of women and men who attend REDD+ training, disaggregated by type of training (e.g. benefit sharing, MRV,FPIC)

- Increased female participation in project management training programs related to productive and conservation activities, compared to a baseline.
- Perception of women and men who consider that the operating plan of co-management responds to their needs and interests.
- Number of forest management plans with gender-sensitive activities (e.g. non-timber forest products, medicinal plants).
- Inclusion and or improvement of women's resources and tenure rights in laws or regulations

**Fisheries and Aquaculture in Coastal Zones**

- Improved access to and control over key resources by women (e.g. fuel wood, craft supplies, shellfish), compared to a baseline.
- Number and type of formal tourism sector jobs held by women; not just the housecleaning and food preparation jobs.
- Percentage of women obtaining fisheries-related business credit.
- Number/percentage of women that own aquaculture ponds.
- Increased number of women managing successful productive projects (i.e., marine farms, ponds, zoo-farms, eco-shelters), compared to a baseline.
- Improved participation of women in wetlands planning, professions and research, at all levels, compared to a baseline.

## MONITORING AND EVALUATION

The results and indicators are the reference point for monitoring and evaluation, and must be formulated in a differentiated way by sex to ensure that the participation of women and men does not merely depend on the team's will, but that it rather is part of the institutional approach and is integrated to the objectives and plans.

The system is initially nourished by the gender analysis, as it offers a reference about the status of gender relations among the various stakeholders. As the project is developed, the monitoring and evaluation system will start taking shape and receiving input. In this way, the system is not conceived as a section within the conservation initiative, but, rather, as a mainstreamed element that will be present throughout all stages.

**Obstacles**

The efforts to structure gender-sensitive monitoring and evaluation systems into conservation initiatives have faced a series of obstacles and misinterpretations of a theoretical and methodological nature, such as the following:

- A prevailing notion that gender-based evaluations are complex and should be undertaken by experts and it is impossible to change the power relations system.
- Qualitative aspects are not scientific and measurable enough, and, therefore, it is not possible to design the instruments needed for monitoring purposes.
- Lack of starting points. Monitoring and evaluation systems are expected to be created without the availability of gender analysis indicators, criteria or elements about the aspects to be influenced. The unavailability of indicators for the changes expected in gender identities, roles or relations, makes it more difficult to measure these changes, which—generally—end as assessments based on scarce evidence.

- Lack of measuring elements associated with the positive or negative changes in men.
- It is believed that the inclusion of gender attempts is against the culture and customs of a zone or population, forgetting that every initiative or project offers options to promote changes in attitudes and aptitudes.

## Annex 1: IUCN Gender Policy

**IUCN POLICY ON GENDER EQUITY AND EQUALITY**
**May 2007**

IUCN's mission is to influence, encourage and assist societies throughout the world to conserve the integrity and diversity of nature and to ensure that any use of natural resources is equitable and ecologically sustainable.

Gender is an essential component in the sustainable use, management and conservation of natural resources. Women and men have different roles and responsibilities in relation to natural resources, which vary greatly across cultures and regions. Women often make contributions to their family, community and society while facing unequal access to, control over, and benefits from resources and resource use. Gender equality and equity are matters of fundamental human rights and social justice, as well as a pre-condition for sustainable development and the achievement of IUCN's mission.

### Why gender?

IUCN understands that gender refers to the socially constructed roles and opportunities associated with women and men, as well as the hidden power structures that govern relationships between women and men. In most societies there are differences and inequalities between women and men in access to and control over resources and decision-making opportunities, in particular in relation to environmental resources. Gender is part of the broader socio-cultural, economic and political contexts, which also takes into consideration factors such as class, status, ethnicity and age.

IUCN recognizes that both gender equity and equality must be pursued in a complementary manner. Gender equality is the ultimate goal. In order to achieve gender equality, it is often necessary to empower groups that have limited access to resources. Gender equity, or creating fair opportunities according to gender differentiated needs, will require IUCN to take measures to redress for the historical and social disadvantages experienced by women.

Achieving poverty reduction goals are largely dependent on equitable access and control by women and men over natural resources. There are gender differences in vulnerabilities to poverty and contributions to poverty reduction. Globally, women make up 70% of the 1.3 billion people living in poverty[5], and the feminisation of poverty is at the core of a wide range of development challenges. On the other hand,

[5] United Nations Development Programme (UNDP). 1995. Human Development Report 1995. New York: Oxford University Press, 1995.

women have played a critical role in poverty reduction, largely due to their role in caring for family and community. Enabling women to escape from poverty often creates a chain reaction of success in other development and environmental areas. Indeed, there is widespread acknowledgement that achievement of the Millennium Development Goals (MDGs) will require an integrated approach that recognizes the inherent linkages between Goal 1 on poverty eradication, Goal 3 on gender equality, and Goal 7 on environmental sustainability.

The development and implementation of this Gender Policy signifies IUCN's ongoing commitment to integrating a gender perspective in policies, programmes, and projects, as well as in its institutional structure. Working with a gender perspective encompasses understanding the different roles and needs of women and men, as well as other social groupings, in relation to IUCN and its initiatives; striving for more equitable relationships between women and men; and ensuring equality of participation and decision-making.

**Mainstreaming Gender in IUCN**

While IUCN began incorporating gender issues into its programme in 1984, it was not until 1996 that a Resolution was passed "to integrate a gender perspective across the IUCN Program." In the following years, the IUCN General Assembly passed additional resolutions on gender at every Congress.

IUCN recognises that its commitment to gender equality and equity necessitates a process of gender mainstreaming, which implies an assessment of the implications for women and men of any planned action. In this way, women's and men's concerns and experiences become an integral dimension in the design, implementation, monitoring and evaluation of policies and programmes so that gender inequalities and inequities are not perpetuated.

The process of gender mainstreaming has implications for management priorities and systems, the process of decentralization, organizational structure, culture and behaviour, human resources, programming and project cycle management, the balance between global and regional policies and programs, external partnerships, staff capacity development, and resources allocation.

IUCN acknowledges that incorporating gender equity and equality into institutional structures, policies, and programmes is a long-term undertaking. Thus, IUCN is committed to sustained action in every aspect of the institution's work and is aware that progress in one area will lead to progress in other areas. To track progress in IUCN's gender mainstreaming goals, this Gender Policy will be reviewed and updated every 4 to 10 years.

IUCN regards its commitment to mainstreaming gender to be a challenge and one to which it dedicates itself fully. The Director General, Secretariat, President, Council and Commission Chairs assume full responsibility for its implementation. In addition, IUCN understands that full implementation of the Policy requires the involvement and commitment of all individuals throughout the Union.