

# Simplified Approval Process

## Annex 4: Gender assessment and action plan



# **Gender Analysis/Assessment and Gender and Social Inclusion Action Plan Templates**

## **Part I: Gender Analysis/Assessment: Template (Project/Program Level)**

### **What is a gender analysis/assessment?**

**Gender analysis/assessment** refers to methods used to understand relationships between men and women, their access to resources, their activities, and the constraints they face relative to each other. A comprehensive gender analysis/assessment entails the examination of the different roles, rights, needs, and opportunities of women and men, boys and girls in a given project/program context. It is a tool that helps to promote gender – relevant entry points, policies and identify opportunities for enhancing gender equality in a particular project/program. In the case of climate change projects/programs, a well done gender analysis/assessment helps to identify multiple causes of vulnerability, including gender inequality. It also helps to identify and build on the diverse knowledge and capacities within communities/households that can be used to make them more resilient to climate related shocks and risks.

### **When is a gender analysis/assessment used?**

Gender analysis needs to take place early in the planning process so that an understanding of gender roles and power relations is built into the project. All projects/programs should include an analysis of gender and include data on gender issues within the overall situation analysis.

This template provides key questions to consider while developing a gender analysis/assessment for a particular project/program. Be sure to tailor these questions to the context of your project/program. Also, be certain to include quantitative data (i.e. sex – disaggregated) and qualitative data while developing the gender analysis/assessment.

Gender analysis/assessment questions that need to be addressed at the project planning/preparatory stage:

- What is the maternal mortality rate, infant mortality rate, educational status of girls and boys, adult literacy rate (disaggregated by sex), poverty rate, labour force participation rate (disaggregated by sex), employment rate (disaggregated by sex), unemployment rate (disaggregated by sex), political participation rate (disaggregated by sex), life expectancy (disaggregated by sex) in the country of intervention and/or the project/program footprint area?
- What is the legal status of women in the country of intervention?
- What are commonly held beliefs, perceptions, and stereotypes related to gender in the project/program footprint area or the country of intervention?

- What is the division of labour among women and men in the project/program footprint area and/or the country of intervention?
- What is the participation between women and men in the formal/informal economy in the country of intervention or in the project/program footprint area?
- What is the situation of women and men in the specific sector of intervention or in the project/program footprint area?
- In terms of the proposed project/program, will there be any anticipated differences in men's and women's vulnerability and adaptive capacity to climate change? If so, what are these?
- Are there existing gender inequalities that may be exacerbated by climate change impacts in the proposed project/program footprint area?
- What are some of the inequalities that exist between different social groups in the project/program footprint area? How do these inequalities affect people's capacity to adapt to climate change?
- What roles women and men are anticipated to play in the context of the project/program? What will these entail in terms of time commitment and need for mobility?
- What resources (economic, financial, physical, natural, other assets) do women and men have access to? Who manages or controls access to these resources?
- Do women and men from vulnerable communities have equal access to information and opportunities necessary to participate and benefit fully from the anticipated outcomes of the project/program?
- Do women have equal access to education, technical knowledge, and/or skill upgradation?
- Will services and technologies provided by the project/program be available and accessible to both women and men?
- To what extent do women and men from vulnerable communities participate in decision – making processes? What type of decisions are made by women? What are the constraints (social, cultural, economic, political) that restrict women's active participation in household and community level decision – making processes?
- Are there any opportunities to promote the leadership of women in local governance/political systems and formal/informal institutions? If not, what are some of the constraints that hinder women from assuming leadership roles?
- What are the differential needs/priorities of women and men in the context of the project/program? Will the project/program be able to address their respective needs and priorities? If so, how?
- Have the needs of specific (and vulnerable) sub-groups been taken into account by the project/program (e.g. children, girls, women and men with disabilities, the elderly, widows)?
- Has the project/program recognized the distinct vulnerabilities of women and men and developed specific response strategies for each target group?
- Are the specific knowledge and skills of women and men, especially from vulnerable groups, being utilised to contribute to project/program outcomes and solutions?
- Has the project/program identified opportunities to challenge gender stereotypes and increase positive gender relations through equitable actions? If so, what are these opportunities and actions?

### **When should information from the gender analysis/assessment be considered?**

The information gathered from the gender analysis/assessment should be considered in all stages of the project cycle: design, formulation, implementation, and monitoring and evaluation. In each of these stages, project/program managers should keep a 'gender lens' in mind, looking at ways the project/program can address gender inequalities that emerge from the project/program; ensure the differential needs of women and men are addressed; ensure women and men have equal access to resources, services, and capacity development; ensure equal participation of women and men in management arrangements and as beneficiaries, partners and key stakeholders; and ensure women's equal participation in decision – making processes.

## **Part II: Gender and Social Inclusion Action Plan: Template (Project/Program Level)**

Most often than not, projects/programs financed by the GCF will require the development of a gender and social inclusion action plan (GAP). A project/program-specific GAP is a tool used to ensure gender mainstreaming is clearly visible in project/program design and implementation. The project/program GAP is not a separate component. It mirrors the logical framework of the project and is an integral part of project/program design. GAPs include clear targets, gender design features and measurable performance indicators to ensure women's participation and benefits. Key aspects of the GAP are incorporated into project/program assurances to encourage buy-in from AEs and other partners.

The GAP presents:

- Work undertaken to address gender issues in the project/program;
- Targets and design features, included in the project/program to address gender concerns and ensures tangible benefits to women and men, especially from vulnerable communities;
- Mechanisms to ensure implementation of the gender design elements;
- Gender - sensitive monitoring and evaluation indicators.

Below is presented a template of a GAP that the Mitigation and Adaptation and Private Sector Facility Divisions at GCF could share with AEs/other partners for their use. As the following template shows, the GAP should contain impact, outcome and output statements, gender – responsive activities, gender – performance indicators and targets, timeline, responsibility lines, and approximate budgetary allocations against each activity. Guidance on what impact, outcome, output statements, gender – responsive activities, gender – performance indicators and targets should look like are provided in the GAP template.<sup>1</sup>

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<sup>1</sup>The template is adopted from the Asian Development Bank and further elaborated by the GCF

Activities	Indicators and Targets	Timeline	Responsibilities	Costs
<p><b>Impact Statement:</b> Write the project/program impact statement here (<i>Note: an impact statement briefly summarizes, in lay terms, the difference the project/program will make over time. It also states the long – term gender, social, economic, environmental impacts to which the project/program will contribute.</i>  <i>Examples of impact statements in, say, a climate change/energy efficiency project/program: <b>increased resilience of vulnerable communities, including women and girls, to the negative impacts of climate change; improved access to affordable, year – round clean energy services for all households, including poor and female – headed households</b>.</i></p> <p><b>Outcome Statement:</b> Write the project/program outcome statement here (<i>Note: the outcome statement should be specific, measurable and let project managers know when project goals are achieved. An outcome statement describes specific changes in knowledge, attitude, skills, and behaviours that will occur due to actions undertaken by the project/program.</i>  <i>Example of an outcome statement in, say, a gender – responsive energy efficiency MSME project/program: <b>improved business opportunities for an estimated X no./percentage of women – led/owned energy efficiency enterprises</b>.</i></p>				
<p><b>Output(s) Statement: Write the output statement here.</b> In many cases, there will be more than one output for a project or program; therefore, for each output statement a separate row should be created followed by associated activities, gender – performance indicators, sex – disaggregated targets, timeline and responsibilities. (<i>Note: an output statement highlights what the project/program intends to achieve in the short term due to project/program activities.</i>  <i>Example of an output statement in, say, an energy efficiency project/program is: <b>installed meters, new and subsidized service connections and improved supply quality</b>).</i></p>				
<p>(<i>This is the place where the project/program team inserts a brief list of activities. Activities are those that tell us what the project/program will do; sometimes referred to as interventions. Examples of activities associated with the above output are</i>):</p> <p>(i) Poor and socially excluded female headed households (FHH) provided new meters  (ii) Poor and vulnerable FHHs provided with new service connections  (iii) Increase in female-headed, start-up, energy-based microenterprises  (iv) Women self – help groups (SHGs) trained as trainers for the implementation of gender-sensitive energy user awareness programs  (v) Public awareness program implemented, targeting women’s spaces and men, to include information on:</p> <ul style="list-style-type: none"> <li>provision of concessionary/subsidized rates for households below the poverty line</li> <li>support for metering and easy payment systems</li> </ul>	<p>Outline the indicators and targets here (<i>Note: A good indicator should be able to measure the quantity, quality and timeliness of products (goods or services) that are the result of an activity, project or program. On the other hand, a target should – in the case of the GAP – be disaggregated by sex. Targets, disaggregated by sex, is an effective way to measure quantifiable [and differential] results for women, men, girls and boys. Examples of gender – performance indicators and sex – disaggregated targets are</i>):</p> <ul style="list-style-type: none"> <li>X% FHHs and X% of other vulnerable HHs (e.g. widowed, minorities, differently – abled, the elderly) in project areas</li> <li>X% of poor and vulnerable FHHs in</li> </ul>	<p>(<i>This is the place where the project/program team inserts the timeline for each of the indicators/targets. Examples are shown below</i>):</p> <p>By X year</p> <p>By X year</p>	<p>(<i>Highlight here which party/organization /entity/partner will be responsible for ensuring the achievement of targets, as outlined in the indicator and targets column. Examples are provided below</i>):</p> <p>Accredited Entity/Executing Agency</p>	<p>(<i>This is the column to insert the approximate budgetary allocation for undertaking each activity. Examples are provided below</i>):</p> <p>US\$ X</p> <p>US\$ X</p>

	<div>project areas</div> <ul style="list-style-type: none"><li>• X%, from 2011 baseline</li><li>• Up to XX SHGs across X districts/provinces/prefectures/municipalities/villages</li><li>• X no. of newly connected consumers (of which 50% are females from socially excluded groups)</li></ul>	<div>By X year</div> <div>By X year</div> <div>By X year</div>		<div>US\$ X</div> <div>US\$ X</div> <div>US\$ X</div>
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