

# **Gender Monitoring, Evaluation & Learning Mainstreaming**

Literature Review towards a REEEP /  
PFAN Gender Impact 'Menu' to  
support development of new MEL  
Frameworks

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## Executive Summary

It is timely to share a paper on Gender as REEEP is currently mainstreaming Gender into all MEL Frameworks we are developing for new programmes. Gender is increasingly a priority impact donors want to see throughout the programmes they support. Often the word Gender appears throughout Terms of References and minutes from boardroom meetings, but the concept of how to measure and implement this important aspect of development is rarely unpacked. This observation is not unique to REEEP as other international organizations are also working on Gender Mainstreaming, starting with understanding what this really means in practice.

REEEP is currently streamlining our MEL development processes across the organization. We are simultaneously applying these processes and tools to new REEEP Programmes as we customize our methods to new MEL Frameworks (PFAN, BGFZ, South Africa Water Works and new proposals under development). As we streamline, we are developing core frameworks for indicators in the themes of Gender, Business Performance and Overall Impact (prosperity, CO2, etc.). These core indicator sources become 'menus' of impact measurements teams can use to stimulate discussions and decisions for Logframes as we develop them. This paper therefore is part of a series of outputs we will be creating for MEL standard tools and processes.

This paper is a first step at demystifying Gender, providing an overarching view of how the international community sees and defines Gender, as a frame of reference to shape our gender impact. This is a living document that will develop as our capacity to monitor and evaluate gender impacts develops.

Some examples of Gender becoming more and more a focus of development impact are:

- REEEP has recently been asked to join the advisory council of a new, gender-focused organisation, Global Women's Network for the Energy Transition (GWNEN), an organization REEEP is now formally but not physically hosting;
- PFAN donors have mandated that Gender be mainstreamed throughout the global impact of PFAN; in addition, PFAN donors are also funding Gender specific sub-Programmes such as CTCN's upcoming Gender Mainstreaming project for ECOWAS, which has a policy for Gender Mainstreaming in Energy Access;
- As we unpack these requirements, gender impact measurement recommendations are being leveraged for BGFZ and South Africa Water Works, as well as other Programmes in the future

The following chapters take us through a series of menu options for customization of REEEP MEL Frameworks with Gender Mainstreamed:

- Globally recognized indicators for gender;
- Linkages to SDGs;
- Processes and leading questions to establish gender baselines and benchmarks at the beginning of a programme;
- Processes and leading questions to categorize programmes in different gender dimensions, and to monitor and evaluate a programme in the context of gender;
- Analysis and synthesis frameworks for learnings generated through monitoring and evaluation methods – how to create learning loops.

It is intended that this document contribute to our internal and external dialogue and growing capacity to understand and measure our impacts on Gender.

## 1 Gender - Concepts and Definitions

At the UN Fourth Conference on Women in 1995, Governments approved the Beijing Declaration and Platform for Action. The platform "...seeks to promote and protect the full enjoyment of all human rights and the fundamental freedoms of all women throughout their life cycle." (UN, 2015a, p. IX) The platform identifies 12 critical areas of concern that require appropriate action (UN, 1995, pp. 16-17):

- Poverty and women;
- Access to education and training and women;
- Unequal access to health care and related services for women ;
- Violence against women;
- Armed and other conflicts on women;
- Inequality in economic structures and policies, in all forms of productive activities and in access to resources;
- Power and decisions-making and women;
- Insufficient mechanisms at all levels to promote the advancement of women;
- Lack of respect for and inadequate promotion and protection of the human rights of women;
- Stereotyping of women and inequality in women's access to and participation in all communication systems, especially in the media;
- Environment and women;
- Persistent discrimination against and violation of the rights of the girl child.

At REEEP we have strong leadership to contribute to the global dialogue and global impacts on Gender throughout our work.

### 1.1 Definitions

'**Gender** refers to socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women. These roles and behaviours are context and time specific and changeable' (UNIDO, 2014).

**Gender equality** refers to the equal rights, responsibilities and opportunities for women, men, girls, and boys. 'Gender equality does not mean that men and women become the same, but that access to opportunities and life changes is neither dependent on, nor constrained by their sex' (UNPF, 2016). Gender equality is not a 'women's issue' but should be of concern and involve engagement of both men and women.

Gender equality is a human rights issue and a precondition for and indicator of sustainable people-centred development.

According to UNFP (2016), **gender equity** is 'the process of being fair to men and women'. Gender equity leads to gender equality.

Gender mainstreaming is a **global strategy** for promoting gender equality. It was adopted at the UN's Fourth World Conference on Women, held in Beijing (China) in 1995. **The goal** of the gender mainstreaming strategy is to achieve gender equality.

The United Nations Economic and Social Council (1997) defines **gender mainstreaming** as 'the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women and men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality.' (UN, ECOSOC/2, 1997)

## 1.2 Principles for Mainstreaming the Gender Perspective

**Basic principles** for mainstreaming the gender perspective in the United Nations (UN) system are (ECOSOCAC, 1997, p. 3):

1. Issues across all areas of activity should be defined in such a manner that gender differences can be diagnosed i.e. an assumption of gender neutrality should not be made;
2. Responsibility for translating gender mainstreaming into practice is system-wide and rests at the highest levels. Accountability for outcomes needs to be monitored constantly;
3. Gender mainstreaming must be institutionalized through concrete steps, mechanisms and processes in all parts of the organisation;
4. Gender mainstreaming does not replace the need for targeted, women-specific policies and programmes or positive legislation, nor does it substitute for gender units or focal points;
5. Clear political will and the allocation of adequate and, if need be, additional human and financial resources for gender mainstreaming from all available funding sources are important for the successful translation of the concept into practice.

Other principles include (Gender Equality Tool, 2016):

- Adequate accountability mechanisms for monitoring progress need to be established;
- The initial identification of issues and problems across all area(s) of activity should be such that gender differences and disparities can be diagnosed;
- Gender analysis should always be carried out;
- Gender mainstreaming requires that efforts be made to broaden women's equitable participation at all levels of decision-making.

## 1.3 Empowerment of Women

It is generally women who are excluded or disadvantaged in relation to decision-making and access to economic and social resources. In order to achieve gender equality women should be empowered and given more autonomy to manage their own lives (Frequently asked questions about gender equality, 2016). **Women empowerment** is a concept about a process in progress where women are the main agents of change (Malhotra, 2003). Women empowerment comprises five components (Guidelines on Women's Empowerment, 2016):

- Women's sense of self-worth;
- Women's right to have and to determine choices;
- Women's right to have access to opportunities and resources;
- Women's right to have the power to control their own lives, both within and outside the home;
- Women's ability to influence the direction of social change to create a more just social and economic order, nationally and internationally.

**Women's economic empowerment** is one of the most important aspects of women empowerment. 'A woman is economically empowered when she has both the ability to succeed and advance economically and the power to make and act on economic decisions' (ICRW, 2011, p. 4). Thus, economic empowerment includes two interrelated components (ICRW, 2011):

1. **Economic advancement** i.e. economic gain and success, and
2. **Power and agency**, where *power* presents women's ability to control and share in resource use, and *agency* is the ability to define and make choices.

One component leads to the other - economic gain and success i.e. economic advancement leads to power and agency, and vice versa – the ability of women to control and share in resource use i.e. to have power, and to define and make choices i.e. to have agency, makes them better 'equipped' to advance economically.

Women need the skills, resources and fair and equal access to economic institutions in order to *succeed and advance economically*. Furthermore, women require the ability to make and act on decisions and control resources and profits in order to have the *power and agency* to benefit from economic activities. (ICRW, 2011)

According to the ICRW (2011), **projects may address economic empowerment in two ways:**

1. Working either to enhance the resources available to women or to redefine norms and institutions, or
2. Work toward advancing women economically or building women's power and agency.

Projects may approach economic empowerment at different levels: individual, household, or organisation level, or at the level of communities or social networks.

Illustrative set of indicators of economic empowerment are presented as part of subchapter 4.5.

## 2 Gender AND Sustainable Development Goals (SDGs)

Gender equality is the global goal number five of the Sustainable Development Goals (hereinafter: SDGs) that came into effect in January 2016. The goal on gender equality is to achieve equality and empower all women and girls (United Nations, 2016). In order for women and girls to be empowered to achieve their full potential they have to have equal opportunities to those of men and boys.

The 5<sup>th</sup> SDG – Gender Equality – includes 6 targets. These are (UN, 2015a):

1. End all forms of discrimination against all women and girls everywhere;
2. Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation;
3. Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation;

4. Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protections policies and the promotion of shared responsibility within the household and the family as nationally appropriate;
5. Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life;
6. Ensure universal access to sexual reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences;
  - a) Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws;
  - b) Enhance the use of enabling technology, in particular information and communications technology (ICT), to promote the empowerment of women;
  - c) Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.

## 2.1 Gender and Climate Change

It is widely recognized that climate change will disproportionately more affect those with least adaptive capacity i.e. poor countries and the poor in developing countries (BRIDGE, 2008). There is no reliable data on the exact shares of poor by gender in the world population. However, it is confirmed that the share of poor women is greater than the share of poor men, making women more vulnerable to and more affected by climate change. (UN, 2015c)

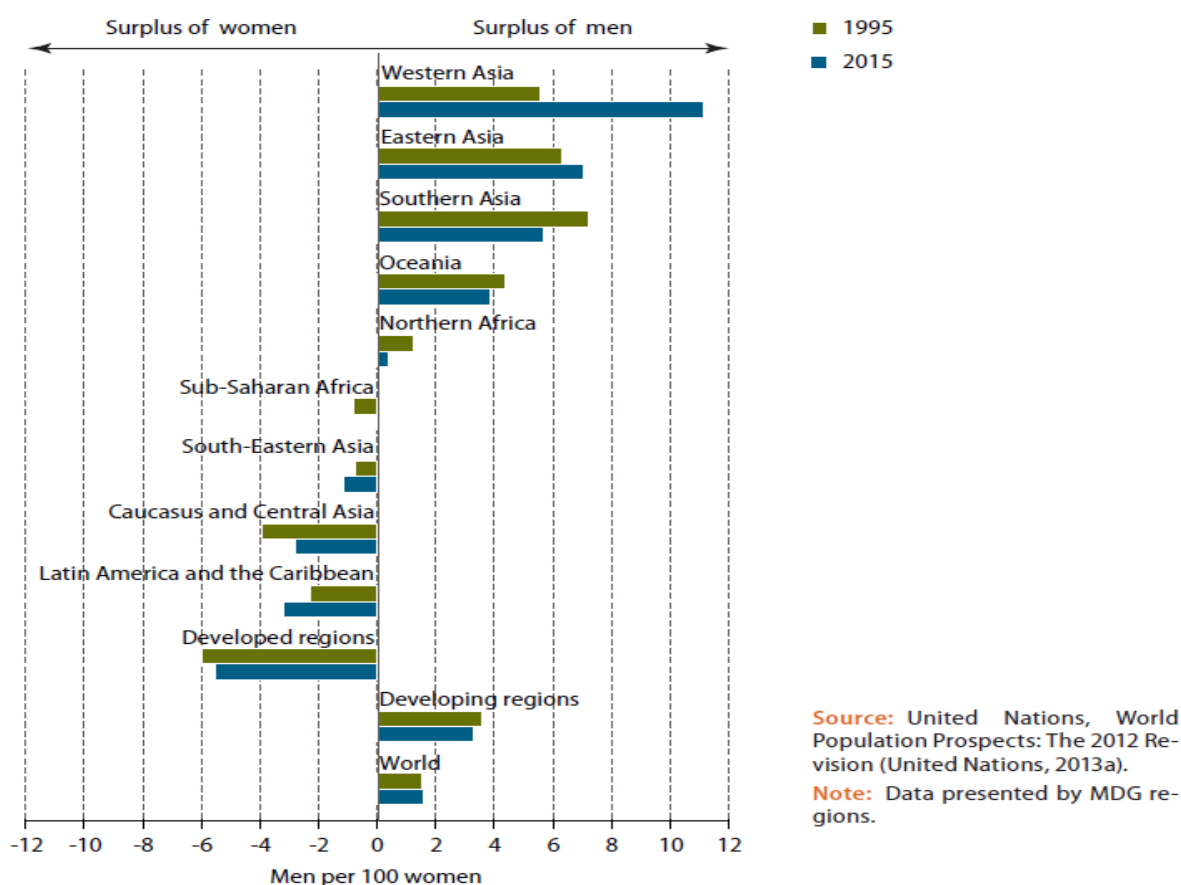
Ability to adapt to climate change, at a household level, is dependent on the following factors (BRIDGE, 2008):

- Control over land, money, credit and tools;
- Low dependency ratios;
- Good health and personal mobility;
- Household entitlements and food security;
- Secure housing in safe location; and
- Freedom from violence.

**Although there is a progress in gender statistics over time, achieving a satisfactory level, even for basic indicators, has been hampered by the many gaps that exist in terms of data availability, quality, comparability and timeliness.** Measuring gender equality within the areas of environment and poverty is even more challenging due to the qualitative, as well as small-scale quantitative studies that cannot be extrapolated to a whole society or across countries. On the other hand, traditionally measured household poverty based on either income or household consumption do not account for the distribution of resources within households. This prevents an assessment of poverty at the individual level, which are vital for the production of relevant gender statistics (UN, 2015c). Nevertheless, some key data exist and are presented in the following text.

According to the UN (2015) The World's Women 2015: Trends and Statistics report, the world's population in 2015 accounted for an estimated 7.3 billion people. Women represent 49.6%, or an estimated 3.6 billion, and men 50.4%, or an estimated 3.7 billion, of world population. **In three out of nine developing regions, women outnumber men.** These are the Caucasus and Central Asia, Latin America and the Caribbean (hereinafter: LAC), and South-Eastern Asia.

Figure 1. Surplus or shortage of men per 100 women by region, 1995 and 2015



Source: UN, *The World's Women 2015: Trends and Statistics*. UN Department of Economic and Social Affairs, 2015, p. 5.

## 2.2 Women and Environment in Developing Countries

Women are the main caregivers, charged more often than men with collecting water<sup>1</sup> and fuelwood, cleaning, cooking and taking care of the sick. In developing countries, half of the population lacks access to improved drinking water on the premises and the responsibility of water collection falls mostly on women (UN, 2015c). This significantly limits their time for income-generating activities and leisure, and in the case of girls, significantly reducing the time for educational pursuits. All these factors make (World Bank, 2017) women more vulnerable to Climate Change than men (UN, 2015c).

In developing countries time needed for water collection, including time needed to get to a water source, collect the water and return home, is on average 27 minutes in rural areas and 21 in urban areas. In most cases, in order to cover the water needs of the household, there has to be more than one water collection trip per day. Time burden for water collection is highest in sub-Saharan Africa – one round trip averages 33 minutes in rural areas and 25 minutes in urban areas, followed by Asia with 21 minutes for rural and 19 minutes for urban areas. However, these are only averages and the time burden in developing countries within these regions is much greater especially in rural areas. Total burden of water collection in a

<sup>1</sup> In all regions with available data women have a higher burden of water collection than men. This is not the case only for Eastern and Southern Europe and LAC, where the role is almost equally distributed between men and women.

population in Sub-Saharan Africa is typically much higher for women than men. For instance, daily water collection in Malawi takes an average of 54 minutes of a woman's time and only 6 minutes of a man's time. Women in Guinea and the United Republic of Tanzania spend more than 20 minutes per day collecting water, while men spend less than 10 minutes. In Ghana and South Africa, the time spent on this activity is more equitably distributed between women and men (UN, 2015a, p. 168).

In 2015, women comprised 40% of agricultural labour in Sub-Saharan Africa, and in some developing countries, their contribution exceeded 50% of agricultural labour force. (World Bank, 2017) Due to lack of access to land, farming technologies, fertilizer, credit and training, women are less productive than men. However, if women had the same access to productive resources as men, they could increase farm yields by 20-30%, which would in turn decrease the number of people suffering from hunger in the world by 150 million people (Feed the Future - The US Government's Global Hunger and Food Initiative, 2012) and raise total agricultural output in developing countries by 2.5-4% (World Bank, 2017).

Access to electricity substantially affects quality of life of people in developing countries. Having electricity reduces workload associated with fuelwood collection, cooking and cleaning. Moreover, electricity facilitates learning and access to information and technology.

However, despite improvements in access to electricity in developing regions, rates of population with no access to electricity in developing countries, particularly in rural, remote areas, remain significantly high. Consequences of lack of access to electricity in developing countries are disproportionately borne by women and children, than men. Using solid fuels for cooking is one of the main reason for indoor pollution and main cause of respiratory diseases that result with death. Since women in developing countries are main caregivers (they spend more time than men cooking and are consequently exposed more to high-intensity pollution, spend more time indoors taking care of children and other related activities), it is them who are exposed more to the negative consequences of indoor pollution. Therefore, '...women have a higher relative risk than men of developing adverse health outcomes due to exposure to smoke from solid fuels, including an estimated 21% higher relative risk of chronic obstructive pulmonary disease (COPD) and lung cancer. (UN, 2015c, p. 170)

Climate change and natural disasters have different effects on women, men, girls and boys. "Gender roles and norms play an important role in the aftermath of disasters, including in terms of access to livelihoods and participation in reconstruction efforts. For example, gender roles and norms may limit the capacities and resources of women and girls to respond with resilience and to be in charge of their own futures, with consequential effects throughout entire families and communities. In addition, the likelihood of violence against women, an expression of the unequal power relationships between women and men, can increase as property and livelihoods are lost and as services and formal and informal protection mechanisms are disrupted." (UN, 2015c, p. 171)

The UN's Report (2015c, pp. 179) The World's Women 2015: Trends and Statistics report offers the following key findings related to poverty and women:

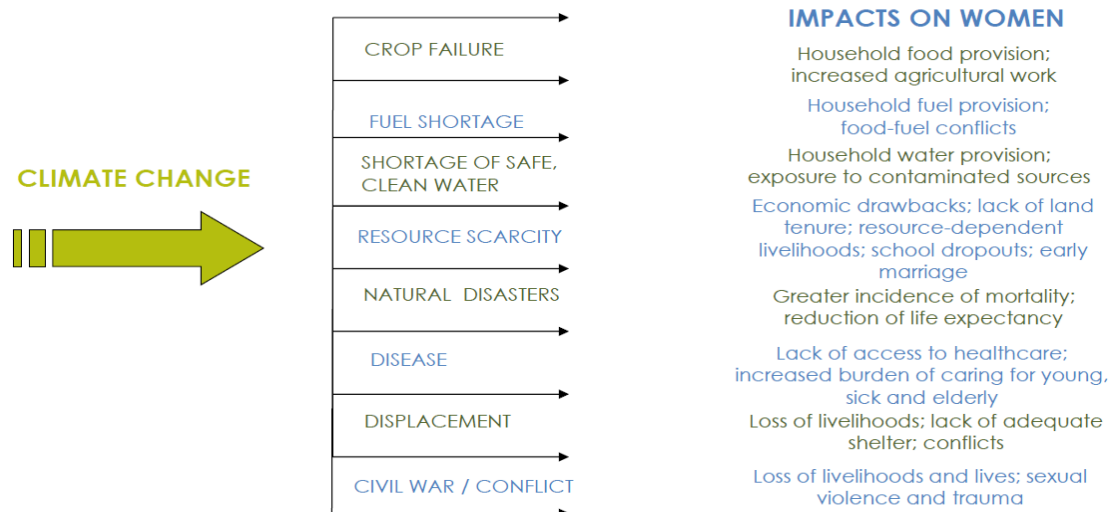
- Non-partnered women with children in developed and developing regions and older women in one-person households in developed regions have higher poverty rates than men with the same characteristics;
- Women's access to their own cash labour income remains low in developing regions, particularly in Sub-Saharan Africa; and the gap between women and men in this regard is large in both urban and rural areas;

- Many women are excluded from economic decision-making within their own households. On average 1 in 3 married women in developing countries have no say about major household purchases, and 1 in 10 are not consulted on how their own cash earnings are spent;
- The use of formal financial services is lower for women than men in all regions of the world; globally, 47 per cent of women have an individual or joint account at a formal financial institution compared to 55 per cent of men, with wider gaps in some countries in the Middle East and North Africa and in Southern Asia;
- The number of countries with unequal property and inheritance rights for women and men overall declined; however, in nearly a third of developing countries, laws do not guarantee the same inheritance rights for women and men, and in an additional half of countries discriminatory customary practices against women persist.

Figure 2 below shows gender-based vulnerability to climate change, and impact on women. It depicts what impacts climate change has on women as a result of crop failure, fuel shortage, shortage of safe clean water, resource scarcity, natural disasters, disease, displacement and civil wars or conflicts.

Figure 2. Gender based vulnerability to climate change

## Gender Based Vulnerability to Climate Change



Source: UNIDO, *Mainstreaming gender into CTCN activities, Training workshop for National Designated Entities (NDEs) in Europe, Central Asia and Middle East*, 2014.

### 3 Gender-Sensitive Monitoring and Evaluation

The **purpose of a gender-sensitive monitoring and evaluation approach** (hereinafter: M&E) is to assess '...the project's effects and impacts, intended or unintended, on gender relations and women empowerment' (IFAD, 2016, p. 322).

Gender-sensitive M&E incorporates a gender perspective by including gender-sensitive indicators. Gender-sensitive indicators (also known as 'gender-responsive' or 'gender' indicators) '...measure gender-related changes over time' (BRIDGE, 2007). The **main function**

**of gender-sensitive indicators** is to track gender-related changes in society over time (Ministry of Foreign Affairs of Denmark, 2006).

Gender sensitive monitoring should monitor changes in (IFAD, 2016, p. 323):

- Gender division of labour and workload;
- Gender differences in access and control over resources, such as income, credit, employment, land, and other assets, and services such as training, extension, etc. In addition to this, there should be monitoring on the share of benefits belonging to men and women from access/control over resources and services;
- Gender differences in information and knowledge (for CKB for e.g.);
- Decision-making pattern in the household and the community;
- Women's and men's assessment of the project;
- Women and men's attitudes and self-confidence;
- Gender differences in vulnerability and coping strategies (e.g. differences in adjusting to external shocks);
- Other aspects of gender relations.

Gender M&E's aim is not data collection only, but also analysis of the reasons behind gender differences and changes. Gender M&E should disseminate and discuss the finding among the implementing team and women and men in the field, and should develop within the limits of a given budget appropriate and time-bound interventions or transformative actions. (IFAD, 2016)

### 3.1 Developing a Gender-Sensitive M&E Framework

There are four main stages when developing a gender M&E. These are (IFAD, 2016):

- Identification of gender issues and preparation
- Performing gender-sensitive benchmarking survey and baseline
- Performing gender analysis
- Design and Appraisal
- Engendering the logical framework (our mixed methods approach)
- Implementation
- Develop the capacity for performing a gender M&E
- Ensure officers are trained on gender data collection
- Collect gender-sensitive data
- Analysis and Reporting

Each stage is described below.

#### 3.1.1 Stage I: Identification and Preparation

In the first stage of the gender M&E process it is important to **ensure that benchmark survey or baseline study is gender sensitive**. This means that there is gender disaggregated data, a gender analysis has been performed and gender issues have been identified during the baseline.

An initial stocktaking has to be performed, where answers will be provided to the following questions:

1. Who are the key actors targeted by the project?
2. What are their activities?
3. What is their capacity?
4. What are their roles and needs?

Finally, it is important to perform a **gender analysis** in order to identify the opportunities and the potential negative impacts of project intervention on women and men, as well as to identify the potential area of transformation.

### 3.1.2 Stage II: Design and appraisal

In the second stage of the development of the gender M&E comes the '**engendering**' of the **logical framework of the project**. The following questions should be answered:

1. Are indicators gender-disaggregated wherever possible?
2. Are gender issues and potential areas for transformation identified included in the logical framework?
3. Have both quantitative and qualitative indicators been included?
4. Do the data collection methods rely only on household information? Do they also query individual women and men separately?
5. Have feedback loops and discussion forums been designed to share findings?

### 3.1.3 Stage III: Implementation

First step in the implementation stage is to **develop the capacity to integrate, monitor, interpret and evaluate gender-related** issues.

Second step is to **ensure that M&E officers and enumerators are trained on gender-sensitive data collection and analysis**. It is important to include gender officers in the implementation phase. We should ask ourselves: Is there an incentive/accountability/support system in place to conduct gender sensitive M&E?

It is important to review the M&E questions in the questionnaire and focus group discussion in order to reassure that the relevant points stated in stage II above are included.

Next step is to **collect gender-sensitive data based on selected indicators**. There are several points that have to be taken into consideration for the data collection process:

- Ensuring that both men and women participate in the annual outcome survey and in the Results and Impact Management System (hereinafter: RIMS) household surveys;
- **Disaggregating by head of household and taking household as a unit of analysis is not sufficient** since it will introduce bias in terms of capturing respondents' experiences and perceptions, as most often men are head of household that leads to not capturing the voices and perceptions of women in a male-headed household;
- There should be both men and women during sampling. Ideally, there should be 50% men and 50% women respondents. If this is not possible, then there has to be at least 30% male respondents and 30% female respondents, and the remaining 40% of the interviewees can be either men or women;
- In the questionnaire or the interview, it should be clearly stated:
  - o Who is interviewed,
  - o The gender of the respondent, and
  - o What is her/his relationship with the head in the household.

- Enumerators should have the proper training not only on interview questions but on gender, gender relations, participatory methods and facilitation methods. It is important to ensure that enumerators understand how important politics-sensitive and culture-sensitive issues are because they convey important details for the analysis; **that said, enumerators must not be reluctant to asking questions related to local political and cultural sensitivities;**
- Enumerators should ask probing questions, and not to accept 'yes' or 'no' answers.
- There should be a gender balance among enumerators. Moreover, age, ethnicity or caste may be crucial to consider in order to reduce bias;
- Databases and data processing tools should be fine-tuned and made appropriate for storing and analysing gender-related information.

### 3.1.4 Stage IV: Analysis and reporting

The following points should be taken into consideration during the final stage of the gender M&E - analysis and reporting:

- The report should address the outcomes and impacts of gender integration in the overall context of the project;
- The report should address outcomes and impact of project interventions on men and women and gender relations;
- The report should include gender-differentiated results in reporting lessons learned from implementation;
- Gender issues must be discussed in each aspect of the report i.e. gender impacts must not be placed in a single separate section;
- The findings have to be discussed with the project officers and field workers as a part of the learning process; they will provide a feedback for the next year's planning.

## 3.2 Questions to ask in gender-sensitive M&E

The following questions should serve as a guide when designing M&E plans and other related activities. These questions are not exhaustive. After performing a gender analysis, that should help to identify gender issues in the project, other questions can be included.

### 3.2.1 General Questions

These are general questions that should be posed when designing gender-sensitive M&E plans and other related activities (IFAD, 2016, p. 327):

1. Is all data disaggregated by gender?
2. Does the project involve both women and men in M&E?
3. Are mechanisms to mitigate any negative impact of the project on women?
4. Has sufficient budget been allocated (if needed) to make the M&E exercises gender-sensitive?

### 3.2.2 Questions related to project objective, Log Frame and indicators

The following questions help ensure that project objectives, Log Frame and indicators are gender-responsive (IFAD, 2016, p. 327):

1. Does the project have gender-responsive objective(s)?
2. What measures can verify achievement of the gender-responsive objective(s)?
3. What measures can verify whether project benefits accrue to women as well as to men and the different types of women engaged in or affected by the project?

4. Is the data for verifying the project's purpose dis-aggregated by gender and analysed in terms of gender? What gender analysis tools will be used (e.g. in rapid rural appraisal exercises or participatory field evaluations)
5. Are gender issues adequately considered in project implementation (e.g. in work plans)?
6. What are the important external factors necessary for achieving the activities and especially ensuring the continued engagement of men and women participants in the project?

### 3.2.3 Questions related to Empowerment

The following questions ensure that the Empowerment aspect is included in the gender-sensitive M&E (IFAD, 2016, p. 328):

1. Does M&E assess whether women and men have been disadvantaged socially or economically? For e.g., will data be collected on changes in the gender division of labour and access to and control of resources (by socioeconomic group)?
2. Does M&E assess if women's (or men's) status improved because of programme inputs?
3. Does the project assess if there is improvement in awareness of women's rights?

### 3.2.4 Questions related to Land, Agriculture and Technology

The following questions should help in developing gender-sensitive indicators related to land, agriculture and technology projects (IFAD, 2016, p. 328)

1. What is the difference in women and men having official land titles?
2. What is the percentage increase of women having official title to land in comparison with men and if available comparison between years?
3. What actions were taken to increase women's land ownership?
4. What is the difference between women's and men's agricultural practices and why?
5. How many women in comparison to men were reached with extension or new technology services, seed, tools and fertiliser support?
6. Are women reporting that their priorities were equitably reflected for the technology chosen?
7. Are women-headed households adopting improved technology components for improved technologies for crops or livestock?
8. Are women-headed households reporting and increase in profit from farming?
9. What is the number and position of women in agricultural production in marketing associations?

### 3.2.5 Questions related to Income and Credit

The following questions should help in developing gender-sensitive indicators related to income and credit (IFAD, 2016, pp. 328-329):

1. What are women's and men's income sources?
2. What is the difference between cash income of women and men and why?
3. Are women able to spend cash income on their needs? If not, why?
4. Are women of household members of a self-help group/microcredit group?
5. Do all women, regardless of social and wealth status, have access to credit? If not, what are the constraints?
6. Does the bank's credit policy favour women? Why?
7. What is the percentage increase in women having access to credit since the previous year?
8. Do women hold joint accounts with their husbands or hold an account in their own name?
9. What are women's average interest rate and loan amount compared with those for men?
10. How do women's and men's repayments rates compare?

### 3.2.6 Questions related to Time and Workload

The following questions are related to time and workload and can help in the development of gender-sensitive indicators in this area (IFAD, 2016, p. 329)

1. Does M&E assess if women's or men's workload increased as a result of programme inputs?
2. Are women compensated enough for the time they put in project work or is their labour taken voluntarily?

## 4 Gender Indicators

'Gender-responsive indicators should identify whether the situation has changed and how or whether the project has contributed to gender equality and empowerment or has perpetuated or even increased existing inequalities' (UNIDO, 2014, p. 24).

Gender Indicators can be quantitative and qualitative.

Quantitative gender indicators are developed on the basis of gender disaggregated statistical data and show changes in gender equality over time (BRIDGE, 2007). For e.g. number or percentage of female and male attendees at CKB Annual Workshops and changes in female and male attendance over years; or, number of female beneficiaries of a particular REEEP project and percentage change over years.

Qualitative gender indicators on the other hand measure qualitative changes over time, and capture people's experiences, opinions, attitudes and feelings. Analyses of qualitative gender indicators enable M&E officers to identify patterns that have emerged, and more importantly, it triggers the question of why certain patterns have emerged. (BRIDGE, 2007)

**The decision what to measure depends on the particular context on which gender monitoring and evaluation is performed i.e. indicators should be organisation-specific, policy-specific, initiative-specific, project-specific etc. There is no one-size fits all approach when deciding which indicators to measure. There is no universal set of indicators that are appropriate for every project, in every sector and in every context (ICRW, 2011).**

Important aspects that should be applied when developing indicators are (BRIDGE: 2007):

- Adaptation of gender indicators so that they are relevant; and
- Indicators should be derived in consultation with the people involved in the project so that they can reflect gender context of a particular group (e.g. CKB), initiative, community, region, or a country.

### 4.1 Key questions for designing gender indicators

Actors involved in the development of the gender-sensitive M&E should be guided by the following questions when designing gender indicators (BRIDGE, 2007, p. 3-4)

1. What change do you want to see?  
Sub – questions to this question would be:
  - What would success look like?

How will people's gender affect the way they understand and experience these changes?

2. Who should be involved in defining the vision of change, determining the indicators and gathering data?
3. Are there existing national indicators that can be used or adapted?
4. What legal framework exist that may enable gender equality? – if such framework exists it can serve as a basis for developing indicators;
5. Has the Convention on Eliminating of All Forms of Discrimination Against Women (hereinafter: CEDDAW) and its Optional Protocol been ratified by the country where the project takes place? If so, this can offer a framework for developing indicators;
6. What information already exists, or is being collected, to assist in tracking changes?

What relevant research and reports on the indicator already exist?

If there is no data, what does that tell you and where might you look?

7. How can you ensure small changes will be measured? (There is increasing pressure on donors 'to measure for results' – to demonstrate significant changes in a fixed period. It is important to identify which indicators could capture the often small, nuanced shifts in gender equality that happen over time.)
8. How will the data collected be analysed and disseminated?

How will the results be used for learning and feedback into programme/project learning and design?

#### 4.1.1 Key challenges when deciding what to measure

There are challenges that can arise in the decision-making process on what to measure that decision-makers should be aware of. These are (BRIDGE, 2007):

1. The decision of what to measure may be influenced by those who have the control over financial resources resulting in indicators that reflect the priority of those in power rather than of beneficiaries of the project;
2. Lack of existing data on a proposed indicator can result in excluding an indicator that in fact can provide useful information. Instead of dismissing a particular indicator, it should be considered as an indication that data collection should be initiated;
3. The answer on why particular changes happened is not always obvious and a straightforward one. There are more factors that add to a positive or a negative change beyond the interventions of donors or other actors.

#### 4.2 SDGs Global Indicators on Gender Equality

A list of proposals containing suggestions for global indicators was developed for the goals and targets of the post 2015-development agenda.

For the purposes of this research targets number 1, 4, 5, a, b and c from the fifth SDG on Gender equality will be covered in more detail, including the minimum set of indicators as proposed by the UN's List of proposals (2015). For each suggested indicator in the list of proposals there is an evaluation on the stage of development of the indicator. The stage of development of the indicators is defined according to a three tier system based on the

information provided by the relevant entities. The three tier system has the following representation of indicators' stage of development (UN, 2015b):

Tier I: Indicators are conceptually clear, with established internationally agreed definition and methodology; data is regularly produced by countries and is already widely available;

Tier II: The internationally agreed methodology has been established; however, data is not regularly produced by countries and thus is not easily available;

Tier III: The internationally agreed methodology has not yet been developed and data is not regularly produced by countries.

Indicators, as stated in the UN's Indicator Proposals document (2015b) and in accordance with REEEP's requirements for the development of Gender M&E are presented below.

Table 1. SDGs global indicators on measuring gender equality

Target within SDG 5: Gender equality	Disaggregated indicator	Type of indicator	Tier (stage of development of the indicator) <sup>2</sup>	Source
<b>T1: End all forms of discrimination against all women and girls everywhere</b>	Whether or not legal frameworks are in place to promote, enforce and monitor equality and non-discrimination on the basis of sex	Qualitative - Binary indicator (Yes/No)	Tier III	Member State responses to CEDAW, WB Women Business and Law Database
<b>T4: Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate</b>	Proportion of time spent on unpaid domestic care work, by sex, age and location (age: 5+)	Quantitative (number of hours)	Tier II	Time use surveys  UN Women and UNSD will monitor
	Proportion of population using an improved water source with a total collection time of 30 minutes or less for roundtrip including queuing	Quantitative (%)	Tier II	Household surveys (Multiple Indicator Cluster Survey – MICs; Demographic and health surveys – DHS)  UN Joint monitoring programme (JMP) for monitoring the drinking water, sanitation and hygiene (WASH) would monitor this indicator
<b>T5: Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life</b>	Proportion of women in managerial positions	Quantitative (%)	Tier I	UN Gender Statistics, NSOs (data available only for developed countries)
	Share of women who have a say in household decisions (for large purchases, their health and visiting relatives)	Quantitative (%)	Tier I	Surveys
<b>T6: Ensure universal access to sexual and reproductive health</b>	Proportion of women (aged 15-49) who make their	Quantitative (%)	Tier II	DHS, MICS and other health and household surveys

<sup>2</sup> Please look the paragraph above for definitions of the tiers.

Target within SDG 5: Gender equality	Disaggregated indicator	Type of indicator	Tier (stage of development of the indicator) <sup>2</sup>	Source
<b>and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences</b>	own sexual and reproductive decisions			(UNFPA)
<b>Ta: Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws</b>	The legal framework includes special measures to guarantee women's equal rights to landownership and control	Qualitative – Binary indicator (Yes/No)	Tier III, soon to be Tier II	Included in Minimum Set Gender Indicators
	(a) Proportion of total agricultural population with ownership or secure rights over agricultural land, by sex; and (b) share of women among owners or rights-bearers of agricultural land, by type of tenure	Quantitative (%)	Tier III, soon to be Tier II	FAO
	Proportion of population with an account at a formal financial institution, by sex and age	Quantitative (%)	Tier II	WB database, Global Findex
	Adults owning an account through a mobile money provider, disaggregated by income level, geography,	Quantitative (%)	Tier III, soon to be Tier II	WB database, Global Findex

Target within SDG 5: Gender equality	Disaggregated indicator	Type of indicator	Tier (stage of development of the indicator) <sup>2</sup>	Source
	location, gender, age and education <sup>3</sup>			
<b>Target 5b: Enhance the use of enabling technology, in particular ICT, to promote empowerment of women</b>	Proportion of individuals who own a mobile phone, by sex	Quantitative (%)	Tier II	National Statistical Offices (NSOs) through households surveys
	Proportion of individuals who own a mobile phone, by sex, of which smartphones	Quantitative (%)	Tier III	Data to be collected by ITU from 2015
	Proportion of individuals with ICT skills, by type of skills, by sex	Quantitative (%)	Tier II	NSOs through household surveys <sup>4</sup>
<b>T5c: Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels</b>	Percentage of countries with systems to track and make public allocations for gender equality and women's empowerment	Quantitative (%)	Tier III	Methodology being developed  UN Women has the lead in monitoring progress on this indicator <sup>5</sup>

Source: UN, *List of indicator proposals*, 2015, pp. 32-38; IAEG-SDGs, *Final list of proposed Sustainable Development Goal Indicators*, 2016, pp. 7-9.

### 4.3 Energy and Climate Change Indicators

Table 2 comprises potential gender outcomes, outputs and indicators to be considered during the project implementation phase of an energy and climate change (hereinafter: ECC) projects.

<sup>3</sup> Including an account at a financial institution for the purposes of receiving wages, government transfers, or payments for agricultural products, paying utility bills or school fees or a card for purposes of receiving wages or government transfers.

<sup>4</sup> By 2015 data for this indicator were collected only for three developing countries. OECD countries have been collecting data for this indicator for years.

<sup>5</sup> The indicator is included in UN Women's Strategic Plan (SP) 2014-2017. Data is available for 35 countries which reported on the indicator in the first round of monitoring. List of these countries can be found in Global Partnership's progress report: 'Making Development Cooperation More Effective: First Progress Report (2014)', table A 6.

Table 2. Energy and climate change indicator framework for monitoring gender-related impacts

Type of intervention	ECC Outputs and Activities	Possible GEEW <sup>6</sup> outputs	Possible GEEW indicators	Indicative GEEW outcomes
Awareness-raising and capacity-building	Awareness-raising of RE and EE potentials and benefits	<p>All stakeholders are gender-sensitized and aware of the benefits (especially economic) of gender mainstreaming</p> <p>Associations and networks focusing on gender equality and women's empowerment are included in awareness-raising workshops</p>	<p>% of women and men participants at workshops</p> <p>% of time dedicated to gender aspects of RE and EE potential and benefits for each awareness-raising effort</p> <p># of events that include dedicated gender sessions</p>	Sustainable energy interventions have greater impact as women and men equally contribute to and benefit from implemented activities and outputs
	Support in development and provision of professionally recognized engineering programmes and vocational higher-education institutions	<p>A national campaign promotes and favours enrolments of girls and young women in STEM fields</p> <p>An education initiative (e.g. fellowship/scholarship) that supports girls and young women who pursue higher education in STEM fields</p> <p>Partnership with energy institutions to establish management-level career tracks for girls and young women</p> <p>Energy related mentorship-networks</p>	<p>% of girls and young women and boys/young men enrolled in educational programmes</p> <p>% of women and men professionals, engineers, technicians in targeted sectors</p> <p>% of women- and men-owned businesses newly engaged in RE and EE</p>	<p>Women leadership in energy institutions is more prominent</p> <p>Women have more technical expertise and experience in sustainable issues</p>

<sup>6</sup> GEEW – Gender equality and empowerment of women

Type of intervention	ECC Outputs and Activities	Possible GEEW <sup>6</sup> outputs	Possible GEEW indicators	Indicative GEEW outcomes
		<p>and programmes focusing on gender equality and women's empowerment are created</p>		
	<p>Development of training materials and conducting training sessions:</p> <ul style="list-style-type: none"> <li>o RE: RETs, RE standards, sustainability measure for biofuels, environmental impacts of RETs, etc.</li> <li>o EE: Energy systems optimization, ISO 50001 (lead auditor programmes), EnMS</li> <li>o Financing mechanism and risk mitigation</li> </ul>	<p>Training opportunities are available for women with specific incentives and facilities</p> <p>Training materials are developed to sensitize trainers and trainees on gender dimension of respective RE/EE measures</p> <p>All stakeholders are trained on the associated gender implications and opportunities of sustainable energy</p>	<p>5 of women and men participants at training sessions</p> <p># of workshops that include dedicated gender sessions</p> <p>% of women and men professionals, engineers, technicians for targeted sectors</p> <p>% of technical interventions with high GEEW impact potential</p>	<p>An increased number of women engage and lead discussions on sustainable energy solutions</p> <p>Sustainable energy interventions have greater impact as women and men equally contribute to and benefit from implement</p>

Type of intervention	ECC Outputs and Activities	Possible GEEW <sup>6</sup> outputs	Possible GEEW indicators	Indicative GEEW outcomes
				ted activities and outputs
<b>Technology demonstration and transfer</b>	<p>Demonstration of RE/EE potentials such as:</p> <ul style="list-style-type: none"> <li>○ Construction and operation of pilot facilities employing renewable energy technology</li> <li>○ Implementation of EE measures</li> </ul> <p>Facilitation of technology transfer, including South-South cooperation, such as: Localization of RE/EE technologies and introduction to local market</p>	<p>Impact assessments of possible gender outcomes of RE/EE potentials are undertaken</p> <p>Dialogues are facilitated among key stakeholders from government, civil society, private sector and community leaders to discuss gender implications of the demonstration/technology transfer</p> <p>Operational plan of pilot facilities and management systems includes compulsory gender training and specific conditions for technical training opportunities for women</p>	<p># of impact assessments</p> <p># of gender-relevant dialogues facilitated</p> <p>% of women and men trained on new technologies</p> <p>% of women and men working in pilot facilities</p> <p># of new/improved technologies for women in sustainable energy</p>	<p>An increased number of women lead sustainable development solutions in local communities</p> <p>Sustainable energy interventions have greater impact as women and men equally contribute to and benefit from implemented activities and outputs</p>

Type of intervention	ECC Outputs and Activities	Possible GEEW <sup>6</sup> outputs	Possible GEEW indicators	Indicative GEEW outcomes
				<p>Environment is created that enables women and men to benefit equally from modern energy services and technologies including RETs and EE measures</p> <p>Gender-based drudgery decreased in the workplace through RE/EE technology improvements</p>
<p><b>Investment Promotion and Entrepreneurship Development</b></p>	<p>Support development of sustainable energy technologies including RETs and EE measures (innovation, R&amp;D)</p>	<p>Sex-disaggregated and gender relevant data is collected on benefits and impacts of innovations/developments of energy technologies (e.g. assess how women's and men's time and labour burdens are impacted by innovations/developments)</p>	<p># of gender-specific recommendations concluded from research</p>	<p>Gender-based drudgery decreased in workplace through RE/EE technology improvements</p>

Type of intervention	ECC Outputs and Activities	Possible GEEW <sup>6</sup> outputs	Possible GEEW indicators	Indicative GEEW outcomes
	<p>Training on business skills, such as:</p> <ul style="list-style-type: none"> <li>o Financial analysis of new business models employing RE/EE measures</li> <li>o Mentoring of start-up entrepreneurs and SMEs including through business clinics</li> </ul>	<p>ments)</p> <p>Training opportunities are available for women with specific incentives and facilities</p> <p>Clear and functional technical guidelines are developed to facilitate gender mainstreaming in their business models</p> <p>RE/EE needs of women and men explicitly considered in investment-promotion and entrepreneurship development</p> <p>Networks and mentorship programmes for start-up entrepreneurs and SMEs, including those with a focus on gender equality and women's empowerments are established</p>	<p># of new enterprises owned and/or managed by women</p> <p>% of women- and men- owned business newly engaged in RE and EE</p> <p># of additional jobs for women and men in sustainable energy sector</p> <p>\$\$ income increase for women and men in targeted industries</p> <p># of new/improved sustainable energy technologies for women and men</p> <p># of women and men with access to sustainable energy technologies</p>	<p>Women and men are equally empowered to become energy entrepreneurs</p> <p>Gender-based drudgery decreased in the workplace through RE/EE technology improvements</p> <p>Women and men are equally empowered to engage in income generating activities</p> <p>Increased participation of women in green industry jobs</p>
	<p>Support in the development of bankable RE/EE project proposals and business models</p> <ul style="list-style-type: none"> <li>o Resource</li> </ul>	<p>Resource assessment should include a gender dimension where</p>	<p># of gender-specific recommendations included in</p>	<p>Women and men are equally</p>

Type of intervention	ECC Outputs and Activities	Possible GEEW <sup>6</sup> outputs	Possible GEEW indicators	Indicative GEEW outcomes
	<p>assessment of renewable energy potentials and identifications of appropriate technologies</p> <ul style="list-style-type: none"> <li>o Development of portfolio of potential projects and sites, and match making with potential investors</li> </ul>	<p>possible (e.g. assessment of access to and control of RE potentials)</p> <p>Partnerships with potential investors to support projects with high GEEW impact potential</p>	<p>assessments</p> <p># of new enterprises owned and/or managed by women and men using sustainable energy</p> <p># of additional jobs for women and men in sustainable energy</p> <p>\$ income increase for women and men in targeted industries</p> <p># of new/improved technologies for women and men in sustainable energy</p> <p># of new ventures with high GEEW impact potential created</p>	<p>empowered to become energy entrepreneurs</p> <p>Gender-based drudgery decreased in the workplace through RE/EE technology improvements</p> <p>Women and men are equally empowered to engage in income generating activities</p> <p>Increased participation of women in green industry jobs</p>
	<p>Business networks established among RE/EE service providers, and among target industries</p>	<p>Energy-related networks focusing on gender equality and women's empowerment are established, including linkages to international forums</p>	<p># of new networks with high GEEW impact potential established</p> <p># of women and men speakers at</p>	<p>An increased # of women lead sustainable development</p>

Type of intervention	ECC Outputs and Activities	Possible GEEW <sup>6</sup> outputs	Possible GEEW indicators	Indicative GEEW outcomes
			national and international industry events	ent solutions in local communities  Sustainable energy interventions have greater impact as women and men equally contribute to and benefit from implemented activities and outputs
Global Forum	Organisation of conferences/EGMs to raise awareness, promote partnerships and disseminate information	All stakeholders are gender-sensitized and are aware of the benefits of gender mainstreaming  Associations and networks focusing on gender equality and women's empowerment participate in conferences and EGMs	% of women and men participants at the conferences and EGMs  % of women and men professionals, engineers, technicians for targeted sectors  % of women-owned and men-owned business newly engage in RE and EE  # of women and men speakers	Visibility of gender-specific needs and priorities as related to sustainable energy is increased  Increased number of women engage and lead discussions on sustainable energy solutions

Type of intervention	ECC Outputs and Activities	Possible GEEW <sup>6</sup> outputs	Possible GEEW indicators	Indicative GEEW outcomes
				Sustainable energy interventions have greater impact as women and men equally contribute to and benefit from implemented activities and outputs
	Network of partner institutions an regional economic communities, including assistance in the establishment and operation of regional sustainable energy centres e.g. ECOWAS Centre for Renewable Energy and Energy Efficiency)	<p>A national/regional strategy is developed on achievement of GEEW goals</p> <p>A steering committee is established whose specific focus is to mainstream gender in the establishment and operation of sustainable energy centres</p>	<p>% of GEEW goals integrated in overall implementation of sustainable energy centres</p> <p>% of regional sustainable energy centres that employ a gender-responsive approach to management operations</p>	Sustainable energy interventions have greater impact as women and men equally contribute to and benefit from implemented activities and outputs
	Publications of lessons learned, best practices, research findings and knowledge management initiatives, including online platforms, are developed	<p>Publications focusing on gender dimensions of sustainable energy developed and widely disseminated</p> <p>Business case and evidence-based case studies</p>	<p># of specific knowledge material developed on gender</p> <p># of gender references in information/knowledge material</p>	Visibility of gender-specific needs and priorities as related to sustainable energy

Type of intervention	ECC Outputs and Activities	Possible GEEW <sup>6</sup> outputs	Possible GEEW indicators	Indicative GEEW outcomes
		<p>prepared</p> <p>Gender is mainstreamed in any knowledge material developed</p> <p>Online platforms include gender-relevant content where appropriate</p> <p>Research and sex-disaggregated gender-relevant data is collected (e.g. data related to access to and control over resources, energy use patterns, division of labour in the energy sector and impacts of energy development)</p>	<p>produced</p> <p># of online platforms developed</p>	<p>is increased</p> <p>An increased number of women engage and lead discussions on sustainable energy solutions</p> <p>Sustainable energy interventions have greater impact as women and men equally contribute to and benefit from implemented activities and outputs</p>

Source: UNIDO, *Guide on Gender Mainstreaming Energy and Climate Change Projects*, 2016, pp. 25-28, Table 4.

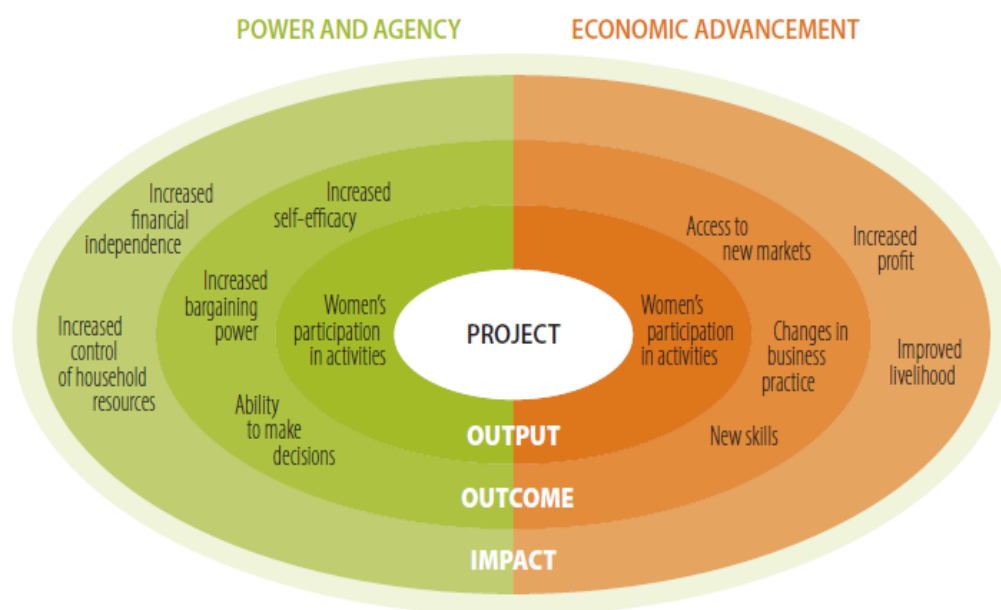
#### 4.4 Indicators for Measuring Women's Economic Empowerment

Figure 1 below shows a matrix for measuring women's economic empowerment. The matrix, developed by the International Center for Research on Women (hereinafter: ICRW) (ICRW, 2011) includes sample indicators to show different stages at which results can be measured. **The decision which stage to measure depends on what is feasible to measure given the project's resources, expected impact and timeframe.** As presented in the matrix, agency/power and economic advancement can be measured separately.

According to the ICRW (2011), it is very important **not to focus exclusively on impact indicators** in developing M&E plans. The measurement of process, output and outcome

indicators is of equal importance because they provide an initial assessment of whether the project is progressing in the right direction and whether is engaging women as intended. For that reason, **all projects should measure basic process outputs and outcomes.** These indicators are usually more straight-forward to measure than long-term impact indicators. **Not all indicators should be measured at the highest level and in most cases it is unrealistic to expect to be able to measure the deepest, long-term impact within the project's time frame.**

Figure 3. Matrix to measure women's economic empowerment



Source: UNIDO, *Guide on Gender Mainstreaming Energy and Climate Change Projects*, 2016, pp. 24, Figure 17.

Tables 3, 4 and 5 present indicators for measuring women's economic empowerment. Table 3 presents Reach and Process Indicators, table 4 presents indicators for measuring changes in women's power and agency, and table 5 presents indicators for measuring economic advancement.

Table 3. Reach and Process Indicators

Reach and Process Indicator Areas	Indicator/Question
Participation	# of women and # of men who participated in different activities
	# of those selected who did/did not participate
	# of women who started activities and then dropped out; What are the reasons for dropping out?
	Which women are participating and which are not?
	What barriers kept women from participating?

<sup>7</sup> The figure is taken as presented in UNIDO's (2014) guide. The original version is available in ICRW's (2011) publication 'Understanding and measuring Women's Economic Empowerment: Definition, Framework and Indicators', p. 6, figure 3.

Reach and Process Indicator Areas	Indicator/Question
	How were participants selected? Did the selection process itself exclude any kinds of women (or other kinds of groups)?
Issues faced by women	How did the community respond to the activities?
	How did the community respond to women's participation?
	What are women's families reactions to the project?
Success	Could women effectively implement project activities? (e.g. in a case of training, could they understand the training materials? Or for business activities, could they adopt suggested changes in business practice?)
	Were women successful in the activity? (e.g. for a training, did they master the material? For a new technology, did they adopt it?)
Unintended Outcomes	Did the project have any positive outcomes that were not expected?
	Beyond the project participants, is there evidence that others benefited indirectly or unexpectedly from the project?
	What negative unintended outcomes have project teams observed?
	Was anyone worse off because of the project, whether they participated or not?
	Has there been any sort of participant community backlash? Of what nature?

Source: ICRW, *Understanding and measuring women's economic empowerment*, 2011, p. 7.

Table 4. Power and Agency indicators

Power and Agency Indicator Areas	Individual/Household level	Community/Institution level
Control over assets	Women's ownership of productive assets (land, machinery, animals)	Laws that protect women's property rights
	Women have their own source of income (binary indicator)	Existing laws are enforced at the community level
	Share of household income provided by women	Women represented as owners of larger businesses and in business leadership
	Women have control over how to spend some cash or savings (binary indicator)	Use of community resources in ways that benefit women (pumps, clinics, schools, etc.)
Agency/Decision-Making	Proportion of income women spent on themselves and on children	Women's participation in community groups/associations/networks
	Women's involvement in major household decisions i.e. large purchases (car, house, household appliance), agricultural decisions	Women's involvement in community decision-making
	Women's access to information and technology	Women have leadership roles in the community
Autonomy and	Women's ability to visit friends,	Rates of abuse, assault, harassment

Power and Agency Indicator Areas	Individual/Household level	Community/Institution level
<b>Mobility</b>	family, associates	against women in public spaces
	Women's ability to use public transportation/travel freely in public spaces	
	Women's use of media, phone technology	
<b>Self-confidence/self-efficacy</b>	Psychological wellbeing	Community valuing of women's entitlement and inclusion
	Attitudes on own self-esteem	
	Articulateness and confidence in speaking with authorities	
<b>Gender Norms</b>	Ability to negotiate sexual and reproductive decisions	Shifts in marriage and kinship systems
	Attitudes on women and work	Community acceptance of women working
	Attitudes on women and mobility	Community attitudes on women's sexual and reproductive roles and work
	Attitudes on women and violence	Community attitudes on women and violence
<b>Gender Roles/Responsibilities</b>	# of hours spent in housework	Sex-disaggregated employment rates by sector
	Gender segregation of male and female work	Community attitudes on what work women should do
	Ability for women to enter profitable jobs	
	Equity of domestic duty load	

Source: ICRW, *Understanding and measuring women's economic empowerment*, 2011, p. 8.

Table 5. Economic Advancement Indicators

Economic Advancement Indicator Areas	Individual/Household Level	Community/Institutional Level
<b>Productivity and skills</b>	Individual educational attainment	Education available to and attained by girls and women
	Business and work skills	Adult learning opportunities available
	Access to productive tools and technologies	Free entry to markets for buyers and sellers
	Access to markets (as buyers and/or sellers)	Access to new technologies
	Access to jobs	
<b>Business Practice</b>	Keeps records	Employment practices
	Separates personal and business	Barriers to entry to key jobs and

<b>Economic Advancement Indicator Areas</b>	<b>Individual/Household Level</b>	<b>Community/Institutional Level</b>
	expenses	markets
	Diversity of product line	Workplace policies
	Marketing – takes advantage of market opportunities; is not dependent on one or irregular buyers or suppliers	Earnings/growth at a firm or sectoral level
	Invest in business	Share of women employed in certain jobs
<b>Income</b>	Levels of income and revenue, profits	Community resources and what percent are spent on women
	Has individual and household savings	
	Has a safe place to save	
<b>Consumption smoothing/risk</b>	Has saving, insurance, or liquid assets	Community has safe places to save
	Does not experience seasonal hunger	Formal or informal social safety nets
	Did not sell productive assets	
<b>Work environment</b>	Work site is safely accessible for women	
	Work site has separate toilet facility for women	Labour laws exist and are enforced
	Work hours, conditions, and remuneration meet international labour standards	Wage inequality
<b>Prosperity</b>	Individual and family wealth	Economic status of women in community
	Housing, property, assets	Women's share of assets, business ownership
	Better health and nutrition	Health and nutrition indices

Source: ICRW, *Understanding and measuring women's economic empowerment*, 2011, p. 9.

## 5 Gender Mainstreaming the Project Cycle

The purpose of gender mainstreaming of a project cycle is to ensure that the following two objectives are met (UNIDO, 2014, p. 13):

1. The intervention advances women's equal participation as decision makers in shaping sustainable development of their societies, and
2. The intervention reduces gender inequalities in access to and control over resources and benefits of development.

These two objectives rest on two principles (UNIDO, 2014, p. 13):

- Women and men differ in their needs, roles, interests and access to resources and their benefits, and
- Women and men have to play equally important roles in achieving inclusive and sustainable industrial development.

UNIDO (2014) in its Guide on Gender Mainstreaming Energy and Climate Change Projects offers a tool for gender mainstreaming the project cycle, presented in table 6 below. The tool offers an overview of the key activities that should be taken into consideration when mainstreaming gender during the formulation, implementation and evaluation of a project (UNIDO, 2014).

Table 6. Tool for gender mainstreaming the project cycle

Stage	Formulation	Implementation	Evaluation
Purpose	To formulate a project that analyses the roles and needs of women and men, and addresses any gender inequalities so that women and men can equally access, equally participate in and equally benefit from the resources, services, capacity-building and other activities offered by the project.	To implement project activities that ensure women and men can equally access project resources and services, equally participate in project activities and decision-making processes, and equally benefit from training or other capacity-building activities offered by the project.	To ensure women and men equally participate in monitoring and evaluation activities and decision-making processes and data is collected on women and men so that gender impacts are tracked to assess if the project equally benefits women and men.
Key Activities	<ul style="list-style-type: none"> <li>Assess and categorize the project's potential to integrate gender dimensions and contribute to the advancement of gender equality.</li> <li>Collect and analyse sex-disaggregated data and qualitative information to understand roles and needs of women and men.</li> <li>Design project activities to meet the specific needs of women and men.</li> </ul> <p><b>Example activity: For capacity-building activities, ensure training curricula and tools are developed to accommodate the different education/skill levels that may exist between women and men.</b></p> <ul style="list-style-type: none"> <li>Incorporate mechanisms to ensure gender balanced representation and participation in project activities and decision-making processes target at least 40 percent of whichever sex is underrepresented.</li> </ul> <p><b>*Example activity: Targeted awareness outreach activity to increase women's participation in project activities.</b></p> <ul style="list-style-type: none"> <li>Develop gender-specific targets or performance indicators that track gender results and impact.</li> </ul> <p><b>*Example target/indicator: Number of national or regional industry-related legislation, policies,</b></p>	<ul style="list-style-type: none"> <li>If the project is considered gender relevant, conduct a more comprehensive gender analysis in the field and establish a baseline.</li> <li>Ensure women and men can equally access project resources and services.</li> </ul> <p><b>*Example activity: Include targeted trainings for women or men who need to upgrade their skills in order to access new technologies provided by the project; take into account particular social or legal restrictions that may prohibit women or men from accessing resources, such as finance/credit.</b></p> <ul style="list-style-type: none"> <li>Make sure women and men can equally participate in project activities such as trainings or capacity building activities.</li> </ul> <p><b>*Example activity: Include special transportation or have mobile training units to address any security or distance challenges; to enhance women's participation, provide childcare services and/or, specifically target women networks in awareness building/outreach.</b></p> <ul style="list-style-type: none"> <li>Recruit gender expert or ensure at least one member of the project management team is knowledgeable about gender issues and gender mainstreaming.</li> </ul> <p><b>*Example activity: Ensure project manager completes basic gender course ("I know Gender") on UN</b></p>	<p>Collect sex disaggregated data to track gender equality results and assess gender impacts.</p> <ul style="list-style-type: none"> <li>Monitor access, participation, and benefits among women and men and incorporate remedial action that readdresses any gender inequalities in project implementation.</li> <li>Regularly report on how gender is mainstreamed and ensure that mid-term reviews, assessments, audits, etc. include gender as a specific criteria/component.</li> <li>Ensure gender balance in evaluation team and recruit a gender evaluation expert to be part of evaluation team. If this is not feasible, make sure at least one member of the evaluation team is knowledgeable about gender issues and gender mainstreaming.</li> <li>Ensure women and men are able to participate in monitoring and/or evaluation processes.</li> </ul> <p><b>*Example activity: If evaluation calls for interviews, ensure that both women and men can participate, taking into account transportation, language, and</b></p>

Stage	Formulation	Implementation	Evaluation
	<p><b>strategies or plans that incorporate a gender perspective.</b></p> <ul style="list-style-type: none"> <li>• Take into account any adverse impacts or risks that may affect the equal access to, equal participation in and/or equal benefit from project activities among women and men.</li> </ul> <p><b>*Example activity: Identify if there are any cultural/religious/legal restrictions that would not allow women or men to access or participate in project activities.</b></p> <p>Ensure equal opportunity for women and men in the management and implementation arrangements of project.</p> <p><b>*Example activity: Create terms of reference (ToR) for project management that include gender sensitivity/respect for diversity as a competency and/or include incentives for women to apply.</b></p> <ul style="list-style-type: none"> <li>• Allocate sufficient financial resources for gender equality and women's empowerment activities.</li> </ul> <p><b>*Example activity to fund: Recruit gender expert to ensure gender issues are addressed during implementation; conduct gender equality training; undertake a comprehensive gender analysis and baseline exercise in the field at project inception.</b></p> <ul style="list-style-type: none"> <li>• Identify and consult with women/gender groups, associations or stakeholders on project formulation.</li> <li>• Consider lessons learned from previous projects with gender dimensions and integrate them into project formulation where relevant.</li> </ul>	<p><b>Women's eLearning Campus</b> (<a href="https://trainingcentre.unwomen.org">https://trainingcentre.unwomen.org</a>)</p> <ul style="list-style-type: none"> <li>• Engage with gender focal points in-country (women's groups, associations, NGOs) as project counterparts and/or as gender advisors.</li> <li>• Build capacity within the project team and among stakeholders to ensure gender-responsive implementation and the continued integration of a gender perspective within the sector/area of intervention after the project ends.</li> </ul> <p><b>*Example activities: i) involve gender focal point or gender/women-focused groups in "train the trainer" programmes and/or project monitoring activities to ensure sustainability. ii) Provide gender sensitization training to all project personnel and share ECC gender mainstreaming guide.</b></p>	<p><b>time requirements.</b></p> <ul style="list-style-type: none"> <li>• Integrate gender-specific evaluation questions and components in the Evaluation ToRs in line with UNIDO Evaluation Group Guide for integrating gender so that the evaluation report includes an assessment of gender equality results and impacts.</li> <li>• Identify good practices and lessons learned on project outcomes/outputs or activities that promote gender equality and/or women's empowerment.</li> <li>• Incorporate a gender dimension in project staff's performance appraisals (e.g. by incorporating gender-related tasks in project staff's job description).</li> </ul>

Source: UNIDO, *Guide on Gender Mainstreaming Energy and Climate Change Projects*, 2016, pp. 14-15, Table 1.

## 5.1 Gender Mainstreaming in Project formulation – Gender Categorization Tool

Table 7 below presents a gender categorization tool. The tool serves to categorize projects on the basis of their gender relevance. Using this tool during the project formulation phase will help in two ways (UNIDO, 2014):

1. Ensure that minimum requirements with regard to gender are achieved, and
2. Help in determining the scope and type of gender mainstreaming activities that should guarantee that any project is as gender-responsive as possible.

Table 7. Gender categorization tool

Gender Category	Definition	Project requirements
<b>Gender-targeted</b>	This category includes projects that state gender equality and/or women's empowerment as their principal objective. This means that projects in this category: (a) Target women or men who have special needs, are disadvantaged, or suffer from discrimination; or (b) Focus all activities on building gender-specific services/capacities or more equal relations between women and men (e.g. to be measured by the access to means of production and/or to management positions in a specific industry).	<ul style="list-style-type: none"> <li>• Collect and use sex-disaggregated data and qualitative information to understand the differential needs, roles, challenges and opportunities of women and men within the project context and to track gender impacts of the project (i.e. undertake an in-depth gender analysis)</li> <li>• Ensure project objective and key results address one or more clearly defined gender issue(s)</li> <li>• Design gender-focused outputs and activities to address identified gender issue(s)</li> <li>• Formulate gender-responsive targets, indicators and a baseline to monitor and evaluate gender equality results</li> <li>• Consult and/or involve women/gender-focused groups, associations or stakeholders throughout all phases of the project cycle</li> <li>• Ensure project management and implementation arrangements (i.e. project personnel and project committee composition) are gender-balanced</li> <li>• Ensure key project personnel have gender expertise and all project staff is sensitized to gender</li> </ul>
<b>Significant Gender dimensions</b>	Projects that fall into this category are strongly linked with gender-related aspects and are expected to significantly contribute to gender equality and/or women's empowerment. These projects possess multiple entry points for gender mainstreaming activities and/or affirmative action, but do not explicitly state gender equality and/ or women's empowerment as	<ul style="list-style-type: none"> <li>• Identify gender issue(s) in a stand-alone gender analysis</li> <li>• Ensure at least 50 per cent of the project outputs have activities promoting gender equality and/or the empowerment of women</li> <li>• Collect and use sex-disaggregated data and qualitative information to understand the differential needs,</li> </ul>

Gender Category	Definition	Project requirements
	<p>their principal objective. Rather, gender equality and/or women's empowerment is a secondary objective and the project has corresponding outputs and indicators that measure how gender equality will be advanced.</p>	<p>roles, challenges and opportunities of women and men within project context (i.e. gender analysis) and to track gender impacts of the project</p> <ul style="list-style-type: none"> <li>• Design and include outputs and activities to address identified gender issue(s)</li> <li>• Formulate gender-responsive targets, indicators and a baseline to monitor gender equality results</li> <li>• Allocate sufficient financial resources for proposed gender activities</li> <li>• Ensure that both women and men can provide inputs to, access and participate in project activities (target is at least 40 per cent of whichever sex is underrepresented)</li> <li>• Consult and/or involve women/gender-focused groups, associations or stakeholders</li> <li>• Ensure that project management and implementation arrangements (i.e. project personnel and project committee composition) are gender balanced</li> <li>• Ensure that key project personnel have gender expertise and all staff is sensitized to gender</li> </ul>
<p><b>Limited Gender dimensions</b></p>	<p>Projects that fall into this category are expected to contribute to gender equality and/or women's empowerment in a limited way; there are only few gender dimensions and entry points to mainstream gender are rare. Gender equality and/or women's empowerment is not an objective of the project, but the project still addresses key gender issues.</p>	<ul style="list-style-type: none"> <li>• Identify gender issue(s) in either an environmental and social impact assessment or in stand-alone gender analysis</li> <li>• Ensure at least 20 per cent of the project outputs have clearly identified activities promoting gender equality and/or the empowerment of women, including gender-responsive indicators and a corresponding budget or at least one indicator in each project output refers to gender in some way.</li> <li>• Design and include outputs and activities to address the identified gender issue(s)</li> <li>• Formulate gender-responsive targets, indicators and a baseline to monitor gender results</li> <li>• Allocate sufficient financial resources for the gender components of the project</li> <li>• Ensure that both women and men can provide inputs, access and participate in project activities (target is at least 40 per cent of whichever sex is underrepresented)</li> </ul>

Gender Category	Definition	Project requirements
		<ul style="list-style-type: none"> <li>• Consult and/or involve women/gender-focused groups, associations or stakeholders</li> <li>• Ensure project management and implementation arrangements (i.e. project personnel and project committee composition) are gender-balanced</li> <li>• Ensure key project personnel have gender expertise and project staff are gender sensitized</li> </ul>
<p><b>Minimal Gender dimensions</b></p>	<p>This category includes projects that have no visible potential to contribute to gender equality and/or women's empowerment. Women and men are not expected to be affected differently by the project (in terms of their rights, needs, roles, opportunities, etc.), and there are hardly any entry points for gender mainstreaming and/or affirmative action.</p>	<ul style="list-style-type: none"> <li>• Include a description of why the project is not expected to noticeably contribute to gender equality and/or women's empowerment. For example, the project does not have direct contact with communities or the project does not directly affect or determine the use of resources, goods, or services accessed by women and men</li> <li>• Ensure project management and implementation arrangements respect the principles of gender equality and equal opportunities (i.e. project personnel and project committee compositions are gender-balanced)</li> <li>• Ensure both women and men can provide inputs, access and participate in project activities within their limited scope</li> </ul>

Source: UNIDO, *Guide on Gender Mainstreaming Energy and Climate Change Projects*, 2016, pp. 18-19, Table 2.

## 5.2 Gender Analysis

Before conducting the gender analysis, it is important that the gender analysis team has **a clear understanding and expectation of working from a gender perspective from a strategic, collective, and individual point of view**. In order to gain a clear understanding and set the

### Work Division by Gender

right expectations there is a need to make a clear visualization about '...existing differences between women and men regarding the access, information, control, and distribution of the benefits derived from the resources, based on their own perceptions and assessments about prevailing differences and inequalities' (IUCN, 2013, p. 3). It is very important **to identify** within a given community **who does what type of work, the levels of participation, existing social systems, the patterns about the use of time, and power relations**. (IUCN, 2013)

Accurate information about the **social, cultural, environmental, and productive conditions** should be acquired through **participatory observation techniques**. This would contribute to learning about the working context. Ideally, participants in the observations would be people with working experience in the region (IUCN, 2013).

Before starting the gender analysis, the adequate time and space required for the analysis should be allocated. In addition to this, the availability and pace of the participating women and men should be identified and considered for the conducting of the analysis. The team performing the gender analysis should be aware of the fact that it is very difficult to get acquainted and understand the reality in the community being subject of gender analysis in a short time (IUCN, 2013).

Gender analysis comprises six areas or analysis:

1. The **local context** with regards to:
  - a. Productive level,
  - b. Socio-demographic level,
  - c. Health level,
  - d. Cultural level,
  - e. Natural resource level, and
  - f. Political-institutional level;
2. Work division by sex;
3. **Use, access to, and control of resources**, as well as **equitable distribution of costs and benefits**; resources are: economic or productive, political, and time and benefits are considered resources;
4. Environmental degradation and impact by sex
5. Cultural or traditional factors, and
6. Levels of social participation

Each of these areas of analysis with related facilitating questions are presented in tables below (Table 8. Analysis of Local Context,

Who does what?

- Who participates in product catching, hunting, gathering or fishing activities, and how?
- Who participates in product processing, and how?
- Who participates in product commercialization, and how?

How it is done?

- How are women, men, girls and boys involved in all stages of the productive process?

How much time is devoted to the activity?

Does it change according to the seasons of the year?

How far from your home is your workplace?

Is work an income-generating activity? Are women in control of the activity potential income?

Are men or women culturally excluding from certain types of work? Which? Why?

In the case of activities conducted in manufacturing plants or industries:

- What are the working opportunities for men and women within the industry?
- What are the working conditions like?
- What is the type of work carried out by women in activities related to the industrial processing of resources?
- What is the hiring policy?
- What are their working conditions?
- Are there reports on sexual harassment cases?
- Which are the work risks faced by men and women, according to their duties and work places?
- Is there a labour union of some sort?

Table 9. Gender analysis of work division by sex

, Table 11 below provides questions that should assist in understanding the (different) impact environment degradation has on men and women.

Table 11. Analysis of environmental degradation and impact assessment by sex, Cultural factors shape economic, social, cultural, ecological and religious environments and as such are crucial factors that regulate the utilization, knowledge and connection of part of the users with the resources. Table 12 below provides a set of questions that should assist with detecting the cultural and traditional factors that shape roles and responsibilities of women and men.

Table 12. Analysis of cultural and traditional notions by gender, and Table 13 below provides a set of questions to assess the level of social participation of women and men and how this influences opportunities, power relations and interests that exist among local and external social players.

Table 13. Analysis of levels of social participation) Table 8 below provides set of questions that should facilitate the analysis of the local context of the project at productive, socio-demographic level, health level, cultural level, natural resource level and political-institutional level.

Table 8. Analysis of Local Context

Analysis of the Situation or Local Context					
Productive level	Socio-demographic level	Health level	Cultural level	Natural resource level	
<p><b>Which are the productive activities, formal and informal, undertaken by men, women, boys and girls?</b></p> <p><b>Which are the characteristics of the main productive activities in the region? (labour, capital, income, commercialization, seasonality, and investment)</b></p> <p><b>Which are the main local human, financial, material, and natural resources available for conservation and sustainable development?</b></p> <ul style="list-style-type: none"> <li>○ <b>Natural resources used directly or indirectly (water, flora and fauna)</b></li> <li>○ <b>Agricultural production for commercialization</b></li> <li>○ <b>Income sources obtained from fishing, hunting, agriculture, craftsmanship, community services</b></li> <li>○ <b>Cooperatives, associations, organized groups.</b></li> </ul> <p><b>What are the advantages and disadvantages of productive activities for a conservation and sustainable development process (technology, training, organization, income, employment, community participation, etc.)?</b></p>	<p>How many people comprise the communities, by sex and age?</p> <p>What is the poverty level by sex, ethnicity and age?</p> <p>What is the illiteracy rate by sex, ethnicity and age?</p> <p>What is the level of education by sex, ethnicity and age?</p> <p>What is the school dropout rate by sex, ethnicity and age?</p> <p>What are the ten top causes of morbidity and mortality disaggregated by sex, age and ethnicity?</p> <p>What is the fertility rate?</p> <p>What types of family structures exist, and are most prevalent, within the communities (women as household heads, large families, etc.)?</p> <p>What types of migration and immigration patterns are in the area?</p> <ul style="list-style-type: none"> <li>○ Which and what types of migration prevail (permanent, temporary, regular, irregular)?</li> </ul>	<p>What basic community services are provided and in what condition (water, electricity, sewage and garbage disposal)?</p> <p>How does water pollution affect the health of women and men (presence of skin, gastrointestinal, gynaecological, etc., diseases)?</p> <p>Which health services are available in the area?</p> <p>What is the nutritional condition of the population?</p> <p>Have any educational or information programs on population or reproductive health issues been implemented in the community or areas adjacent to the intervention area?</p> <ul style="list-style-type: none"> <li>○ What were the results and experience gained?</li> </ul> <p>Is traditional medicine practiced? What type?</p> <p>Which are the health problems caused by environmental effects?</p> <p>How do population growth and</p>	<p>Are there any local myths, cultural habitats or legends associated with natural resources?</p> <p>Is there any cultural monument or heritage in the area? Who is responsible for it?</p> <p>What are the main recreational spaces (disaggregated by sex)?</p> <p>How does the community perceive the changes in cultural patterns caused by the installation of industries, drawback</p>	<p>Which natural resources permits and concessions are granted in the zone, to whom, and of what type (water, land, flora, fauna)?</p> <p>What is the land tenure system?</p> <ul style="list-style-type: none"> <li>○ Collective, individual, communal, ancestral?</li> <li>○ Do people have ownership rights (men-women)?</li> </ul> <p>What are the stakeholders' environmental perceptions about the condition of the resources, contamination and degradation of the landscape?</p>	

Analysis of the Situation or Local Context					
Productive level	Socio-demographic level	Health level	Cultural level	Natural resource level	
<p><b>How are the benefits of development distributed in the area?</b></p> <p><b>Which are the problems that limit the conservation and sustainable development process?</b></p> <p><b>What changes are taking place in the area's productive and economic process, and how are men and women affected by these changes?</b></p>	<ul style="list-style-type: none"> <li>○ Are some migrations caused by environmental degradation of the region (eutrophication of coastal lagoons, oil contamination, soil loss, deforestation)?</li> <li>○ How does migration affect women and how men? How does it affect other members of the household (girls, boys and elderly people)?</li> <li>○ Do women participate in seasonal migration or do they stay home? Which are the women's specific duties and problems during seasonal migration? What support received by men prior to the migration made extensive to women? How does this affect decision-making within the household?</li> <li>○ Which types of immigration take</li> </ul>	<p>density affect the use, access, control and distribution of resources?</p>	<p>activities, tourism and/or other?</p>		

Analysis of the Situation or Local Context					
Productive level	Socio-demographic level	Health level	Cultural level	Natural resource level	
	<ul style="list-style-type: none"> <li>place?</li> <li>o From which areas of the country or other countries does immigration originate?</li> <li>o In what type of ecosystems were the immigrants used to working?</li> <li>o How does this immigration affect the use of resources?</li> </ul>				

Source: IUCN, *Framework for Conducting Gender Responsive Analysis*, 2013, pp. 4-7.

Every society has predetermined roles, responsibilities and duties that are assigned to women and men. Since this is a social construction, work division by gender is subject to change and adapts to the constant transformation taking occurring inside and outside the household. (IUCN, 2013)

Table 9 below provides set of questions that should facilitate the understanding of work

Work Division by Gender
Who does what? <ul style="list-style-type: none"> <li>○ Who participates in product catching, hunting, gathering or fishing activities, and how?</li> <li>○ Who participates in product processing, and how?</li> <li>○ Who participates in product commercialization, and how?</li> </ul>
How it is done? <ul style="list-style-type: none"> <li>○ How are women, men, girls and boys involved in all stages of the productive process?</li> </ul>
How much time is devoted to the activity?
Does it change according to the seasons of the year?
How far from your home is your workplace?
Is work an income-generating activity? Are women in control of the activity potential income?
Are men or women culturally excluding from certain types of work? Which? Why?
In the case of activities conducted in manufacturing plants or industries: <ul style="list-style-type: none"> <li>○ What are the working opportunities for men and women within the industry?</li> <li>○ What are the working conditions like?</li> <li>○ What is the type of work carried out by women in activities related to the industrial processing of resources?</li> <li>○ What is the hiring policy?</li> <li>○ What are their working conditions?</li> <li>○ Are there reports on sexual harassment cases?</li> <li>○ Which are the work risks faced by men and women, according to their duties and work places?</li> <li>○ I there a labour union of some sort?</li> </ul>

division by gender in the project area or community.

Who does what?

- Who participates in product catching, hunting, gathering or fishing activities, and how?
- Who participates in product processing, and how?
- Who participates in product commercialization, and how?

How it is done?

- How are women, men, girls and boys involved in all stages of the productive process?

How much time is devoted to the activity?

Does it change according to the seasons of the year?

How far from your home is your workplace?

Is work an income-generating activity? Are women in control of the activity potential income?

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- What is the hiring policy?
- What are their working conditions?
- Are there reports on sexual harassment cases?
- Which are the work risks faced by men and women, according to their duties and work places?
- Is there a labour union of some sort?

Table 9. Gender analysis of work division by sex

'The gender approach considers the accessibility of the social players to the resources needed for their work, the control they exert over the resources to be able to use them

**Use, Access to, and Control of Resources, and Equitable Distribution of Costs and Benefits**

as they wish, and the access to the benefits coming from them to the worker and the family.' (IUCN, 2013, p. 10) Recourses can be (IUCN, 2013, p. 10):

- Economic or productive, such as the forests, rivers, estuaries, lagoons, mangroves, land, equipment, animals, tools, labor, credit, employment and income-generating capacity;
- Political resources, such as representative organizations, cooperatives, labor unions, concessionaries, leadership capacity, education, information, public work experience, etc;
- Time, as a resource valued differently by women and men. It is particularly critical and scarce among women;
- Benefits include meeting basic needs, such as food, clothing and shelter, cash money and income, possibility regarding land ownership, education and training, political power, prestige, status and opportunities to undertake new projects or activities.

The gender system prevailing within a given community influences the use, access to and control over natural resources, as well as the equitable distribution of costs and benefits. 'The perception about and the use of the resources is closely interrelated with age, social class and culture.' (IUCN, 2013, p. 10) Set of questions listed in Table 10 below should assist to gain understanding of the use, access to and control over natural resources and equitable distribution of costs and benefits from gender-sensitive perspective within the project area.

Table 10. Use, access to, and control of resources, and equitable distribution of costs and benefits

How do the various social players behave within their ecological environment?

Identification of primary resources and determination about their use patterns and associated impacts.

Who benefits or does not benefit from these resources, and how?

Are there any conflicts regarding the use of resources?

Which resources are available to men and which to women?

- Bodies of water, estuaries, lagoons, rivers, mangroves, land, water, housing, small species, seeds, trees, forest
- Capital, credit, savings (in the event that credit facilities are available for the activities undertaken by men and women, do women have access to credit services?)
- Labour (boys, girls, relatives, employees, other)
- Production tools
- Infrastructure
- Permits and concessions
- Raw materials for work
- Transportation
- Time

Which are the different types of land tenure?

- What types of land do women have access to or control of?
- Who holds the title or deed to the land (men only, women only, both)?
- Are there any cultural restrictions for women to own land?

When and where are resources used in an illegal manner? By whom, men or women?

- Extraction of lumber or firewood
- Extraction of flora and fauna
- Extraction of rocky material
- Depredation of cultural-archaeological resources
- Hunting
- Fishing

What is the destination of the illegal use of the resources?

- Sale
- Local consumption

Is there national legislation regulating product capture, hunting or harvesting? To whom are hunting or harvesting permits granted?

What is the extent of the local population's dependence on the natural resources for food, house construction, income, and basic resources in critical times?

Is the use of the resources subject to any type of payment?

Who exerts control over the resources (men, women)?

- Who owns the production-related tools?
- Who owns the processing-related equipment or tools?
- Who owns the storage equipment?
- Who owns the commercialization-related equipment (transportation)?

Who decides whether or not a resource may be used?

Who benefits from the resources?

- extension services
- training
- commercialization and marketing (information about prices, contacts for commercialization purposes)
- water and sanitation
- education
- organisation
- health care services

Are there any regulations, customs or territorial rights that pose restrictions on either gender about the use, access to or control of the resources?

Source: IUCN, *Framework for Conducting Gender Responsive Analysis*, 2013, pp. 10-12.

Table 11 below provides questions that should assist in understanding the (different) impact environment degradation has on men and women.

Table 11. Analysis of environmental degradation and impact assessment by sex

<b>Environmental Degradation and Impact by Sex/Gender</b>
What are the major environmental problems?
Which resources have become scarce now? Have habitats or species disappeared?
From the population's point of view, which are the causes of these problems? (e.g., natural disasters, poverty, migration, population increase, climate change)
How does environmental degradation affect women and men?
Which activities are required to improve environmental conditions? Do people feel they can do something to prevent this situation or is it a government responsibility?
Who will take over the responsibility for environment-oriented activities? Does this reflect an equitable distribution of costs and benefits derived from resource management?
What has been the impact of environmental legislation and regulations on the living conditions of local populations?

Source: IUCN, *Framework for Conducting Gender Responsive Analysis*, 2013, p. 13.

Cultural factors shape economic, social, cultural, ecological and religious environments and as such are crucial factors that regulate the utilization, knowledge and connection of part of the users with the resources. (IUCN, 2013) Table 12 below provides a set of questions that should assist with detecting the cultural and traditional factors that shape roles and responsibilities of women and men.

Table 12. Analysis of cultural and traditional notions by gender

Cultural or Traditional Notions
Are there traditional or customary regulations and legislation regarding the use and conservation of natural resources?
Are there common law rights over natural resources and informal agreements regulating the access to community or 'open' resources?
What are the main traditions and celebrations upheld by community members?
How dependent are community populations on the resources in terms of social customs, cultural practices, or ceremonial or religious practices?
Is any special cultural or spiritual significance attached to a particular site or species? <ul style="list-style-type: none"> <li>- Are these protected or is there a certain level of restriction within the traditional or native system (e.g. holy forests, caves, cemeteries)?</li> <li>- Are there any groups or individuals who view themselves as owners or custodians of certain habitats or resources?</li> </ul>
What is the traditional knowledge about the climate, dynamics of the natural resources, etc.? Is knowledge differentiated by gender?
Are there any gender-based cultural restrictions affecting the access to or control over any resource?
Which are the cultural regulations, traditions or restrictions that affect gender relations associated with productive and environmental aspects?
How do these restrictions affect the possibilities to improve resource management in order to increase its sustainability and equity?

Source: IUCN, *Framework for Conducting Gender Responsive Analysis*, 2013, p. 14.

Table 13 below provides a set of questions to assess the level of social participation of women and men and how this influences opportunities, power relations and interests that exist among local and external social players. (IUCN, 2013)

Table 13. Analysis of levels of social participation

Levels of Social Participation
How are male and female stakeholders involved in the decision-making and planning processes at a household and community level?
What type of organisations exist (traditional, clans, formal and informal associations and organisations), and how are they comprised (by sex, age, etc.)?
Are there any specific organisations or groups of stakeholders linked to the management of any natural resource? Are these local or do they enjoy national or international recognition?
In which organisations or groups of stakeholders are women involved and how?
What is the projection or impact of the groups' actions on community life?
Are there any social networks and networks for mutual help to strengthen the community's organizational processes? How do men and women participate in these networks, and what are their roles?
Is there an organisational structure to facilitate negotiation processes among the different stakeholders?

Which is the level of information of men and women about the legal dispositions affecting their rights in general terms, and their access to and use of resources, in particular?

Which participation spaces exist for men and women in community organisation, and local and regional governments?

Source: IUCN, *Framework for Conducting Gender Responsive Analysis*, 2013, p. 15.

UNIDO (2014) offers a framework for gender analysis with questions specific to the energy and climate change projects. The framework is presented in table 13 below.

Table 14. Gender analysis specific to energy and climate change projects

Areas of analysis	Questions specific to the energy and climate change projects
<b>What is the context?</b>	<p>What is the share of women and men enrolled in STEM fields?</p> <p>Do women and men have equal access to sectoral labour market?</p> <p>Are there any barriers that impede women's or men's engagement in the sector?</p> <p>Do energy and industrial policies include a provision on gender equality and women's empowerment in the sectors?</p> <p>Are there sector policies supporting or causing gender inequalities?</p>
<b>Who does what?</b>	<p>Are women and men involved in the design and transfer of technologies?</p> <p>Have both women's and men's views about technology options and design features been taken into account?</p> <p>What is the share of women and men in the sectoral labour market?</p> <p>What positions do women and men predominately have in the sector in terms of hierarchy?</p>
<b>Who has what?</b>	<p>Do women and men have equal access to and control over energy?</p> <p>Do women and men have (equal) access to credit?</p> <p>How many small and medium enterprises are owned or managed by women and man in the sector?</p> <p>Are there wage gaps between women and men?</p> <p>Do women and men have (equal) access to new technologies?</p> <p>Do women and men have (equal) access to information and capacity building in STEM fields or related to sustainable development?</p>
<b>Who decides?</b>	<p>What is the share of women and men in leadership positions in sustainable development (e.g. in SMEs, in institutions)?</p> <p>Are women and men equally presented at global, regional and national sustainable development conferences and events?</p> <p>Are gender focal points or organisations working on gender equality and women's empowerment consulted in project/sector-related planning and decision-</p>

Areas of analysis	Questions specific to the energy and climate change projects
<b>Who benefits?</b>	<p>making?</p> <p>Will women's workloads increase/decrease as a result of innovation and changes in technology, and if their workload is decreased, will this involve a loss of income?</p> <p>Does the project provide space to relieve women's and men's workloads in their specific productive/processing roles through new technologies?</p> <p>Are provisions in place that support women in combining their productive and reproductive tasks (childcare options, safe and affordable transport, flexible working hours?)</p> <p>Is gender a requirement in project-related recruitment processes (gender balance as well as gender competence of staff)?</p> <p>Do the trainings and capacity-building initiatives of the project take into account the needs of women and men (e.g. time or mobility restrictions)?</p>

Source: UNIDO, *Guide on mainstreaming energy and climate change projects*, 2014, pp. 20-21, table 3.

### 5.2.1 Analysis of Information

The data and information collected with the gender analysis allows '...to identify the potential of the project to affect the conditions and opportunities of women and men in general, as well as those at a disadvantage in particular' (UNIDO, 2014, p. 22). The gender analysis should assist in provide answers to the following questions (UNIDO, 2014, p. 22):

1. Can women and men be addressed by the project in the same way without the risk of worsening existing gender gaps?
2. What are the risks and consequences of (not) mainstreaming gender in the project?
3. Which project activities may be considered 'gender-neutral' and which ones require specific action to be more gender-responsive?
4. Which aspects (e.g. access to training, mobility, workload, etc.) must be taken in to account to establish project goals, indicators and activities that will promote gender equality?
5. Which supporting tools, expertise and/or alliances are necessary to meet gender equality goals in the project?

### 5.2.2 Integrating findings from gender analysis

Findings from the gender analysis should be integrated in the project and its project cycle i.e. in the formulation, implementation, and monitoring and evaluation of projects. The aim is to identify means for to project to (UNIDO, 2014, p. 22):

- o Address current and potential gender inequalities within the project's scope;
- o Ensure that project activities address the needs and vulnerabilities of women and men;

- Ensure women's and men's distinct capacities and skills are considered and utilized;
- Ensure equal access to project resources, services and capacity-building by both, women and men;
- Ensure equal participation of women and in project management arrangements and as beneficiaries, partners and key stakeholders of the project;
- Ensure equal voice in the decision-making process of the project among both women and men;
- Ensure that both, women and men benefit equally from the trainings and all other services offered by the project;
- Collect and analyse sex-disaggregated data and qualitative information in order to monitor and evaluate the real gender impacts of the project;
- Ensure coordination among key development actors to further strengthen gender mainstreaming and promote gender equality and/or empowerment of women.

#### **5.2.2.1 Integrating findings from gender analysis into mapping of potential partners and stakeholders**

**One of the key ways to integrate the gender perspective into project is during stakeholder mapping.** Some of the key stakeholders that could take part in the project are (UNIDO, 2014):

- Gender focal points of the relevant national ministries, such as industry, labour trade etc.,
- Industry associations,
- Labour organisations,
- Laboratories,
- Universities,
- NGOs,
- Civil Society Organisations, etc.

These are the gender-related questions that should be asked during the stakeholder mapping process (UNIDO, 2014, p. 23):

1. Are individuals or groups with a gender perspective, such as ministries of women and/or social affairs, a committee or membership organisation related to promoting gender equality, women's rights or the empowerment of women etc. key stakeholders of the project?
2. Is there a balanced gender representation among key stakeholders?
3. Is there at least one stakeholder who has the necessary skills and expertise to provide gender mainstreaming inputs?
4. Are stakeholders actually willing to ensure equal participation of both women and men during project implementation?

### **5.3 Formulating gender outcomes, outputs and indicators**

**A project that includes explicit gender components allows for better monitoring and tracking of the progress of the project's gender activities.** Including explicit gender components allow to determine whether and to what extent project activities

contribute to the advancement of gender equality and women empowerment. In order to further identify entry points for integrating gender dimensions into the project, the following questions should be answered (UNIDO, 2014, p. 23):

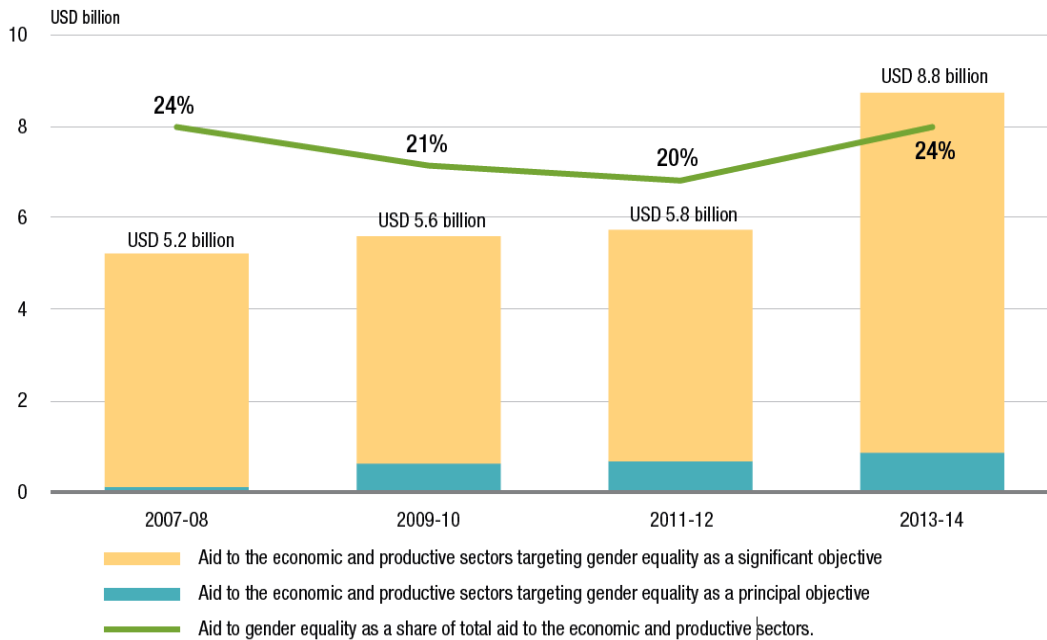
1. How will women and men be targeted and reached?
2. Are there any women's groups, associations or NGOs in the country that the project can partner with?
3. Is the project responding to gender-differentiated patterns of division of labour, wage gaps, etc.?
4. How will women and men benefit from the activities of the project? Is the project likely to have adverse effects on women and men?
5. How will relations between women and men be affected by the project?
6. In what way will the project ensure that both women and men have equal access to the opportunities and services that the project provides?
7. How can the project ensure and enhance women's participation in the activities and services provided?

## 6 Financing Gender Equality

In the period from 2002 to 2013, DAC members' aid to gender equality has more than tripled increasing from USD 8 billion in 2002 to USD 28 billion in 2013. In the same period, aid to gender equality has grown at higher growth rate than total aid overall, in particular total aid had been increasing with an annual growth rate of 1% while aid to gender equality had been increasing with an annual growth rate of 4%. The growth rate in gender equality aid in fragile countries over the same period has been even higher, with 10% growth rate per year. Nevertheless, even though there is an upward trend in investments in gender equality, these are insufficient to achieve absolute gender equality. (OECD-DAC Network on Gender Equality (GENDERNET), 2016)

Figure 4 shows aid flows targeting gender equality in the period from 2007 to 2014. The most noticeable increase in aid to women's economic empowerment was from average of USD 5.2 billion in 2007 to USD 8.8 billion on average per year in the 2013-2014 period, as depicted in Figure 4 below.

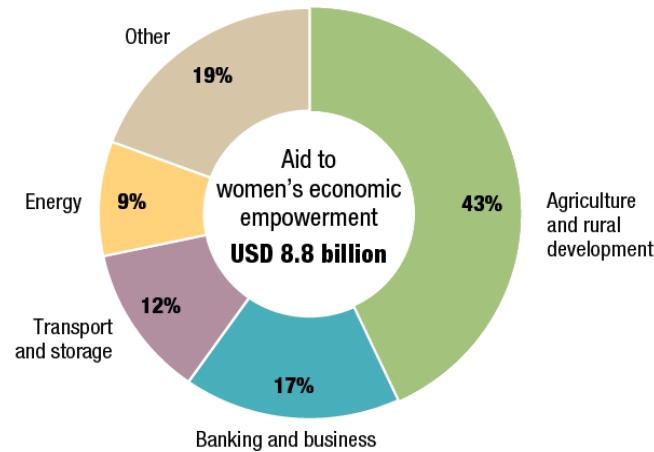
Figure 4. Aid in support of women's economic empowerment, 2007-2014 (Commitments, USD billion, 2014 prices)



Source: OECD-DAC Network on Gender Equality (GENDERNET) & DAC Working Party on Development Finance Statistics (WP-STAT), Tracking the money for women's economic empowerment: still a drop in the ocean, 2016, p. 3, Chart 1.

Figure 5 below shows the distribution of gender equality focused aid to the economic and productive sectors in period 2013-2014. From Figure 5 is visible that most of the gender equality targeted aid was channeled to the Agricultural and rural development sector with 43% share in total development aid targeted to gender equality. This is followed by banking and business sector with 14% of total development aid targeted to gender equality, Transport and Storage with 12% and Energy sector with 9%. This pattern has not changed since 2007-08. (OECD-DAC Network on Gender Equality (GENDERNET), 2016)

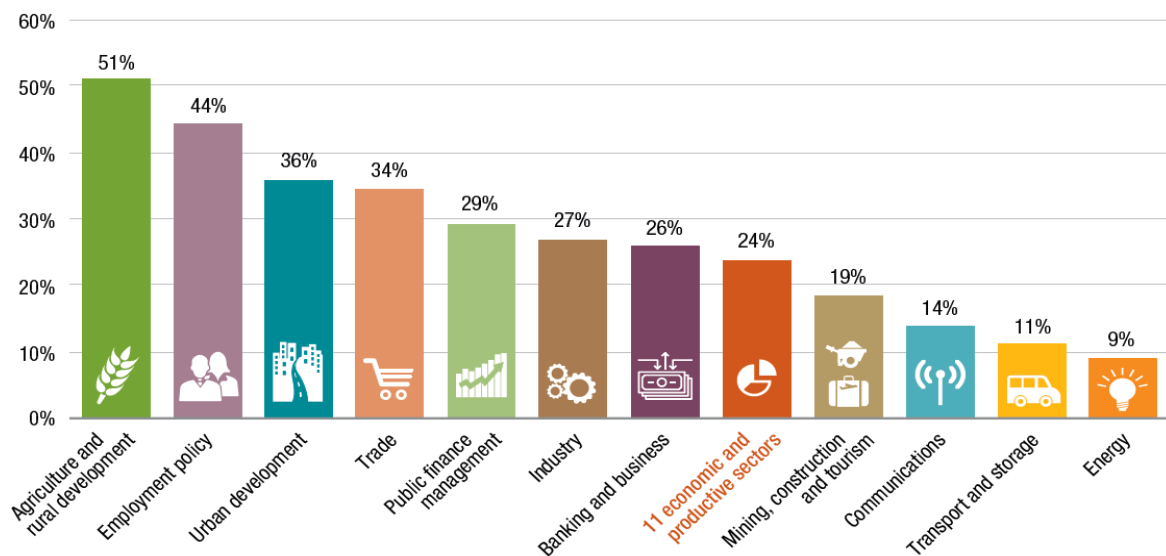
Figure 5. Sectoral distribution of gender equality focused aid to the economic and productive sectors (% of total bilateral aid commitments, 2013-14, constant 2014 prices)



Source: OECD-DAC Network on Gender Equality (GENDERNET) & DAC Working Party on Development Finance Statistics (WP-STAT), Tracking the money for women's economic empowerment: still a drop in the ocean, 2016, p. 5, Chart 3.

Figure 6 below shows integration of gender equality in the 11 economic and productive sectors in the period 2013-14. 51% of total aid to agriculture and rural development sector in 2013-14 was marked as gender-focused which is good since women comprise around 43% of agricultural labour force in developing countries, and in some countries in Sub-Saharan Africa, this is 80% of agricultural labour force. However, women still do not enjoy equal ownership and decision-making power over land and property and have less access to agricultural inputs, services and markets than men have.

Figure 6. Integration of gender equality in the 11 economic and productive sectors (Commitments, USD dollars), 2013-14



Source: OECD-DAC Network on Gender Equality (GENDERNET) & DAC Working Party on Development Finance Statistics (WP-STAT), Tracking the money for women's economic empowerment: still a drop in the ocean, 2016, p. 5, Chart 4.

## 6.1 The Green Climate Fund

Developed economies '...have formally agreed to jointly mobilize USD 100 billion per year by 2020, from variety of sources, to address the pressing mitigation and adaptation needs of developing countries' (Green Climate Fund (GCF), 2017) through the GCF. As of March 2017, the GCF has raised USD 10.3 billion equivalent in pledges from 43 state governments with the objective of converting '...all pledges into contribution agreements within one year from the time at which they are made.' (Green Climate Fund (GCF), 2017)

In February 2014, the Board of the world's largest climate fund – the Green Climate Fund - requested the development of a gender policy and a gender action plan for the Fund, which were then approved on the GCF Board meeting following year (February 2015). Since then, the principles-based gender policy **applies to all funding areas and funding decisions of the GCF, making a gender and social assessment mandatory for each funding proposal**. Moreover, it requires stakeholder consultations to include women, and the publication of the number of jobs created for both men and women. The Board of the GCF mandated the mainstreaming of gender aspect into key operational policies and guidelines on an ongoing basis.

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