



# **Gender Guidelines**

**Bangladesh Climate Change Trust (BCCT)  
Ministry of Environment, Forest, and Climate  
Change (MoEFCC)**

**Gender Guidelines**  
**for Bangladesh Climate Change Trust (BCCT)**

**IUCN, International Union for Conservation of Nature and Natural Resources**

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## Table of Contents

<b>1.</b>	<b><i>Introduction .....</i></b>	<b><i>1</i></b>
<b>2.</b>	<b><i>Gender-responsiveness, climate change adaptation and mitigation .....</i></b>	<b><i>2</i></b>
<b>3.</b>	<b><i>Framework for considering gender .....</i></b>	<b><i>3</i></b>
<b>a.</b>	<b><i>Access to and control over resources .....</i></b>	<b><i>4</i></b>
<b>b.</b>	<b><i>Gender equitable participation in decision-making .....</i></b>	<b><i>6</i></b>
<b>c.</b>	<b><i>Gender roles, gender needs, and achieving an equitable workload .....</i></b>	<b><i>8</i></b>
<b>4.</b>	<b><i>Gender-responsiveness scale .....</i></b>	<b><i>10</i></b>
<b>5.</b>	<b><i>Planning gender-responsive projects .....</i></b>	<b><i>11</i></b>
<b>6.</b>	<b><i>Useful resources .....</i></b>	<b><i>15</i></b>
<b>7.</b>	<b><i>Bibliography.....</i></b>	<b><i>15</i></b>

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# 1. Introduction

Bangladesh Climate Change Trust (BCCT), under the Ministry of Environment, Forest, and Climate Change (MoEFCC), operates the first-ever national climate fund established by a Least Developed Country (LDC). It funds programs and projects related to climate change adaptation and mitigation to assist different ministries, agencies and the Department of Environment and Climate Change wing and development wing of the MoEFCC. While funding projects and programs of diversified nature, BCCT intends to ensure gender-responsiveness following the Government of Bangladesh's national development policies and international commitments. However, till now, BCCT does not have any gender guidelines.

Gender is a key guiding principle for all major national development and climate change related policies in Bangladesh. The Mujib Climate Prosperity Plan: Decade 2030 (MCP) prioritizes gender equality and women's empowerment through a transformative approach to move from climate vulnerability to climate resilience to climate prosperity. The MCP aims to accelerate the implementation of the 8<sup>th</sup> Five Year Plan (8FYP) 2021-2025 that is critical to achieve the outcomes in the Vision 2041, Bangladesh Delta Plan 2100, and Sustainable Development Goals (SDGs) by 2030. The 8FYP commits gender transformative climate action to be a key government priority and emphasizes on 'developing Gender-Inclusive Climate Change Response framework' to harmonize the priorities and strategies among different national documents related to climate actions.

Furthermore, the Lima Work Programme on Gender (LWPG) agreed at COP 25 in 2014 is guiding the revisions of Bangladesh Climate Change Strategy and Action Plan (BCCCSAP), Bangladesh Climate Change Gender Action Plan (ccGAP), and Nationally Determined Contributions 2020 (NDC). The gender action plan of LWPG sets out the activities in five priority areas: a) Capacity-building, knowledge management and communication; b) Gender balance, participation, and women's leadership; c) Coherence; d) Gender-responsive implementation and means of implementation; and e) Monitoring and reporting. The National Women Development Policy (2011), similarly, suggests to eliminate all forms of discrimination towards women and provide opportunities for leadership.

Despite these standalone policies on both climate change and gender equality in Bangladesh, lack of investment in gender-responsive actions; limited engagement and participation of women in decision-making, and limited capacities of institutions and individuals for gender mainstreaming into national and local policies pose challenges. Historical and structural power relations result in gender discrimination and it is one of the biggest drawbacks of gender responsive projects. Projects and programmes to be funded by BCCT need to align with the national and international climate policy and address these challenges.

Therefore, the gender guideline for BCCT aims to set a framework for understanding gender and conduct gender analysis at the project and program design level to ensure that in all the three stages of any project – planning, implementation, and monitoring and evaluation – gender responsiveness is considered for both climate change adaptation and mitigation. This guideline includes a) concept of gender-responsiveness in climate change, b) frameworks for understanding gender, c) brief explanation of indicators of the frameworks, d) examples of the benefits brought by considering those indicators for adaptation/ mitigation with some indicative suggestions of activities for making projects/programmes gender-responsive, e) the Gender-responsiveness scale suggested by WHO is added for better evaluation of a project and f) a checklist of considerations during project/programme planning, implementation, and monitoring.

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## 2. Gender-responsiveness, climate change adaptation and mitigation

An individual's or group's capabilities, agency, or level of choice to access food, income, spaces and structures to live and work, water and energy, and utilizing those assets and transforming them into necessities of survival or to reduce climate risks depends on different structural factors. One of those factors is gender - a set of complex and intersecting power relations between women and men. Women, men, and persons with other identities can be marginalized or excluded based on gender. Gender is shaped by the interaction of different social locations such as ethnicity or race, class, Indigeneity, sexuality, geography, age, disability/ability, migration status, religion, etc. within the context of connected systems and structures of power such as law, policies, media, state, governments, religious institutions, etc. All these can build up to multiple and intersecting discrimination and vulnerability.

Often climate change adaptation and mitigation projects and programs conceptualize gender only as 'women' and narrate them either as 'heroines' with their capacity to struggle or 'victims', indicating their curtailed choices and oppression. Such assumptions can ignore the power relations that results in marginality or increased adaptive capacity. Nevertheless, viewing marginality or exclusion of different population groups through a gender lens helps to identify the vulnerability-producing power relations to plan and implement gender-responsive projects and programs.

Understanding 'women' as (a group of) persons and 'gender' as a construct makes both women and men's roles and positions in society more visible (Dankelman, 2010). Thus, 'gender' in mitigation and adaptation to climate change identify the needs, priorities and capacities of all persons which, in turn, informs climatic actions and climate change actors to prioritize those women, girls, men, boys and other gender groups who are most in need; from young, rural, widowed women, adolescent girls from ethnic minorities, out-of-school urban adolescent boys, to elderly, lower-class urban men, for example. Gender-responsive projects/programmes pro-actively and intentionally attempts to do more than 'doing no harm' to 'do better' to the advancement of gender equality (Valencia, 2018).

*“Gender responsiveness refers to outcomes that reflect an understanding of gender roles and inequalities and which make an effort to encourage equal participation and equal and fair distribution of benefits. Gender responsiveness is accomplished through gender analysis and gender inclusiveness.”*  
(Nelson, 2015)

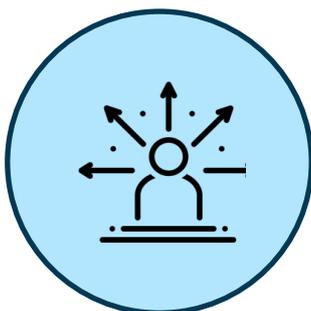
Gender-responsiveness describes “processes or outcomes that explicitly take gender equality into account, for example through research, data collection, analyses, consultation and other processes. Gender-responsiveness implies consistent and systematic attention to gender-based differences and inequalities between women and men, with a view to addressing systemic and structural constraints to gender equality, as well as underlying causes of gender inequality, discrimination, and exclusion” (UN Women, 2022). Climate change adaptation and mitigation activities have to address both the vulnerabilities arising from and adaptive capacity based on gender dynamics. The dynamics are demonstrated by gender roles, division of labour, physical variations and access to income, the power to make decisions about access to and management of assets.

### 3. Framework for considering gender

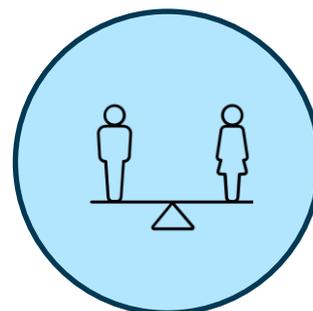
The theoretical frameworks for gender analysis emphasize to examine gender inequalities in the distribution of resources, responsibilities and power (Kabeer, 1999) and the gender roles, practical and strategic needs (Moser, 1987). They are also relevant for understanding gender in climate change adaptation and mitigation. The following explanation will help establishing the linkages between the frameworks and project/programme design for funding.



**Access to and control over resources**



**Gender equitable participation in decision-making**

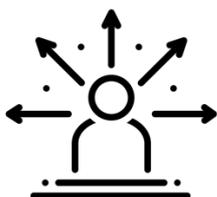


**Gender roles, needs achieving an equitable workload**



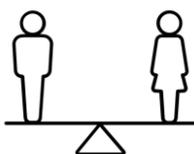
#### **a. Access to and control over resources**

Explores women’s, men’s, and persons with other identities’ differential access to and control over physical, financial, natural, social, and human resources that constrain productive capacity, income opportunities, and the effective management of natural and man-made resources.



#### **b. Gender equitable participation in decision-making**

Addresses gender gaps related to participation and leadership in decision-making processes at various levels. The gender gap is linked to the limited involvement in decisions on using resources to ensure well-being at the household level while as unequal voices and influences in local governance processes at the community level.



#### **c. Gender roles, needs achieving an equitable workload**

Acknowledges women’s triple role (productive, reproductive and community work) as well as its limitations with time and energy to perform the roles. It requires assessing the effect of promoted practices or technologies and participation in project activities on workloads and time dedication to ensure the project benefits outweigh any associated increases in workloads or reduce workloads.

## a. Access to and control over resources



Natural



Physical



Financial



Social



Human

The extent to which individuals and households experience the negative consequences of climate change is shaped by differential exposure to climate-related hazards and by multidimensional non-climatic factors that shape susceptibility to the hazards. The risks are articulated by the condition of the houses in which they live, the quality of services and infrastructure they can access, their physical ability, the economic opportunities they can utilize to earn their livelihood, their knowledge of and access to information and safety nets, and the social network that helps them find houses, jobs and health and childcare facilities. All of these are assets – resources that individuals and households capitalize on to manage growing climate risks.

There can be five different types of assets.

**Natural** assets include access to the freshwater, land, forest, etc.

**Physical** assets comprise of human-made capital and other productive assets such as housing, infrastructures for water supply, sewerage, sanitation, cooking fuel, education, health care, economic activities, and recreation.

**Financial** assets are related to economic gains such as wages, income, savings, access to credit, and insurance.

**Social** are intangible assets defined as norms, social relations, and institutional structures and arrangements. Social and economic interactions are part of social networking at the community level, and is a valuable social asset.

**Human** asset results in human development, leading to personal investments valued with education, knowledge, and health.

However, it is essential to keep in mind that all households and communities work through conflicts and collaborations. Increased control and management of resources by the female-male-persons of other identities are not necessarily reached by consensus. Different members prioritize certain assets based on their gender roles and needs. The priority of investments depends on bargaining power based on control over resources, influences used to prevail in the bargaining process, mobilization of inter-personal networks, and basic attitudinal attributes within the household and community.

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## ***Expected outcomes of considering access to and control over resources***

- ✓ Increased women's and marginalized groups' access to and control over key resources such as land, water, housing and infrastructure, income, credit, social network, education, health.
- ✓ Increased women's economic empowerment through improved access to market and economic activities, financial services; skills and financial literacy; control over income and benefits.
- ✓ Increased access to knowledge, information and new technologies to predict, prepare and better manage climate risks.

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## ***Indicative questions to ask to establish relevance to adaptation & mitigation***

- ? Who makes decisions about agricultural production, such as what to plant, what inputs to use, and how much land and inputs to allocate to each crop? Who makes the decision about adopting a new farming practice or technology?
- ? How the access to water, energy, sanitation, fuel is organized, for example, through infrastructure, usage patterns and pricing, quality assurance, availability during climate extremes and disasters?
- ? How does women's access to financing differ from men? Where do they usually access credit? What activities do they need to finance at the individual, household, or business levels? Do women in the project targeted communities generally own land or other assets that financial institutions would consider acceptable collateral? How do single women access financial supports after any climate induced crisis?
- ? What soft wares (such as capacity building activities, training, access to credits, information, etc.) and hard wares (technology, markets, roads, footpaths, etc.) are available to increase access to diversified and climate-resilient livelihood and income?
- ? What types of safety nets are available and planned to cope with food insecurity, income loss, and health hazards caused by climate change?

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## ***Suggestions for gender-responsive planning and implementation***

- > Recognize and report the involvement of women in agriculture, increased wages, access to credits, agricultural extension services, technologies, and markets.
- > Advocate and increase land ownership and rights of women and girls to increase decision-making power to cope with the negative impacts of climate change.
- > Create opportunities for women to become engaged as technicians and entrepreneurs in the renewable energy sector (such as Solar Home Systems). Specific measures, fiscal rewards, and competitive prices can generate more opportunities to encourage women to participate in the renewable energy sector.
- > Develop activities focusing on the role of women in the consumption and management of energy.
- > Develop public services and infrastructures (such as public toilets, footpaths with lights, child-care facilities) to improve the accessibility and mobility of women in public spaces both in rural and urban areas.

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## b. Gender equitable participation in decision-making



Access to information and Participation

The ability of an individual, household, or community to take anticipatory and reactive actions to reduce climate risks depends on their opportunities to participate in the decision-making process and the organizational structures to facilitate their participation. For example, persons with other identities almost have no power in the social and political sphere as they are yet not recognized in most societies and contexts. Moreover, decision-making or resource allocation largely depends on established power relations and personal choices.



Organizational structure

Thus, **participating** in decision-making is crucial for all genders and specifically for women other marginalized groups. Participation provides the power to negotiate between parties and establish one's roles and practical and strategic needs from the household to national levels. The pre-requisite for participation is **access to information**. Without access to information, ensuring meaningful participation is not possible.

However, a gender-responsive **organizational structure** is needed to encourage the participation as beneficiaries and decision-makers. Organizational structure refers to formal and informal activities done by the organizations related to the decision-making process that create opportunities to be involved.



Capacity building

Similarly, **capacity building on gender-specific guidelines** for individuals and communities will be essential to promote participation in the decision-making process. Capacity building in the form of awareness-raising and training for decision-makers, implementers, and beneficiaries will need to clarify how gender can be understood beyond only women to the power relationship between women and men.



Gender budgeting

In such an effort, **gender budgeting** will play a significant role. Gender budgeting involves assessing gender-based needs at all levels of the budgetary process and restructuring revenues and expenditures to promote gender equity. The process includes considering and prioritizing needs of different groups of population in clearly linked budget allocation and performance setting as well as review the spending with measurable outputs.

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## ***Expected outcomes of considering equitable participation in decision-making***

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- ✓ More collaborative intra-household and intra-community decision-making processes.
- ✓ Increased involvement of women, men, and persons of other identities in the decision-making through a gender-responsive organizational structure.
- ✓ Stakeholders (policy-makers, local government officials, implementers, and beneficiaries) have a better capacity for planning and implementing gender equality and responsive climate actions.
- ✓ Gender-responsive climate financing is translated into the government's initiative on the Medium-Term Budget Framework for gender-responsive budgeting (GRB).

## ***Indicative questions to ask to establish relevance to adaptation & mitigation***

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- ? Is there a gender balance between participants, decision-makers, and beneficiaries? If not, why are certain groups of the population, especially women and persons of other identities, less likely to participate in the project activities? How to encourage them to constitute at least one third of the participants in the planning, implementing, monitoring, stages? Do the capacity-building activities aimed at women, men and persons of other identities enhance decision-making ability, negotiating, and bargaining powers?
- ? How were the committees/groups formed? What leadership positions do women commonly hold? Is membership in activities open for individuals only or the entire household? Can husbands and wives have separate membership? What are common attitudes and social norms about women and men in leadership positions?
- ? Are the specific guidelines before the start of/ during the implementation of the project/programme identified and addressed differential vulnerability and adaptive capacity based on gender?
- ? Do the proposed activities and fund allocation follow the Gender-responsive Budgeting (GRB) of the Medium-Term Budget Framework (MTBF) of the Government of Bangladesh? Is a portion of the total budget allocated for gender-specific activities from analysing gender needs and priorities? Are there indicators in monitoring frameworks to review spending with measurable outputs and performance?

## ***Suggestions for gender-responsive planning and implementation***

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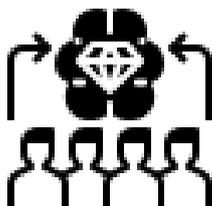
- > Mainstream women in agriculture through forming women farmer groups, promoting agribusiness through women SMEs, creating gender awareness among men and women farmers' groups, and encouraging women to take decision-making positions.
- > Awareness building to reduce social and cultural barriers to raise women's voice in 'Co-management Committees for Protected Forest areas' to ensure their equal participation in forest management.
- > Build capacity of stakeholders, especially capacity of local government institutes and officials on gender equality and responsive climate actions.
- > Build capacity on gender-responsive climate budgeting and upgrade the current Development Project Proforma (DPP) manual with greater gender integration.

## c. Gender roles, gender needs, and achieving an equitable workload



Identifying gender roles and need

**Gender role** is an essential factor in assessing adaptive capacity since it adheres to distinct levels of control over resources. **Reproductive roles** include biological reproduction and the care and maintenance of the workforce (husband and working children) and the future workforce (infants and school-going children). On the other hand, the **productive roles comprise** work done by both women and men for payment in cash or kind. They also take on **community roles** comprising activities undertaken at the community level. For women, the community role is often seen as voluntary and an extension of their reproductive role, while men's involvement benefits directly or indirectly through wages or increases in status and power. Triple roles for women, thus, significantly limit the time for any economic or personal pursuits.



Social norms

Similar to roles, identifying gender needs contribute to transformative adaptation. **Practical gender needs** are practical in nature and often concerned with inadequacies in living conditions such as water provision, healthcare, and employment. However, to challenge an individual's or a group's subordinate position, which they associate with in comparison to others, identifying **strategic gender needs** becomes essential. These may include legal rights, domestic violence, equal wages, and women's control over their bodies. Meeting strategic gender needs changes existing roles and challenges subordinate positions to achieve greater equality, especially for women.



Institution

**Social norms** often prohibit women and persons with other identities from participating in economic or social activities while imposing limitations on their time and recognizing their contribution. **Institutional arrangements** in the form of policies, actions, capacity building, and infrastructures are required to influence gradually changing social norms and identify differential and gendered impacts of climate change.



Sex-disaggregated data

One of the ways to recognize such impacts is through collecting and analysing **sex-age-disability-disaggregated data**. Evidence-based data indicates the gendered contribution to economic, social, and natural resources and assets and identifies the extent of impacts on women, men, and persons of other identities. **The workload** of household and community members becomes visible through sex-disaggregated data during the planning phase to avoid overburdening and ensure equitable workload distribution, especially for women and girls.

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## ***Expected outcomes of considering gender roles, needs and workloads***

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- ✓ Practical and strategic gender needs, both are addressed, promoting transformative changes.
- ✓ Women's triple roles are recognized and valued.
- ✓ Gender-sensitive monitoring and evaluation frameworks with indicators to capture gender-related outcomes are developed.
- ✓ Sex-age-disability-disaggregated databases are established across regions, livelihoods groups, and communities for better collaboration and cooperation between Government ministries, departments, and related authorities and organizations.

## ***Indicative questions to ask to establish relevance to adaptation & mitigation***

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- ? How do the project/programme activities affect workloads? Is there a labour shift between men and women? What are the implications of these changes on other activities (such as childcare)? Are women willing to make these trade-offs?
- ? Do project/programme activities reinforce traditional gender roles and norms? Are there opportunities to prioritize women, men, and persons with other identities to take on different roles than they are used to taking on in developing these activities?
- ? Does the project/programme collect sex-age-disability-disaggregated data (quantitative and qualitative) concerning preferences, priorities, and needs? Are women and men, girls and boys, persons with other identities equally involved in designing the data requirements? Are the data collected at sufficient intervals? Are the data fed back to project/ programme personnel and beneficiaries in an understandable form and on a timely basis to allow adjustments? Are women and men equally involved in the collection and interpretation of data?

## ***Suggestions for gender-responsive planning and implementation***

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- > Explore technological innovations that aim to reduce time and effort to take on productive and reproductive roles (such as fuel-efficient stoves, storage technologies that decrease time and work spent in post-harvest management) and foster intra-household collaboration and a more balanced division of labour.
- > Promote activities and indicators beyond the number of participants (as decision-makers and beneficiaries) of training and receiving inputs towards promoting economic and non-economic benefits, increased agency, and change in attitude and norms.
- > Organize multi-stakeholder 'climate change and gender working group' with gender focal persons from climate change relevant ministries with representatives from civil societies, academia, and NGOs.
- > Create a sex-age-disability-disaggregated base-line database with gender objectives, gender equality results, and related indicators (such as access to land, finance) to enable the project/programme teams and the beneficiaries to carry out the gender audit and assessment at various stages of the project/programme life cycle.

## 4. Gender-responsiveness scale

World Health Organization (WHO) suggests a scale for gender-responsiveness with indicators that is useful to determine a project/programme's place in the continuum of gender-blind to gender-sensitive to gender-specific to gender-transformative.

Scale	Indicators
<b>Gender-blind</b>	<ul style="list-style-type: none"> <li>▪ Ignores gender norms, roles, and relations.</li> <li>▪ Very often reinforces gender-based discrimination.</li> <li>▪ Ignores difference in opportunities and resource allocation for women and men.</li> <li>▪ Often constructed based on the principle of being "fair" by treating everyone the same.</li> </ul>
<b>Gender-sensitive</b>	<ul style="list-style-type: none"> <li>▪ Considers gender norms, roles, and relations.</li> <li>▪ Does not address inequality generated by unequal norms, roles, and relations.</li> <li>▪ Indicates gender awareness, although no remedial action is developed.</li> </ul>
<b>Gender-specific</b>	<ul style="list-style-type: none"> <li>▪ Considers gender norms, roles and relations for women and men and how they affect access to and control over resources.</li> <li>▪ Considers women's and men's specific needs.</li> <li>▪ Intentionally targets and benefits a specific group of women or men to achieve certain policies or program goals or meet certain needs.</li> <li>▪ Makes it easier for women and men to fulfil duties that are ascribed to them based on their gender roles.</li> </ul>
<b>Gender-transformative</b>	<ul style="list-style-type: none"> <li>▪ Considers gender norms, roles and relations of women and men and that these affects the access to and control over resources.</li> <li>▪ Considers women's and men's specific needs.</li> <li>▪ Addresses the cause of gender-based inequities.</li> <li>▪ Includes ways to transform harmful gender norms, rules, and relations.</li> <li>▪ The objectives are often to promote gender equality.</li> <li>▪ Includes strategies to foster progressive changes in power relationship between women and men.</li> </ul>

Source: (WHO, 2011)

## 5. Planning gender-responsive projects

Gender responsiveness can be conceptualized, assessed, and analysed in any stage of a project/programme cycle. The following check list can be useful to answer questions that indicate which of the themes can be addressed through designing activities at the a) planning and development process, and b) implementation and monitoring process. Also, the check list suggests to evidence to support a claim.

SL.	Theme	Content	Yes	No	Don't Know	Evidence
<b>Project/programme conceptualization and development process</b>						
1	Access to resources	Will the project/program create opportunities to increase access to diversified assets (financial, physical, natural, social, human)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Participation in decision making	Are there provisions to access information about project/programme activities at all stages of the project/program cycle (need identification, design, implementation, monitoring, and evaluation)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3		Are women, men, and persons of other identities equal participants, decision-makers, and beneficiaries in all stages of the project/program cycle (need identification, design, implementation, monitoring, and evaluation)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4		Does the project/programme propose a gender-responsive organizational structure to value women's and men's knowledge and skills and facilitate their role as partners in decision-making?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5		Is there provision for building their knowledge and skills with adequate educational resources by the responsible organizations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6		Are there any opportunities to promote the leadership of women in local governance/political systems and formal/informal institutions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7		Does the project/programme clearly allocate budget for gender-specific activities and review performance and spending with measurable outputs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SL.	Theme	Content	Yes	No	Don't Know	Evidence
8	Roles, needs, workload	Are the project objectives precisely related to men, women, and persons with other identities' immediate or practical needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9		Do the project/programme objectives also include the long-term strategic needs to achieve gender equality in adaptation/mitigation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10		Will the project/programme demand increase/ unnecessary workload for any specific population group? What will these entail in terms of time commitment and need for mobility?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11		Is there any risk that the proposed project/programme might exacerbate existing inequalities of the target population rather than improving?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12		Is there provision in the project/program for collecting sex-age-disability-disaggregated baseline data, gender objectives, expected gender equality results, and related indicators, to enable the project/programme team and the beneficiaries to carry out the gender audit and assessment at various stages of the project/programme life cycle?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13	Scaling up and good practices	Have there been any earlier efforts towards similar objectives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14		How does the present proposal build on earlier activity/lessons learned?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SL.	Theme	Content	Yes	No	Don't Know	Evidence	
<b>Project/programme implementation and monitoring process</b>							
1	M&E Framework	Does the monitoring and evaluation framework include precise gender-responsiveness requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2	Access to resources	Has the project/program created opportunities to increase access to diversified assets (financial, physical, natural, social, human)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3	Participation in decision making	To what roles and extent did women, men, and persons of other identities participate in the project/program cycle (as participants, decision-makers, and beneficiaries in need of identification, design, implementation, monitoring, and evaluation)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4		Has the project/programme ensured that views and voices of women of different groups and statuses were taken into account, together with men, at all stages of the project/programme life cycle?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5		Has the project/programme's organizational structure been able to value women's and men's knowledge and skills and facilitate their role as partners in decision-making?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6		Has the implementation team been assisted in developing gender-specific guidelines prior to the start of/ during the implementation of the project/programme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7		Has the project/programme aligned with/taken advantage of the gender budget?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8		Roles, needs, workload	Did the needs assessment explore the distinct needs and opportunities of women, men, girls, boys, and persons of other identities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9			Have women and girls/ men and boys/ persons with other identities been equally and directly consulted in identifying such needs and opportunities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>10</b>		Has the project/programme demanded increased/ unnecessary workload for any specific population group?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>11</b>		Were sex-age-disability-disaggregated data collected and analysed in all stages of the project/program cycle (need identification, design, implementation, monitoring, and evaluation)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>12</b>		Were women and men, girls and boys equally involved in designing/collecting/interpreting the data?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>13</b>	Scaling up and good practices	Were the data collected from activities at sufficient intervals to make necessary adjustments during the project/ programme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>14</b>		Is there a mechanism to ensure that positive lessons from the project/ programme will be shared and used in other projects/ programmes on a broader scale?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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## 6. Useful resources

- For key concepts and definition of related to gender, see UN Women (2022) *Handbook on Gender Mainstreaming for Gender Equality Results* available from <https://www.unwomen.org/sites/default/files/2022-02/Handbook-on-gender-mainstreaming-for-gender-equality-results-en.pdf>
- For considerations of gender in project cycle, see IUCN (2016) *IUCN Project Guidelines and Standards Module 1 Introduction to the Project Guidelines and Standards*. IUCN available from [https://www.iucn.org/sites/dev/files/module\\_1\\_pgs\\_introduction\\_v2.2\\_and\\_annex\\_on\\_gender.pdf](https://www.iucn.org/sites/dev/files/module_1_pgs_introduction_v2.2_and_annex_on_gender.pdf)
- For Gender analysis/ assessment and Gender and Social Inclusion Action Plan Templates, see Green Climate Fund (2019) *Gender analysis/assessment and gender and social inclusion action plan templates* available from [https://www.greenclimate.fund/sites/default/files/document/form-09-gender-assessment-and-action-plan-template\\_0.pdf](https://www.greenclimate.fund/sites/default/files/document/form-09-gender-assessment-and-action-plan-template_0.pdf)
- For considerations on gender responsiveness in infrastructural development, see UN Women (2021) *Strengthening Gender Responsive Resilient Infrastructure of Local Government Engineering Department (LGED) in Bangladesh* available from <https://drive.google.com/file/d/1rO7P3YWLUGXoRS13uGAXWIESPOqvAEvB/view>

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