

Gender Action Plan

FP023: Climate Resilient Agriculture in three of the Vulnerable Extreme northern crop growing regions (CRAVE)

Namibia | EIF | B.14/07



**GREEN
CLIMATE
FUND**

1 ACTIONS FOR CRAVE PROJECT

1.1 Gender mainstreaming

In the same way that gendered roles lead to differences in vulnerability between men and women, they also create opportunities for adaptation. Women are not just victims of adverse climate effects due to their vulnerability; they are also key active agents of adaptation. This is due to their often deep understanding of their immediate environment, their experience in managing natural resources (water, forests, biodiversity and soil), and their involvement in climate sensitive work such as farming, forestry and fisheries. If there is no gendered approach toward adaptation, these differences between men and women may be overlooked, inadvertently reinforcing gender inequality and women's vulnerability to climate change relative to men.

The complementarity of men's and women's knowledge and skills is key for designing and implementing effective and sustainable adaptation initiatives, answering to their specific needs and ensuring that both benefit equally from the development process. Since gender is a social and cultural construct, mainstreaming gender in the CRAVE Project offers an opportunity to begin redefining this construct more equitably. But an approach that considers only women will not bring about this transformation: gender inequalities can be addressed effectively only if the rights, responsibilities and opportunities of both women and men are recognized and their priorities and needs considered. Thus, any effective approach to gender mainstreaming will address the situation of women and men as equal actors in the development process. The following steps for the preparation and implementation of the CRAVE Project should be undertaken:

- Analyze and address the effects of climate change from both male and female perspectives
 - As this Gender Assessment revealed CRAVE should address 45% of male perspectives while targeting 55% female perspectives.
- Develop and apply gender-sensitive criteria and indicators for selecting beneficiaries
 - As this Gender Assessment revealed, the seven indicators under table 9 to be core for the CRAVE Project.
- Include statistics on women as well as on men when collecting and presenting project data
- Capitalize on the talents and contributions of both women and men

- Set targets for female participation in activities
- Make women’s equality, access to information, economic resources and training a priority
- Ensure that women are represented in 50% of all decision-making processes
- Focus on gender differences in capabilities to cope with climate change adaptation and mitigation, and
- Undertake a gender analysis of all budget lines and financial instruments (see below for guidance on gender-responsive budgeting).

Gender-responsive budgeting is a tool that can be used to ensure that programme and project budgets are based on the recognition that the needs of women and men, while sometimes the same, can also be different, and that, when they are different, allocations should reflect this. In the context of CRAVE Project, gender responsive budgeting is one way of ensuring that observed gender differences are reflected in project budgeting, which makes it more likely that the project will assist both men and women to adapt to climate change. At its simplest, this involves disaggregating appropriate budget lines to show how men and women fare.

1.2 Gender Analytical Tools for Projects

Gender analysis (also referred to as gender-sensitive analysis, gender-based analysis, or gender-aware analysis) is the tool used to address the gender dimensions of any given issue or intervention to mainstream gender. Depending on the context, it is defined in different ways, but the objective is always to identify the differences and to provide empirical (quantitative and qualitative) evidence for gender roles, activities, needs and available opportunities for men and women. These tools can be used during the CRAVE project implementation at mid term and end of project evaluation.

Table 7: Analytical tools that can be used for gender mainstreaming

Analytical	Focus of Analysis	Key Analytical	Tools for Data
------------	-------------------	----------------	----------------

Framework		Questions	Collection
Moser Framework	<ul style="list-style-type: none"> • Gender identification • Practical needs and strategic interests 	<ul style="list-style-type: none"> • What are the practical needs and strategic interests 	Needs Assessment
Gender Analysis Matrix (GAM) Framework	<ul style="list-style-type: none"> • Impact of interventions • Identification and analysis of differences • Gender roles 	<ul style="list-style-type: none"> • What is the differential impact 	Impact Assessment
Social Relations Approach (SRA) Framework	<ul style="list-style-type: none"> • Analyze existing inequalities in distribution of resources, responsibilities and power 	<ul style="list-style-type: none"> • Who has what and what are the relationships between the people 	Institutional Analysis Socio-political Profile
Capacities and Vulnerabilities Analysis Framework	<ul style="list-style-type: none"> • Existing Capacities (strengths) and vulnerabilities (weaknesses) 	<ul style="list-style-type: none"> • What will help and what will hinder 	Capacities and Vulnerabilities Assessment
Harvard Analytical Framework and People-Oriented Planning	<ul style="list-style-type: none"> • Roles and activities • Allocation of resources • Productive and socially reproductive work 	<ul style="list-style-type: none"> • Who does what, how, where and what influences it 	Activity Profile Access and Control Profile Influencing Factors

1.3 Implementation

Implementation refers to the stage in the cycle where the project is underway. It is highly recommended that the CRAVE Project undertakes a gender mainstreaming analysis during the inception period to ensure that targets that are gender sensitive are incorporated in the project. If gender analysis and mainstreaming have been adequately considered in the preceding stages of problem identification, project formulation and project appraisal, there is little else that needs to be considered at this stage in terms of the planned activities. Rather, this stage must focus on ensuring that the gender-mainstreamed plans become effective. A commitment to gender mainstreaming within the process of implementation may be necessary in order to ensure that project staff have been trained in gender awareness and that any technical backstopping teams are aware of the gender issues within the project.

Table 8: Work Plan for Gender Equality Action Plan

Key Elements	Actions (Outputs)	Responsible	Financial Year				
			1	2	3	4	5
Project Cycle	At inception, develop guidelines on Mainstreaming Gender in the CRAVE Project Cycle (particularly in relation to the implementation and monitoring of the actions identified under the gender core indicators (e.g. gender analysis, gender responsive project framework, etc.))	PC with Steering Committees					
	Review and update the CRAVE Project Framework (includes project documents, monitoring and evaluation reports, etc.) that incorporate and clarify specific section on gender mainstreaming	PC with Steering Committees					
	Strengthen gender participation and representation at all project level, e.g. gender representation in the steering committee, regional committees, project coordination unit, consultancies, beneficiaries, training, etc.	PC with Steering Committees					
	Support gender responsive activities in line with GCF strategy	PC with Steering Committees					
Knowledge Management	GEF Knowledge Management Strategy/Action Plan and Gender Equality Action Plan are cross-referenced to effectively generate knowledge on gender	PC with Steering Committee					
	Develop an interactive gender equality webpage on the EIF website, with link to relevant stakeholders and partners sites to facilitate exchange of good practices, approaches, and tools (including online training tools, webinars, etc	PC					
	Develop analytical products on gender in the agriculture sector	PC with Steering Committee					
Results-based Management	Report on the quarterly progress on the implementation of the Gender strategy based on agreed actions	PC					
	Monitor and report on the core gender indicators	M&E Officer					

	Develop a guidance note and list of gender-responsive indicators that are relevant for CRAVE project	PC and M&E Officer					
	Evaluate gender equality results of the CRAVE actions (e.g. mid-term review, and terminal evaluation.)	PC and M&E Officer					
	At inception, develop detailed implementation work plan and budget for implementing the Gender Equality Action Plan, and update it as needed	PC with Steering Committee					
Capacity Development	Enhance staff capacity and expertise at the project Coordination Unit and Executing Partner by creating a gender anchor to oversee coordination to implement the Action Plan, in addition to having gender focal points from relevant teams within the Project Structure	PC with Steering Committee					
	Establish and clarify accountability structure and appropriate incentive system on gender equality among Project Coordination Unit (e.g. gender indicators in performance contracts), Executing Entities, and other partners	PC with Steering Committee					
	Conduct capacity-need assessment and provide training opportunities for the implementation structure of the CRAVE project on issues related to gender equality	PC with Gender Expertise					
	Provide support and guidance on the implementation of the EIF and GCF Policies on Gender Mainstreaming to the Executing Entities and management structures of the project	EIF					

1.4 Monitoring

As with problem identification and project formulation, the process of monitoring is predicated upon presence within the CRAVE project and thus requires similar gender sensitivity and awareness of the need for participation. It is preferable if the practitioners concerned with collecting data for monitoring are from a gender-balanced team, as teams composed solely of men may face difficulties in effectively gaining information from female stakeholders in some cultural contexts, and they may also be unable to fully grasp women's perspectives, and vice versa. As with problem identification and project formulation, collection of data for monitoring also

needs to be sensitive to the gendered nature of time budgets and spatial variation of activities: rather than collecting data during ‘office hours’, practitioners must be flexible in accommodating beneficiaries’ schedules. It is also imperative to ensure that any problems can be identified during implementation in order to accommodate any necessary adjustments. Key questions include:

- Is the monitoring and evaluation methodology of the given the CRAVE project tailored to the cultural context? For instance, does the approach invite input and feedback from women and men?
- Are generated data, analysis and reports sex-disaggregated, if possible?
- Are gender-related indicators established in the planning phase effectively used and assessed?
- Does monitoring consider both women’s and men’s roles (even if those roles are different)?
- Is progress toward any specific objectives related to men or women on track?
- Have any gender issues arisen that were not identified at the project design stage? If so, how can they be addressed?

Table 9: Core indicators to be incorporated in the CRAVE Project

Outcomes	Gender Indicators	Source of Verification
Project design fully integrates gender concerns.	1. Percentage of project activities that have conducted gender analysis during project preparation.	Project Document endorsement after inception.
	2. Percentage of projects that have incorporated gender responsive project results framework (e.g. gender responsive output, outcome, indicator, budget, etc.	
	3. Percentage of gender balance in the governance and management structures of CRAVE	
Project implementation ensures gender equitable participation in and benefit from project activities.	4. Share of women and men as direct beneficiaries of project.	Project Implementation Reports, Mid-Term Evaluation Reports, and Terminal Evaluation Reports.
	5. Share of women and men participation in project related events (meetings, etc.)	

Project implementation ensures gender equitable participation in and benefit from project activities.	6. Share of convention related project reports incorporated gender dimensions	
Project monitoring and evaluation give adequate attention to gender mainstreaming.	7. Percentage of monitoring and evaluation reports (e.g. Project Implementation Reports, Mid-term Evaluation Reports, and Terminal Evaluation Reports) that incorporates gender equality/women's empowerment issues and assess results/progress.	Project Implementation Reports, Mid-Term Evaluation Reports, and Terminal Evaluation Report

In particular, it is vital that sex-disaggregated data be collected throughout the process of project monitoring. In practice, this means that community meetings, management committee formulation, training, financial management, and project governance statistics should be disaggregated to show the levels of participation by men and women (unless the project is an exclusive men's or women's group). If the analysis of data collected during monitoring reveals any surprises – for example, a reduction in the participation by women or the dominance of men within the management committee – remedial steps need to be taken to ensure that implementation remains gender-sensitive.

1.5 Evaluation

The data collected during monitoring provides essential input into the final stages of the project cycle: evaluation and impact assessment. If gender analysis was used in the planning phase, gender analysis in evaluation will enable critical appraisal of how well a project has met its defined goals and objectives. However, if gender analysis was not incorporated into the planning phase, it is still possible and appropriate to use this tool during the evaluation to highlight how planned interventions have affected the adaptive capacity of men and women. This, in turn, contributes to knowledge about gender and adaptation to climate change.

Compared with monitoring, evaluation allows a more objective review of a project and a focus on broader outcomes. As evaluations are often outsourced, it is important that the Terms of Reference require gender expertise within the evaluation team. In general, a project evaluation should take into account the following points:

- Did this project bring about adaptation and reduced vulnerability to climate change for

men and/or women?

- Did this project address both women's and men's specific needs for adaptation? What mechanisms ensured this?
- Has appreciation of both women's and men's knowledge and expertise improved the results of the CRAVE project? If so, how?
- Have men's and women's perceptions (norms, stereotypes, values) been altered during the course of the project?
- To what extent have any objectives or targets of promoting gender equality been met?
- Has the project had any unexpected or unintentional gendered effects?
- Which of the lessons learned and good practices related to mainstreaming gender in the CRAVE projects can be scaled up and documented?

1.6 Impact Assessment and Lessons Learned

Impact evaluation can be incorporated into the project evaluation or it can take place some time after the end of a project in order to assess the longevity of impacts after the intervention.

Questions at this stage mirror those included in the section immediately above.

2 REFERENCES

Agarwal, B., 2003. Gender and Land Rights Revisited: Exploring New Prospects via the State, Family and Market, *Journal of Agrarian Change*, 3, 184-224.

Ambunda, L., & De Klerk S. (2008). Women and customs in Namibia: A research overview. In Ruppel, O.C. (Ed.). *Women and custom in Namibia: Cultural practice versus gender equality*. Windhoek: Macmillan Education Namibia.

Angula, M. (2010). *Gender and climate change: Namibia case study*. Cape Town: Heinrich Böll Stiftung - Southern Africa.

Appleton, S., 1996. Women-headed Households and Household Welfare: An Empirical Deconstruction for Uganda, *World Development*, 24, 1811-1827.

Babugura, A. (2010). Gender and climate change: South Africa Case Study. Cape Town: Heinrich Böll Stiftung - Southern Africa.

Brody, A., Demetriades, J., & Esplen, E. (2008). Gender and climate change - mapping linkages: A scoping study on knowledge and gaps. Brighton: BRIDGE, University of Sussex.

Central Statistics Office (CSO). 2001. Levels of Living Survey 1999: Mini Report. NPC/CSO: Windhoek.

Central Bureau of Statistics (2008) A Review of Poverty and Inequality in Namibia, Windhoek: Central Bureau of Statistics, National Planning Commission.

Davison, J. (ed), 1988. Agriculture, Women and the Land: the African Experience. Westview Special Studies on Africa, Westview Press, Boulder, Colorado.

Desert Research Foundation of Namibia, (2015) Vulnerability Assessment Report, Chapter under the Namibia Third National Communication to the UNFCCC.

Environmental Investment Fund of Namibia. (2016). Climate Resilient Agriculture in three of the Vulnerable Extreme northern crop growing regions. Programme Document to the GCF

Food and Agriculture Organisation of the United Nations, n.d, Country Programming framework for Namibia 2014 -2018

Gilau, A.M., Dayo F.B., Abraham, L.Z., & Mundia, L. (2011). Drought and flooding risk assessment for gender specific decision-making. Windhoek: Ministry of Environment and Tourism.

Gilau, A.M., Dayo F.B., Abraham, L.Z., & Mundia, L. (2011). Drought and flooding risk assessment for gender specific decision-making . Windhoek: Ministry of Environment and Tourism.

lipinge, E.M., & Williams, M. (2000). Gender and development . Windhoek: John Meinert Printing.

lipinge, E.M., Phiri, F.A., & Njabili, A.F. (2000). The national gender study . (Vol. 1). Windhoek: University of Namibia.

IPCC, 2007. Climate Change 2007 Synthesis Report: Summary for Policymakers, WMO, Geneva. Available online at http://www.ipcc.ch/pdf/assessment-report/ar4/syr/ar4_syr_spm.pdf

Jacobs, S., 2002. Land Reform: Still a Goal Worth Pursuing for Rural Women? Journal of International Development, 14, 887-898.

Keesing, R. (1974). Theories of culture. Annual Review of Sociology. 3, 73–94.

Kulthoum, O. (2010). Gender and climate change: Botswana case study. Cape Town: Heinrich Böll Stiftung - Southern Africa.

Meena, R. (1992). ' Gender research/studies in Southern Africa: An overview'. In Meena, R. (Ed.).

Gender in Southern Africa: Conceptual and theoretical issues. Harare: SAPES Books.

Namibia Statistics Agency (2014) Namibia 2011 Population and Housing Census Regional Profiles, Basic analysis with highlights, Windhoek, Namibia.

Namibia Statistics Agency (2012) Poverty Dynamics in Namibia. A comparative study using the 1993/94, 2003/04 and the 2009/10 NHIES surveys. Windhoek, Namibia.

Namibia Statistics Agency (2013) Namibia Agriculture Census. Communal Sector Report. Windhoek, Namibia.

Mendelsohn, J. (2006). Farming systems in Namibia. Research & Information Services of Namibia.

Pahl-Wostl, C., Tabarab, D., Bouwenc, R., Crapsc, M., Dewulf, A., Mostertd, E., Riddera, D., & Taillieuc, T. (2008). The importance of social learning and culture for sustainable water management. *Ecological Economics* , 64(3), 485- 495.

Quisumbing, A. (ed), 2003. Household Decisions, Gender and Development: A Synthesis of Recent Research, International Food Policy Research Institute, Washington D.C. Available online at <http://www.ifpri.org/publication/household-decisions-gender-and-development>

Sakurai, R., Jacobson, S.K., Kobori, H., Primack, R., Oka, K., Komatsu, N., & Machida, R. (2011). Culture and climate change: Japanese cherry blossom festivals and stakeholders' knowledge and attitudes about global climate change. *Biological Conservation*. 144 (1), 654-658.

Skinner, E. (2011). Gender and climate change overview report . UK: Institute of Development Studies.

United Nations Development Programme. (2012). Gender and climate change vulnerability and assessment for Namibia. Windhoek: UNDP.

Van den Pol, B. (2010). The connection between culture and climate change. Accessed. 3 March 2012 from <http://www.culturaldiplomacy.org/pdf/case-studies/cs-bernadet-vanden-pol.pdf>.

Vincent, K., & Wanjiru, L. (2010). Gender, Climate Change and Community Based Adaptation. United Nations Development Programme

Watson, E. (2006). Gender and natural resources management. Cambridge: University of Cambridge.