



ADAPTATION FUND

**GUIDANCE DOCUMENT FOR IMPLEMENTING ENTITIES
ON COMPLIANCE WITH THE ADAPTATION FUND
GENDER POLICY (updated in August 2022)**

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Guidance document for Implementing Entities on compliance with the Adaptation Fund Gender Policy

I. The Adaptation Fund Gender Policy

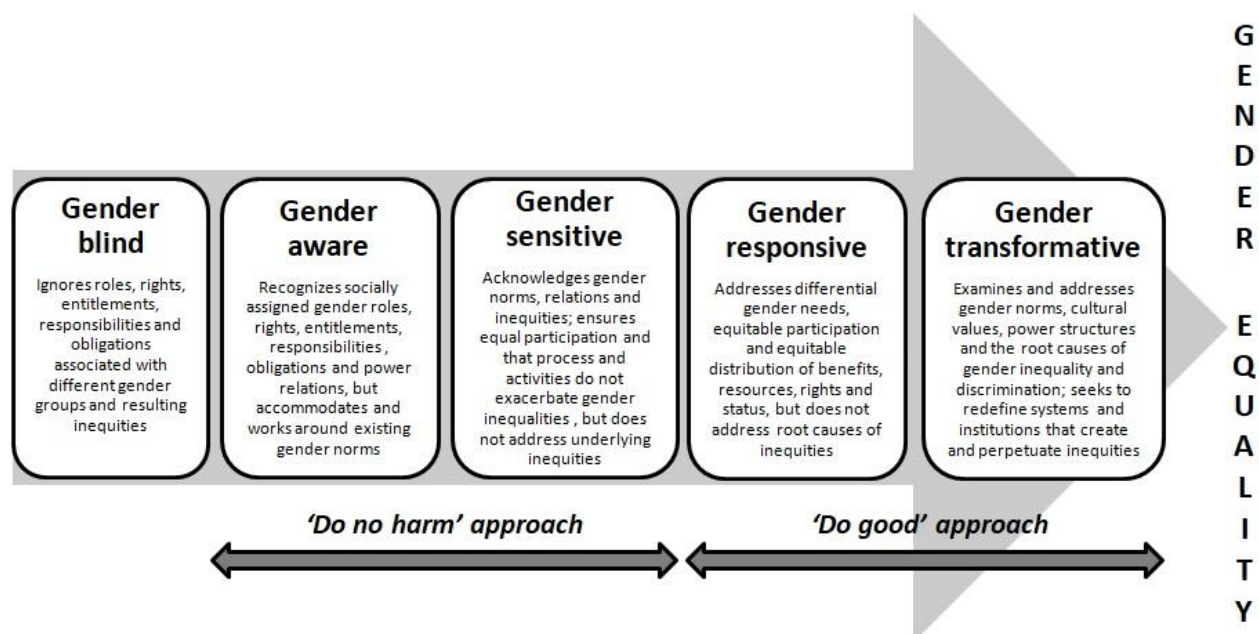
1. The Adaptation Fund (the Fund) finances concrete climate adaptation projects and programmes¹ that benefit vulnerable communities in developing countries that are Parties to the Kyoto Protocol or Parties to the Paris Agreement. The Fund's principles-based Gender Policy (GP) and its accompanying Gender Action Plan (Updated GP and GAP for FY 2021-2023),² approved in March 2016 and updated and amended in March 2021, through a gender mainstreaming approach aims to ensure that projects and programmes supported by the Fund provide women and men regardless of their background, age, race, ethnicity, religion, class, language, ability or gender equality with an equal opportunity to strengthen their agency, build their resilience, address their differentiated vulnerabilities and increase their capability to adapt to climate change impacts and interlinked challenges.

2. The Fund and its implementing partners are committed to striving to uphold the rights of women and girls, men and boys as universal human rights and attain the goal of gender equality, the empowerment of women and girls and the equal treatment of people regardless of gender, including through targeted efforts to ensure equal opportunities for access to Fund resources and services. The Fund and its implementing partners through Fund activities aim to address and mitigate against assessed potential project/programme risks for women and girls, men and boys in relation to concrete adaptation actions financed by the Fund (mandate to “do no harm”), but do not stop there. In addition, they also seek to proactively address in funding operations and throughout the project/programme cycle existing power imbalances and gender gaps that result in gender-related differences in adaptation needs and the respective capabilities of women and girls, men and boys as well as their communities to decrease vulnerability and adapt to climate change impacts (mandate to “do good”), as illustrated in Figure 1. The Fund and its implementing partners seek to ensure that its funded activities are gender-responsive and, to the extent possible, support gender-transformative changes (see Annex I for a glossary and explanation of applicable gender terms). They strive to do so in an intersectional manner that acknowledges and seeks to take into account the complexity and particularity of gender-based inequalities, including their systemic barriers and root causes.

¹A concrete adaptation project/programme is defined as “a set of activities aimed at addressing the adverse impacts of and risks posed by climate change. The activities shall aim at producing visible and tangible results on the ground by reducing vulnerability and increasing the adaptive capacity of human and natural systems to respond to the impacts of climate change, including climate variability. Adaptation projects/programmes can be implemented at the community, national, regional and transboundary level. Projects/programmes concern activities with a specific objective(s) and concrete outcome(s) and output(s) that are measurable, monitorable, and verifiable.” An adaptation programme is defined as “a process, a plan, or an approach for addressing climate change impacts that is broader than the scope of an individual project.” See *Operational Policies and Guidelines for Parties to Access Resources from the Adaptation Fund*, paras 11 and 12. Available at https://www.adaptation-fund.org/wp-content/uploads/2017/08/OPG-amended-in-October-2021_adopted-clean.pdf

² Available at https://www.adaptation-fund.org/wp-content/uploads/2016/04/OPG-Annex-4_GP-and-GAP_approved-March2021pdf-1.pdf.

Figure 1: Illustrating the Gender Integration Continuum



3. As detailed in the GAP, Implementing Entities (IEs) contribute to the full implementation of the GP at the Fund level at two key stages: during the process of IE accreditation; and throughout the project/programme cycle, both at the IE and the Adaptation Fund Board (the Board) levels. At the time of project/programme proposal review, the IE through the accreditation process already needs to: 1) have demonstrated its capacity and commitment to comply with the GP; 2) have identified actions and procedures that ensure that projects/programmes are gender-responsive, including the management of potential risks to the promotion of gender equality and the empowerment of women; and 3) have a clear institutional plan or process in place for the timely implementation of these actions and procedures.

4. This guidance document is intended to provide supplemental information and practical guidance to IEs, including by listing the relevant questions and providing concrete examples, recommendations, resources and suggestions, for achieving and assessing compliance with the updated GP to mainstream gender considerations throughout the Fund project and programme cycle. This forms the main focus of this document.

5. Section II discusses the relationship of the GP with respect to the operationalization of the Fund's Environmental and Social Policy (ESP) by the IEs. Section III details the various components and elements that IEs should apply to successfully consider and integrate gender equality considerations into the design, implementation and monitoring and evaluation of Fund adaptation projects and programmes by elaborating on mandatory requirements as well as optional and suggested measures, a number of which can be applied in a fit-for-purpose approach.

II. Relationship of the Gender Policy with the Environmental and Social Policy (ESP)

6. Compliance with both the ESP and the GP is an overall requirement for project/programme proposals submitted for funding by the Fund.³ The Fund's updated GP states that "Fund projects and programmes without articulated gender considerations shall not receive Fund resources" (para. 26). The ESP and the GP are interrelated and mutually reinforcing with a focus on addressing and mitigating against potential project/programme risks for women and girls, men and boys and other gender sub-groups in relation to concrete adaptation actions financed by the Fund (GP, para. 11(b)), the mandate to "do no harm", although the mandates of the updated GP are broader to also require its implementation partners to "do good" in proactively redressing existing gender-based inequalities and attempting to close existing gender gaps through funded adaptation actions. Requirements for compliance of projects or programmes with the GP should be seen as complementing and strengthening the overall approach for environmental and social risk management, which is detailed in the "Guidance document for Implementing Entities on compliance with the Adaptation Fund Environmental and Social Policy"⁴ as updated in June 2016 to reflect the adoption of the Fund's GP. It also details the process of IE self-screening and self-assessment of proposals' compliance with the ESP, including with respect to risk categorization.

7. The guidance provided in this document should thus be considered by IEs in conjunction with the ESP guidance document. It details a number of specific elements of gender mainstreaming in the project and programme cycle that IEs have to consider. These include expanding on integrating gender equality and women's empowerment considerations in project/programme planning and design through risk and impact analysis as well as mitigating and supporting such measures in implementation and measuring gender-specific results in performance and results monitoring and evaluation.

8. **Principle 5 - gender equality and women's empowerment**, is one of the 15 principles of the ESP such as: Principle 1 – compliance with law; Principle 3 – marginalized and vulnerable groups; Principle 4 – human rights; Principle 6 – core labour rights; and Principle 13 – public health that **always apply to each project/programme under the Fund**.

9. The GP details that IEs will be required to undertake **a gender assessment during project/programme proposal development** to select gender-responsive indicators, collect gender-disaggregated data, and to design gender-responsive implementation and monitoring arrangements (para.16). A gender assessment should be conducted before designing the project and should not be seen as one-time elaboration, but as an iterative process with regular updates and adjustments as needed throughout the project/programme cycle. As highlighted in the updated GP (para. 16), the gender assessment is intended to comply with the dual mandate of the Fund's gender approach, namely, to analyse and address gender-differentiated impacts and

³ See Annex 5 to the Operational Policies and Guidelines (OPG), *Project Review Criteria and Project Proposal Template*, which was updated in 2017 to reflect the initial GP. Available at <https://www.adaptation-fund.org/wp-content/uploads/2016/04/OPG-ANNEX-5- project-template amended-in-Oct-2017.pdf>.

Available at https://www.adaptation-fund.org/wp-content/uploads/2016/04/OPG-Annex-4_GP-and-GAP_approved-March2021pdf-1.pdf

⁴ Available at https://www.adaptation-fund.org/wp-content/uploads/2016/07/ESP-Guidance_Revised-in- June-2016_Guidance-document-for-Implementing-Entities-on-compliance-with-the-Adaptation-Fund-Environmental-and-Social-Policy.pdf.

risks (“do no harm”) and to detail gender-responsive opportunities to proactively address persistent gender gaps (“do good”). As one focus, the gender assessment (for a more detailed discussion see Section III.C.1) will help identify project/programme-related risks to gender equality and women’s empowerment, including by elaborating on the gender-specific cultural and/or legal contexts in which the project/programme will operate, and by describing the gender-differentiated impacts of intended adaptation activities to be funded (“do no harm”). Under the Environmental and Social Management Plan (ESMP) which is required to be submitted with each project/programme proposal in compliance with the ESP, the IE will describe the risk mitigation measures to address these. Compliance of project/programme proposals with the ESP and its gender equality and women’s empowerment risk considerations is to be ensured through the IE’s Environmental and Social Management System (ESMS). It is therefore important that whenever necessary the IE’s ESMS is strengthened through the inclusion of relevant specialist gender expertise.

10. Full compliance with the ESP and the updated GP is also required in cases when not all project/programme activities have been identified by the time of submission of the funding application.⁵ For example, projects/programmes might include a grants facility, where applications for funding of (small) activities will be invited during implementation, within objectives and an operational framework that are clearly defined in the project/programme proposal. Such activities are referred to as Unidentified Sub-Projects (USPs). Projects/programmes with USPs are therefore required to include the process for elaborating, revising and reporting the Environmental and Social Management Plan (ESMP) that will be used once those USPs are identified. Similarly, the updated GP applies to all the activities of a project/programme, including USPs. Gender responsive consultations, the identification of key gender goals and target groups, the formulation of gender-responsive project/programme indicators and the gender assessment at project/programme development stage are accordingly required but may not be conducted adequately and sufficiently when not all project/programme activities have been formulated. As part of an iterative gender assessment, gender considerations incorporated during project/programme proposal development might have to be updated and/or supplemented to take relevant gender dimensions of USPs into account.

11. National Implementing Entities (NIEs) can request readiness support from the Fund in the form of Technical Assistance (TA) Grants such as the TA Grant for the ESP and Gender Policy (TA-ESGP) or TA Grant for the Gender Policy (TA-GP) to further strengthen their internal capacity to simultaneously manage environmental and social as well as gender-related risks within adaptation projects and programmes.⁶

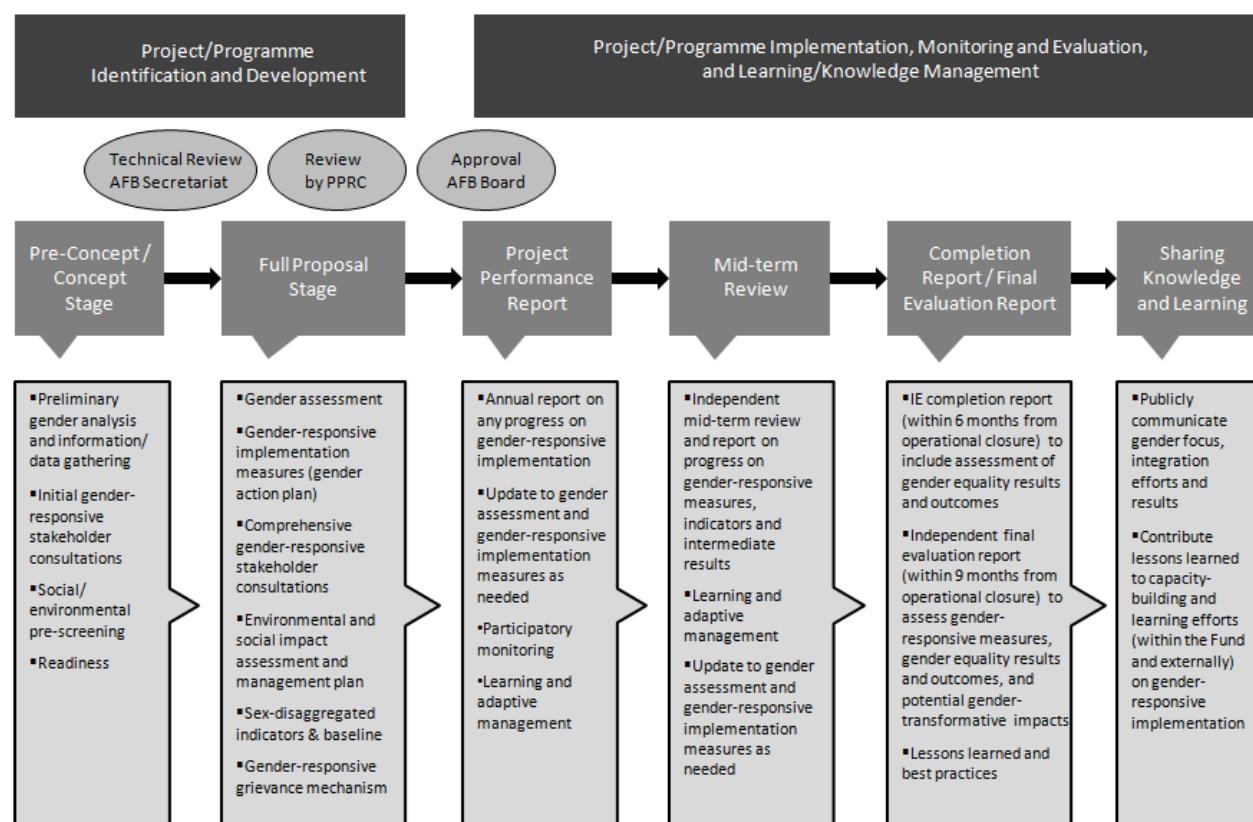
⁵ For further information on the compliance of projects/programmes with USPs, see https://www.adaptation-fund.org/wp-content/uploads/2019/04/AFB.B.32-33.7_Combpliance-with-ESP_Update-of-PPR_and_Guidance-for-USPs_revised-1.pdf.

⁶ For further information on Fund Technical Assistance Grants, see [https://www.adaptation-fund.org/readiness/readiness-grants/technical-assistance-grants/#:~:text=Technical%20Assistance%20\(TA\)%20Grants&text=These%20grants%20are%20aimed%20at,concrete%20adaptation%20projects%20and%20programmes](https://www.adaptation-fund.org/readiness/readiness-grants/technical-assistance-grants/#:~:text=Technical%20Assistance%20(TA)%20Grants&text=These%20grants%20are%20aimed%20at,concrete%20adaptation%20projects%20and%20programmes).

III. Demonstrating Compliance with the Gender Policy in Mainstreaming Gender in Adaptation Fund Projects and Programmes⁷

12. The updated GP, supported by various Operational Policies and Guidelines (OPG) of the Fund such as the ESP⁸, outlines a set of mandatory requirements for mainstreaming gender throughout the various stages of the Fund project/programme cycle to ensure the gender responsiveness of its funded adaptation measures throughout project/programme identification, design and proposal preparation, in implementation and monitoring and evaluation for gender equality and adaptation results and outcomes. In addition, the GP highlights the particular importance of ensuring that throughout the Fund project/programme cycle stakeholders are meaningfully and comprehensively consulted in a gender-responsive way (para.17). The following sections of the guidance document elaborate on these requirements (summarized as an overview in Figure 2 below) and describe relevant steps, entry points and considerations for the various stages of the project/programme cycle in greater detail, including by providing sample analytical questions, practical examples and/or checklists.

Figure 2: Integrating Gender in the Adaptation Fund Project/Programme Cycle



⁷ This section draws heavily on guidebooks and tool kits listed in the bibliography of this document, in particular on checklists included in the UNDP guidebook on gender, climate change and community-based adaptation as well as the UNODC guidance note for staff on gender mainstreaming.

⁸ Available at <https://www.adaptation-fund.org/documents-publications/operational-policies-guidelines/>.

A. Project/Programme Identification and Readiness Support

13. To ensure that gender considerations are mainstreamed successfully in Fund projects and programmes, it is important to gather initial information and data on the likely gender dimensions of the planned adaptation activity during the project/programme identification stage. This requires already at this early stage to engage women, men and people with other gender identities (if applicable) and of different ages, socio-economic backgrounds or ethnicities, with disabilities or from Indigenous Peoples in initial stakeholder consultations about the project or programme in a gender-responsive manner and using an intersectional approach (for further elaboration, see Box 1 and Box 2 respectively). The meaningful participation of diverse gender groups with a variety of backgrounds and ensuring a good gender balance should be documented.

14. For a two-step project/programme approval process and the three-step process for regional projects/programmes which require the Board's endorsement of a pre-concept/concept note, a **preliminary gender analysis** at the project/program identification stage is required for the project/programme pre-concept/concept notes to inform the eventual design and further planning stages of the measure. The first findings of a preliminary gender analysis on key gender issues (such as disaggregating the likely beneficiaries by gender and noting general differences regarding the roles and needs of women, men and other gender groups and possible different effects of the activity on them) should be included in the project/programme concept note submitted to the AFB secretariat for technical review and approval by the Board. This is not yet the gender assessment required by the GP in para. 16 for the fully developed projects/programme proposal stage and will thus be less comprehensive. It can draw on already existing gender studies or sectoral or country reports to provide some indicative information to be then further fleshed out and substantiated with additional information and data, including for example specific gender studies for the more comprehensive gender assessment required for fully developed project/programme proposals (for an indicative checklist on what is recommended for a preliminary gender analysis, see Annex II).

15. All accredited IEs going through the two or three step project/programme approval process are eligible to apply for a Project Formulation Grant (PFG) at the same time they submit their project/programme concepts. The PFG can be used for example to secure external expertise to strengthen their capacity to undertake technical assessments, including the gender assessment related to the design and development of their specific adaptation project or programme.⁹

B. Meaningful and comprehensive gender-responsive stakeholder consultation and engagement

16. Under the updated GP (para.17) the IE is required to meaningfully and comprehensively consult with stakeholders throughout all stages of the project/programme cycle in a gender-responsive way. The GP requires IEs to consider and meaningfully integrate the experiences and capabilities of women and girls, men and boys and their diverse communities, as appropriate and relevant, their traditional, local or indigenous knowledge through a gender-responsive, inclusive, participatory and fully transparent stakeholder engagement approach (para. 11 (e)).

17. While there is no uniform definition of what meaningful and comprehensive consultation

⁹ For information on the PFGs, including how to apply, see <https://www.adaptation-fund.org/readiness/readiness-grants/project-formulation-grants/>.

entails, it must be understood as an iterative and non-discriminatory process that (i) begins early in the project/programme preparation stage and is carried out on an ongoing basis throughout the project/programme cycle; (ii) provides timely disclosure of relevant and adequate information that is understandable and readily accessible to affected people; (iii) is undertaken in an atmosphere free of manipulation, intimidation or coercion; (iv) is gender-responsive and inclusive (by addressing intersecting socio-economic factors such as age, race, ethnicity or religion that might hinder participation) and tailored to the needs of disadvantaged and often marginalized groups, including Indigenous Peoples and people with disabilities; and (v) enables the incorporation of all relevant views of affected people and other stakeholders into decision making, such as project/program design, mitigation measures, the sharing of resources and benefits and opportunities, and implementation issues.¹⁰ The IE should document the preparatory consultation process in the project/programme proposal, including who has been consulted and the key issues raised as well as the extent to which the views and suggestions of affected people have been considered and incorporated into the project/programme development and its implementation arrangements. Such gender-informed participatory methods are necessary to tackle the key challenge of persistent underrepresentation of **women or other discriminated gender groups** in consultations and in order to guarantee the inclusion of their often-overlooked needs, rights, concerns and abilities as well as their traditional, local and indigenous knowledge in project/programme planning, implementation and monitoring and evaluation.

18. The following list details some concrete principles, suggestions and recommendations on how gender-responsive stakeholder participation and consultation can be ensured:

- Consider consulting with beneficiaries/stakeholders from different gender groups both separately and in mixed groups. In some cultures, men will not speak about certain issues in front of women and vice versa. When defining priorities or goals for the adaptation intervention, women in meetings or workshops including both women and men may defer to men. In women only groups, women might also have culturally appropriate suggestions on how to approach and win over men to prevent a backlash against women's increased involvement and empowerment. People with gender identities other than male or female might face security risks and open hostility.
- The time and location of consultation meetings is crucial. Women and men might be only available at certain and differing times. The location for meetings should be easy and safe to reach and comfortable and accessible for people from different gender groups with different changes and physical abilities. Some meeting locations might undermine women's participation because they may not be culturally appropriate or women may not be allowed to stay in a public place or may not feel safe coming to the meeting; transportation and childcare services might have to be provided for women, who are often less mobile, in order to attend meetings.
- Consider gender differences in knowledge and priorities and appropriate ways of communication. The communication form and media used for information sharing and outreach to both men and women should take into account that there are gender

¹⁰ See for example for a joint understanding by a number of multilateral finance institutions (MFIs) on the constituent elements of meaningful stakeholder engagement/consultation here: https://publications.iadb.org/publications/english/document/Meaningful_Stakeholder_Engagement_A_Joint_Publication_of_the_MFI_Working_Group_on_Environmental_and_Social_Standards_en.pdf.

differences in access to information technology (availability and use of internet or mobile phones for example) and literacy as well as gender differences in knowledge, interests and priorities on the issues consulted. Non-written forms of communication might have to be used (radio, interviewers, picture-based leaflets) to reach the most vulnerable, including women, the young or disabled or Indigenous Peoples. Additional targeted earlier information and capacity building sessions might be necessary for those less knowledgeable to allow them to participate on an equal footing.

- Consider setting minimum quota and progress targets for the balanced participation of all gender groups in consultation meetings, workshops, or trainings; this might necessitate proactively involving more participants from an underrepresented gender group.
- Consider appropriate meeting formats. In some cases, meetings, workshops or trainings might have to be conducted by female staff to increase women's level of comfort to actively participate.
- Make a targeted effort to include key stakeholders that bring a gender perspective and broad gender expertise, in consultation efforts such as national women's machineries¹¹ with representatives from specialist government ministries for women and youth and gender equality agencies and not just the Designated Authority (DA). This also includes women's networks and women's rights and gender diverse advocacy organizations from civil society or academia on the national and local level. Local women's cooperatives and many community-based organizations, which are often run by women and target services to women and their families, should also be included.

Box 1: Addressing the intersectionality of existing gender inequalities and exclusions

The GP commits the Fund to work within its operational framework and with its partners to uphold women's human rights and to contribute to gender equality and the empowerment of women and girls, with the aim of proactively advancing gender equality including addressing power imbalances throughout the project/programme cycle in an intersectional manner in order to achieve more effective, sustainable and equitable adaptation outcomes (paras. 11(a) and 13). Starting through a gender lens, intersectional approaches offer a way to understand and respond to the ways different factors in addition to gender, such as age, socio-economic class, disability and ethnicity, shape an individual's identity, needs, capacities and experiences to address climate change impacts. They provide an analytic lens to understand the complexity and particularity of inequalities in the lives of women and girls, men and boys, and non-binary¹² people that affect their vulnerability,

¹¹ National machineries for the advancement of women are defined by the United Nations as "a set of coordinated structures within and outside government, which aim to achieve equality in all spheres of life for both women and men" (United Nations, 1999). In most countries, one government ministry or agency is the central policy coordinating unit on gender equality.

¹² Non-binary is an adjective which describes an individual who does not identify exclusively as a man or a woman. Non-binary people may identify as being both a man and a woman, somewhere in between, or as falling completely outside these categories.

including their systemic barriers and root causes.

Gender groups are neither homogenous nor static, and intersectional approaches recognize this complexity by taking historical, social, cultural and political contexts into account. Treating men or women as one-dimensional identity groups masks intra-group disparities and leads to 'one-size-fits-all' approaches, which inevitably leads to leave the most marginalized and vulnerable people behind. Thought must be given to which groups of women and which groups of men (based on their ethnicity, social status/economic class, and age) might be excluded based on these intersecting identities, and whose voices need to be empowered through targeted actions to have them represented in decision-making or securing benefits based on their role in project-relevant activities. An intersectional approach can help avoid generalizing complex realities and will always need to be adapted to the specific context.

For example, an intersectional approach to gender analysis is essentially a 'gender plus' approach. It should not attempt to just include as many analytical categories as possible or list all the factors that may determine vulnerability, but **it should widen the perspective and reflect upon what additional factors besides gender may be relevant leading to more informed interventions based on a more nuanced approach going beyond conventional binary gender analyses.** Incremental improvement towards intersectional understandings of gender can already make a big difference in adaptation outcomes. This could be including age in one project or ethnicity or disability in another. For instance, an intersectional approach can be used to examine how gender and positioning within the household (e.g., mothers-in-law v. daughters in law) influence older and younger women's participation in adaptation-relevant interventions in the water management sector; how gender and positioning within the community based on related socio-cultural factors that determine privilege (e.g., wealth, caste) influence access to and control over natural resources in different adaptation-relevant sectors; and how broader structural forces of discrimination and exclusion (e.g., racism, homophobia, ageism) interact with gender norms in society that influence individual-level resilience related to such as, health, food security, and disaster-risk.

Some **concrete examples for applying an intersectional gender lens:**

- If the gender assessment for an adaptation project identifies that a specific sub-group of women, such as women from indigenous communities, are primarily responsible for safeguarding ecosystems in a specific geographic area, then the project must address the particular barriers that specifically hinder them from fully participating in and benefiting from relevant interventions.
- For a disaster risk management project, a gender assessment might find that ethnic-minority women are more dependent on the environment than non-ethnic minority women or men and are therefore more impacted by climate change-related natural disasters such as storm surges, flashfloods, drought, and saltwater intrusion. An intersectional gendered response would then prioritize the construction of disaster shelters for ethnic

minorities who live in remote locations by addressing in particular risks and challenges for pregnant, elderly, and disabled women.

Key to understanding intersectionality is **collecting the right data**, including data disaggregated by sex and gender identity and then further differentiated by for example age, disability, or economic status, which is a critical step towards making better informed adaptation funding decisions and allocating scarce resources more effectively and equitably.

Sources: <https://www.adaptation-fund.org/document/study-on-intersectional-approaches-to-gender-mainstreaming-in-adaptation-relevant-interventions/> and <https://cdn.odi.org/media/documents/12651.pdf>

C. Project/programme proposal development

19. Developing the AF project/programme proposal requires providing more detailed information, including through a comprehensive gender analysis that takes intersectionality into account in the form of a **gender assessment**, on the gender-differentiated impacts of climate change as well as the needs and capacities for action of different sub-groups of men and women by acknowledging factors that may, in combination with gender, exacerbate vulnerability. These factors could be age, disability, ethnicity, race, economic status or others. Such a gender assessment is not a static document, but part of an iterative process, and should be updated and adjusted in the course of project/programme implementation as part of adaptive management efforts (see also section D). The gender analysis and the overall proposal development are additionally informed by **comprehensive and meaningful gender-responsive stakeholder consultations** (see Box 2). On the basis of these **corresponding gender-responsive measures** are developed to address identified differences, impacts and risks, ensure the project/programs provide equitable benefits for all gender groups, and explore opportunities for transformative gender actions that contribute to permanently shifting existing discriminating gender norms and power structures towards more gender equality. Their targets and design features, as well as the mechanisms to ensure their implementation (such as responsibilities, time-frames and costs of specific actions as well as gender-performance indicators) form the elements of a **project/programme-specific plan for gender action**, which turns analysis into implementation arrangements. It is context-specific and can be articulated as a separate document from the project/programme proposal (although not required under the Fund's GP). All its key aspects should be directly integrated into the general project/program components and **implementation arrangements**, including its **budget** and **results framework**.

20. These elements for mainstreaming gender into the full proposal development are described in more detail in the following sections.

1. Gender Assessment¹³

21. **A gender assessment to be conducted at the early stage of the project/programme development** is a tool for identifying gender differences and providing empirical evidence in the form of qualitative and quantitative data and analysis for gender roles, activities, needs, and available opportunities and challenges or risks for men and women within a particular context, geography or sector. It is required under the updated GP (para.16) as fundamental part of the project/programme proposal elaboration. It should inform the proposal development and thus should either precede or be conducted in parallel with preparing the entire project/programme proposal. The gender assessment provides the analytical foundation for developing gender-responsive implementation and monitoring arrangements, including gender-responsive indicators (for an indicative gender assessment checklist, see Annex II). As a living document, a gender assessment is not static, but expected to be updated and revised throughout implementation in response to the IE's monitoring and progress reporting and its findings as part of required adaptive project/programme management.

22. The updated GP (para. 16) details the responsibility of the IEs to ensure that the gender assessment responds to two connected but distinct mandates:

- Describing gender differences and analyzing gender-differentiated impacts and risk for women and girls, men and boys and other gender groups, as well as identified project/programme-relevant gender sub-groups to acknowledge intersectional exclusions and discriminations, including by ensuring that planned actions do not perpetuate or exacerbate them further (**mandate to “do no harm”**). This is an integral part of broader environmental and social screening and the environmental and social assessment required from IEs under the ESP process (see also Section II).
- Going beyond risk mitigation by addressing differential gender needs, by ensuring the equitable distribution of benefits from the adaptation measure in the specific context as well as by detailing opportunities to tackle harmful gender norms and power structures, redress exclusions with targeted measures and address persistent gender gaps, including through actions empowering often marginalized gender-subgroups, such as adolescent girls, indigenous women or non-binary individuals (**mandate to “do good”**).

23. The gender assessment should elaborate the gender-specific socio-economic, political, cultural and legal context in which the project/programme will operate, for example by drawing on key government legislation or documents (e.g., from national women's machineries) or reports from variety of sources (such as UN Women Country Fact Sheets¹⁴, country gender data compiled by the World Bank¹⁵ or UN demographic gender statistics¹⁶ or country's mandated reports under

¹³ This section, while drawing on a variety of resources, considered in particular guidance by the Green Climate Fund (GCF) for simplified approval projects available at <https://www.greenclimate.fund/sites/default/files/document/simplified-approval-process-annex-4-gender-assessment-and-action-plan.pdf>.

¹⁴ See <https://data.unwomen.org/countries>.

¹⁵ See <https://genderdata.worldbank.org/>

¹⁶ See <https://unstats.un.org/unsd/demographic-social/gender/>

the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW)¹⁷. This should attempt to address questions such as:

- What are some of the **key gender statistics** in the country or region of the proposed intervention or the project/programme area? Such key gender statistics include the maternal mortality rate, infant mortality rate, educational status of girls and boys, adult literacy rate (disaggregated by sex), poverty rate, labor force participation rate (disaggregated by sex), employment rate (disaggregated by sex), unemployment rate (disaggregated by sex), political participation rate (disaggregated by sex), or life expectancy (disaggregated by sex). Where available, data should also be disaggregated across other social factors like age, ethnicity or class to account for intersectionality in a given context.
- What is the **legal status** of women and non-binary individuals and **applicable laws affecting gender groups** in the country or region of the proposed intervention or the project/programme area? This includes policies and laws related to human rights especially women's and gender rights (for example related to representation, access to employment, formal justice and financial services, land ownership, citizenship, access to healthcare).
- What are **cultural norms, commonly held beliefs, perceptions, stereotypes, values and practices related to gender** in the country or region of the proposed intervention or the project/programme area? This includes expectations on individuals around how they should behave or act, rites of passage.

24. The gender assessment should focus on **the differentiated climate change impacts on different gender groups and gender sub-groups and their differentiated capabilities to adapt to these**. It should highlight for example how the livelihoods of men and boys, women and girls may be affected differently by climate change due to culturally established roles such as the gendered division of labor (like caring for children or fetching water/firewood) or the legal right to landownership or property. It should not only describe the situation and note how different gender groups are affected differently by climate change within a particular context or sector but analyse *why* these differences exist and persist and *what* would be needed to overcome them, including targeted empowerment actions for especially marginalized gender sub-groups, for example indigenous women. Key dimensions that should be examined, which are applicable to all adaptation projects/programmes and all sectors and some possible questions to be answered as part of the assessment, *inter alia*, are:

- **Differentiated climate change impacts** on different gender groups and gender sub-groups and **differentiated capabilities** to address these:
 - With respect to the proposed project/programme, will there be any anticipated gender difference in vulnerability and adaptive capacity among men and boys, women and girls, including of different ages, ethnicity, social class or for

¹⁷ See https://tbinternet.ohchr.org/_layouts/15/treatybodyexternal/TBSearch.aspx?Lang=en; search terms "CEDAW" and "report"; look for specific country reports within search results.

- indigenous women? If so, what are these?
- Will existing gender inequalities be exacerbated by climate change impacts in the proposed project/programme area?
 - What makes different gender groups and sub-groups more vulnerable to the effects of climate change? Why? How can these gender-specific vulnerabilities and impacts be reduced and addressed by increasing the capabilities of different gender groups and sub-groups to adapt?
- **Access to resources** (referring not only to material resources such as property or finance but also time, knowledge and information) addressing who uses what resources as well as where, how and why they are used:
 - What resources (economic, financial, physical, natural, other assets) do different gender groups and sub-groups, and especially the most marginalized women have access to? Who manages or controls access to these resources? Specifically, what is the land tenure situation in the project/program area? Do women have rights to ownership of lands and other productive resources and assets?
 - Do women and men from vulnerable communities have equal access to information and opportunities necessary to participate and benefit fully from the anticipated outcomes of the project/program?
 - Do women and girls have equal and gender- and age-appropriate access to education, technical knowledge, or opportunities to improve their skills (such as access to training programmes or extension services)?
 - Will services and technologies provided by the project/program be available, affordable and accessible to equally to all gender groups? Will special provisions be needed for indigenous women, widows or female-headed households?
 - What functions and roles are expected for different sub-groups of women and men to take on in the context of the project/programme intervention? What will these affect time commitments and mobility restrictions/needs?
 - **Gendered division of labor** of paid and unpaid work as gender norms influence who is allowed to do certain types of work and who is expected to complete certain tasks. It should examine who does what kind of work, and why, when and how:
 - What is the gender division of labor between old and young women and men in the project/programme area? Are there differences between urban, rural or indigenous communities?
 - What is the participation of different gender groups and sub-groups in both the formal and informal economy in the project/programme area?
 - What is the situation of women and men in the specific sector of intervention or in the project/program footprint area?
 - Will the project/programme activities affect the gendered division of labor, for example in the household? Will it increase women's or girls' unpaid care burden

further or alleviate them? Are these shifts and related burden shared equitably?

- Has the project/program identified opportunities to expand opportunities for paid work for marginalized gender sub-groups? If so, what are these opportunities and actions?
- **Gender-based power structure** valuing the contributions and participation of different sub-groups of men and women differently and often unequally with respect to decision-making and control. It should analyze who controls and decides what and who is included in decision-making or management structures:
 - To what extent do the most vulnerable sub-groups of women and men participate in decision-making processes or management structures (such as water user associations or cooperatives)?
 - What types of decisions are made by what sub-groups of women and in what sphere (household, community, national level)? What are the constraints (social, cultural, economic, and political) that restrict their more active participation in decision-making processes at respective levels?
 - Are there any opportunities to promote the agency and leadership of women generally, and that of specific sub-groups in local governance/political systems and formal/informal institutions, including in the project/programme's own decision-making, management and advisory committee structures? If not, what are some of the constraints that hinder women from assuming leadership roles and how can the project/programme work to overcome them?

25. The information and data generated by the gender assessment are the basis for possible subsequent gender mainstreaming actions by the IE throughout the project/programme cycle. It informs the project/programme planning and design and helps identify the gender-responsive activities needed in the implementation stage, in budgeting and in monitoring and evaluation (for details, see sections below). The Adaptation Fund Board secretariat through its readiness programme can provide a Project Formulation Grant (PFG) to IEs, which can be used toward technical assistance for a gender assessment.¹⁸

26. The gender data analysis is necessary in order to establish a data baseline at the project/programme start against which implementation progress and results can be measured later. Such an assessment can be done with relevant data generated in different ways, as a desk study through literature reviews or as a survey or research project via targeted consultations (in the form of individual interviews, focus group discussions or workshops). Analysis can also build on existing data, such as national gender statistics, academic field research or participation assessments of prior or similar projects. Gathering and collecting data should be gender-responsive and reflect the complex and intersecting realities of different sub-groups of women and men by breaking down the data not only by sex (male/female), but to the extent possible also by other relevant diversity factors (gender identity, age, ethnic origin, disability, social class/caste or indigenous community, etc.).

¹⁸ Adaptation Fund Gender Policy, para. 21; see also <https://www.adaptation-fund.org/readiness/readiness-grants/project-formulation-grants/>.

Box 2: Gathering and Collecting Sex- and Gender-Disaggregated Data

The lack of disaggregated data is one of the major barriers to accurately assess how projects/programmes can address the differentiated climate impacts on different gender groups and sub-groups of men and women.

While **sex-disaggregated data** focuses on breaking down data by sex for males or females only (for example how many men and women might live in the project area), **gender-disaggregated data** in addition to being broken down by sex is also produced by taking into consideration the different socio-economic realities that men and women face in addressing climate change. For gender-disaggregated data, this means looking at which type of data is collected and how data questions are formulated to consider existing gender concerns and differentials (for example how many men and women in the project area have independent income, are aware of climate change, are part of decision-making bodies in the communities served).

In addition, because the communities in which projects/programmes will be implemented are rarely homogeneous units, it will be important to assess the extent to which it will be necessary to further break down the groups of men and women respectively by other social identities such as age or ethnic origin in order to monitor gender-responsive benefits. An intersectional approach looks at 'gender plus' in a highly context specific manner. For example, in a water access or food security project, it might be useful to monitor whether adolescent girls, who often are kept out of school to help with increased care challenges in the face of climate change impacts, are freed from the time-burden of food production or water carrying and can now attend school. Likewise, in a project that focuses on climate education for women, the information outreach approach to forest-dependent indigenous women might be very different from approaches to reach urban women. Data disaggregated only by sex would not capture this in the analysis (for further details on the merits of utilizing an intersectional approach, see Box 1).

In terms of how such data is collected, any methodology should include both women and men (see section on meaningful and comprehensive gender-responsive consultations and engagement) and might include focus groups divided by age or ethnicity in addition to division by gender. For example, when conducting participatory assessment with male and female stakeholders, in a mixed group in some cultures women might not speak out on certain issues in front of men or vice versa. In some ethnic communities, younger women might defer to older women; both will have different knowledge and experiences. Also, the team sent to the field for collecting data should include women with diverse backgrounds (language, ethnicity or social status) to ensure better access to female participants from different sub-groups, such as for example indigenous women.

Source : <https://www.un.org/womenwatch/directory/docs/UNODC-GuidanceNote-GenderMainstreaming.pdf>

27. The gender assessment should be undertaken by a gender expert or project/program manager (an IE staff member or external consultant) with specific expertise in gender issues, who is knowledgeable about the national or local context and background of the project/programme implementation area, and with access to sector-specific technical expertise, as well as the time and

financial resources to collect and analyse data. It would be important to ensure that the gender analysis provided contributes to also building the institutional gender capacity of the IE so that the IE can provide technical support and capacity-building on gender at the project/programme implementation level to executing entities (EEs), local communities and stakeholders as needed. Thus, it might be advisable to retain the gender expert as part of the project/programme management unit during implementation and involve the gender expert in relevant Fund gender-related activities and trainings. This also secures that a gender assessment as a living document will be updated and adjusted throughout implementation in response to progress or the lack thereof.

28. For example, gender expertise as an important area of technical expertise could be included in the terms of reference used to recruit project/programme personnel.¹⁹ Ideally, all project/programme personnel would also be familiar with gender concepts such as a “gender mainstreaming” approach and with respect to the sectors in which the adaptation intervention is taking place. Many sector-specific “gender checklists” for gender analysis and assessment already exist, including several prepared by implementing partners of the Fund (for some examples for more sector-specific assessment questions see Annex III).²⁰

2. *Integrating gender in project & programme goals/objectives and identifying target groups*

29. With the gender assessment as the basis, the IE will have to prepare and design a gender-responsive adaptation intervention by identifying key gender goals as well as specific entry points to integrate gender considerations into identified project/programme goals, a set of planned activities and targeted beneficiary and participant groups.

30. In line with the requirement under the updated GP (para.16) the IE will have to describe in the project/programme proposal how the project or programme contributes to improving gender equality, the empowerment of women and girls and the project/programme interventions’ suitability to meet the adaptation needs of targeted gender groups and in particular the most vulnerable identified sub-groups of women and men. Within the full project proposal template, the IE should include relevant descriptions and explanations in Part I on background and context as well as reference to gender equality as part of the main objectives and detailed in Part II on project/program justification in section A on project/program components and section B on social and economic benefits as well as in sections D, G, H and K to varying extent.²¹ In many cases, the IE might

¹⁹ The United Nations Industrial Development Organization (UNIDO) in its 2014 “Guide on Gender Mainstreaming Energy and Climate Change Projects” for example provides sample terms of reference for gender experts for project design and project implementation respectively. Available at https://www.unido.org/fileadmin/user_media_upgrade/What_we_do/Topics/Women_and_Youth/Guide_on_Gender_Mainstreaming_ECC.pdf. See also https://www.unido.org/sites/default/files/2015-09/ToR_Gender_Expert_Design_Generic2_0.pdf

²⁰ For example, the Asian Development Bank (ADB), a multilateral implementing entity (MIE) for the Fund, has developed sector-specific gender toolkits, including for agriculture, health, resettlement, or water supply and sanitation, available at <https://www.adb.org/documents/series/gender-checklists>.

²¹ See the document “Instructions for preparing a request for project or programme funding from the Adaptation Fund, available at https://www.adaptation-fund.org/wp-content/uploads/2021/05/Instructions-for-Preparing-a-Request-for-ProjectProgramme-Funding_Oct-2017.pdf. The template for full project proposals is available at https://www.adaptation-fund.org/wp-content/uploads/2021/01/Request-for-ProjectProgramme-Funding-from-Adaptation-Fund_Oct-2017-.docx

designate a specific gender goal: for example, in a food security project/programme empowering young rural women subsistence farmers previously dependent on rainfed agricultural production by building and training them in maintaining drip irrigation infrastructure and improving their access to agricultural extension services. In stating the objectives, the IE should outline the expected changes for different sub-groups of men and women respectively and refer to the target groups in terms of gender. For example, instead of presenting the objectives in an adaptation intervention in a gender-neutral way by talking about promoting sustainable fisheries more generally, the project/programme objectives could talk specifically about targeting livelihood support for local fisherwomen and fishermen with reference to their differentiated needs, concerns and abilities.

31. Some key guiding questions to consider when mainstreaming gender in the formulation of project/programme goals and objectives and in the considerations and determination of target groups include:

- Do the project/programme objectives refer explicitly to different gender groups, including potentially a specific targeted sub-group of men and women, such as indigenous women in forest management efforts?
- Have the project/programme beneficiaries been identified and disaggregated to reflect, as necessary, sex (male and female) and different factors that refer to gender sub-groups (such as for example urban men, older rural women, female adolescents with disabilities)?
- Is gender balance and gender diversity considered and reflected within the target beneficiary group(s)?

3. *Design of gender-responsive intervention measures*

32. The updated GP (para. 16) highlights the responsibility of the IE, on the basis of the findings of the gender assessment, to “articulate **corresponding gender-responsive measures** addressing differential gender needs, equitable participation and equitable distribution of benefits, resources and rights” as part of the overall project/programme “**as a project/program-specific gender action plan**” [emphasis added]. The IE needs to develop specific measures as part of the overall project/programme activities that address identified differences, impacts, risks, ensure the project/programs provide equitable benefits for all gender groups, including identified and targeted sub-groups of women and men, and should explore opportunities for transformative gender actions that contribute to permanently shifting existing discriminating gender norms and power structures towards more gender equality.

33. The targets and design features, as well as the mechanisms to ensure the implementation of the designed gender-responsive intervention measures (such as responsibilities, time-frames and costs of specific actions as well as gender-performance indicators) form the elements of a project/programme-specific gender activity mapping, that is essentially a project/programme-related gender action plan (GAP), which will be context-specific (for a sample GAP at project/programme level see Annex V) . While it is not formally required as a separate document under the GP, the articulation of its constituent elements is a mandatory part to ensure that these measures can be implemented. All the key aspects and elements of such a gender activity mapping should be directly integrated into the general project/program proposal and **implementation arrangements**, including its **budget** (see Section C.6) and **results framework** (see Section C.5).

Box 3: Constituent elements for a Project/Programme-specific Gender Action Plan (GAP)

Building on the gender assessment with its findings and basic information on gender issues within the project/programme area (see Section C.1 for more detail), such a plan/mapping of planned gender measures, will describe and highlight the **output(s) for the project or programme (products, services or policy measures)**. It can then detail (for example in tabular format, for a sample GAP at project/programme level see Annex V) the following components:

- **Activities:** description of the concrete activities the project/programme will put in place to respond to identified gender risks, differences, gaps or opportunities. For example: Poor and female headed households (FHHs) provided with drought-resistant improved seeds.
- **Indicators and targets:** selected to measure the quantity, quality and timeliness and performance of products (goods or services) that are the result of specific activity (to include sex- and gender-disaggregation considering relevant intersectionalities such as ethnicity or indigeneity where possible to indicate how benefits are distributed); usually one per activity. For example: X% FHHs and X% of other vulnerable HHs (e.g. widowed, minorities, disabled, the elderly) in project areas provided with improved seeds. While an indicator will measure absolute results, targets measure improvements/increases over time. Both require a baseline to indicate the status quo at the start of the activity. The indicators and targets from the GAP have to be integrated into the main results framework of the project/programme.
- **Timeline:** indicates when an activity would start (for example, “year x of implementation”), how long it might run and when it should be completed; important for sequenced gender activities building on each other.
- **Responsibilities:** describes which party/organization/entity/implementation partner will be responsible for ensuring the achievement of specific targets and indicators, f.ex. the IE or executing entity in charge of implementing the specific activity. The overall responsibility for monitoring the successful implementation of the GAP rests with the IE.
- **Costs:** calculates the approximate budgetary allocation for undertaking each activity taking into account both material costs as well as the costs of associated staffing resources (f.ex. for a gender consultant). The costs for the GAP must be reflected in the full project/programme budget, with the costs monitoring the implementation of the GAP integrated into the budgeted M&E plan (as required under Part III, Section D of the full project proposal template).

Source: adapted from <https://www.greenclimate.fund/sites/default/files/document/simplified-approval-process-annex-4-gender-assessment-and-action-plan.pdf>

34. In order to be gender-responsive, intervention activities have to be designed to meet the analyzed differentiated specific needs of various gender sub-groups respectively. In particular,

such interventions should allow women, and particularly vulnerable sub-groups of women (such as rural or urban poor, disabled, widowed, female head of household, of from remote indigenous communities) to participate as sufficiently visible actors and decision-makers, for example in cases where a gender assessment has highlighted the underrepresentation of women in general and of women from highly vulnerable and marginalized sub-groups in particular as a potential risk to the successful implementation of project/programme activities.

35. To give **some practical examples of such gender-responsive intervention measures that take intersectionality into account**: In disaster risk prevention/reduction measures, these could be specifically targeted awareness-raising and outreach activities to address identified literacy or knowledge challenges of different groups of women (e.g., indigenous women, urban poor, religious minorities) in order to increase their participation in and benefit from the interventions. Information sharing through early warning systems, capacity-building through training workshops and tools developed might have to take different forms and messages for different groups of women, including by focusing on women with different cultural and social backgrounds and language skills as “trainer-of-trainers”. To address differing or missing technical skill levels of women and men with respect to technology interventions, such as the installation or maintenance of water pumps, the ease-of-repair of such technology (as well as the availability or cost of spare parts) might be considered, as well as how knowledge is transferred within communities among different groups of men and women. And a measure with a focus on empowering women to take leadership positions within communities such as in local water management associations or food production cooperatives could go beyond working towards gender-balanced representation by ensuring that such positions for women are not captured solely by women with high economic status and social standing in the community, but safeguard also spots, if needed with a quota, for women from ethnic minorities, low social castes or indigenous groups.

36. Some key guiding questions to consider when mainstreaming gender in the design of intervention activities may include:

- Do the planned activities support feasible, efficient and sustainable adaptation to climate change of the community as a whole, through addressing the different roles, needs, capabilities and opportunities of all gender groups, including identified sub-groups of women and men?
- Do the planned activities address and strengthen the voice and agency of the most vulnerable identified sub-groups of men and women (for example with respect to decision-making bodies such as community fora or resource management associations and redressing gender gaps in access to resources such as land)?
- Do the planned activities mitigate identified gender-differentiated risks that might be created by the project/programme (such as the potential increase in women’s unpaid labor, the likelihood of gender-based violence or displacing women without tenure)?
- Do the planned activities make an effort to tackle discriminating gender norms and stereotypes, including with activities, strategies or through the development of policy measures that aim to shifting existing entrenched power structures and can potentially endure beyond the specific intervention and the project/programme implementation

period?

- Do the planned activities contribute to an impact on the policy or institutional frameworks in the country or project/programme region towards gender equality?

4. Mapping potential implementation partners such as executing entities (EEs) and stakeholders

37. An important part of project/programme design is to map potential partners and stakeholders that are affected by or could facilitate the implementation of the project/programme under planning, including in particular possible executing entities (EEs), who would take on various parts of project/programme implementation on the ground. Relevant stakeholders should include government gender experts or focal points from ministries other than the DA, which form part of the national machinery of the country to support women's empowerment²², as well as women's and gender group, associations and networks, and gender rights advocacy organizations. Of special importance are local or community groups or institutions, such as local producer cooperatives or resource management groups, which can have an understanding of how different sub-groups of women might be prevented from assessing or benefiting from activities and outputs of the planned adaptation measure. The IE should give special consideration to whether local groups or community-based organizations, including women's or gender rights groups or associations, have the ability to act as EEs for certain activities or components of the project/programme, as this could lead to the direct capacity building and empowerment of local women.

38. The IE should assess whether any possible EE has the capacity to carry-out gender-responsive activities. Identifying a diversified set of implementation partners with special foci and capacities as well a commitment to gender equality can be a crucial element for the success of gender-responsive project/programme implementation. In some cases, the inclusion of a specific implementation partner might be important to ensure project/programme ownership by those who are supposed to benefit from it, as well as to secure political support for its implementation and safeguard sustainable project/programme outcomes. Targeted gender capacity building particularly at the local level should also be provided (and can, for example, be budgeted as one of the activities under the gender action plan) in order to strengthen implementing institutions' gender capacities.

39. Sufficient gender capacity within the project/programme supervision function of the IE is crucial so that the IE can fulfill its oversight in working with executing entities (EEs) as implementing partners on the ground. The GAP (FY2021-2023) details, as one of the responsibilities for the implementation of the Fund's GP, the ability of the IE to "provide technical support and capacity building on gender at the project/programme-level to executing entities, local communities and stakeholders as needed" (GAP-2, para.10). The IE should consider designating a gender focal point among the project/programme personnel to facilitate communication and support on gender-relevant issues to EEs as well as provide training to all of its project/programme staff to understand

²² National machineries for the advancement of women coordinated structures within and outside government with the aim to support gender equality. In most countries, one government ministry or agency is the central policy coordinating unit on promoting gender equality.

the gender dimensions addressed by the project/programme, so that they can support implementation partners on the ground as needed as well.

40. NIEs can request readiness finance from the Fund in the form of Technical Assistance Grant for the Gender Policy (TA-GP)²³ to strengthen their own gender competencies and staff capacity, for example, for gender training for all relevant NIE staff.

41. At the level of the executing entities, the teams involved in the implementing specific activities should aim toward gender balance and a diversity of backgrounds to the extent possible to be able to not only better reach different sub-groups of women and men impacted by and benefitting from the activities in culturally appropriate ways, but also to change gender perceptions and gender discourse through setting themselves a good practice example of empowering women, including in positions of leadership and with core responsibilities within the teams.

42. Some key guiding questions to consider when mapping potential implementation partners and stakeholders might include:

- Do key stakeholders consulted include individuals or groups with a gender perspective (such as ministries of women and/or social affairs or national gender equality agencies or commissions, or women's civil society groups or gender rights advocacy organizations and networks)?
- Are ministries of women and/or social affairs or national gender equality agencies, women's civil society groups or gender rights advocacy organizations, and local community groups actively considered as for the implementation of specific gender-responsive activities (such as community outreach or awareness building or targeted gender trainings)?
- Do potential partners tasked with executing distinct activities under the planned project/programme as formal executing entities (EEs) have the necessary skills and expertise and capabilities to integrate gender adequately and implement the task in a gender-responsive way?
- Do they need to receive gender capacity building and targeted gender training as part of the project/programme execution?
- Are potential partners engaged as EEs themselves committed to gender equality and willing to ensure that project/program teams showcase best practice with respect to involving men and women with different backgrounds equally in the execution of the specified activities? Do they provide the women in their teams with leadership opportunities?

5. Gender-responsive results framework and indicators

43. The results framework or logical framework guides project/programme implementation and

²³ For further details see <https://www.adaptation-fund.org/readiness/readiness-grants/technical-assistance-grants/>.

monitoring and evaluation.²⁴ It lays out expected results at project/programme-level for outcomes, namely changes in knowledge, attitude, skills, and behaviors that will occur due to actions undertaken by the project/programme, as well as outputs, namely what the project/programme can achieve in the short term during the implementation period. It also establishes baselines, indicators and targets/milestones and how these can be verified. Under the updated GP (para. 16), IEs are required to develop a gender-responsive project/programme results measurement framework with gender-sensitive indicators and targets that disaggregate data at the beneficiary and activity level by sex and to the extent possible by other key factors such as age, race, class or ethnicity to identify sub-groups of women and men that the specific intervention might need to focus on to achieve the intended results.

44. The outputs of the adaptation project or programme, in other words the specific products, services, policies or agreements resulting from the project/programme, provide an important entry point for integrating gender considerations to ensure that expected outputs respond to the differentiated needs, concerns and capabilities of diverse gender groups, including specific identified sub-groups by men and women disaggregated by age, disability or ethnicity. In some cases, it might be useful to specify separate outputs for targeted sub-groups of men and women, such as resource manual just for female subsistence farmers in a specific region. For example, if an anticipated output is the establishment of a number of community-led seed banks to increase food security in a region, possible gender components to be considered include the ability of local women to access the seed banks, to determine what seeds should be stored and to take a leadership role in the management of the seed banks, including by assessing and controlling the finances necessary for their set-up and maintenance.

45. Some key guiding questions to consider when integrating gender consideration in the project/programme's results framework of intended outputs and outcomes as required in Part III, Section E of the project/program funding proposal template include:

- Do the intended outputs of the project/programme (such as services, products, policy measures or planning instruments) respond to the concerns, needs and capabilities of women and girls, men and boys and different gender sub-groups?
- Is it necessary to specify targeted outputs for different gender beneficiary groups?
- Does the outcome address the needs and concerns of different gender groups, including sub-groups of women and men alike and in an equitable way?
- Does the project/programme intend to bring about specified and, where needed, differentiated improvements for different gender groups and targeted sub-groups of women as well as men?
- Does the project/programme aim to influence the relations between men and women, including with a broader commitment to changing institutions, attitudes or other factors that impede gender equality and the empowerment of women and girls, thus striving

²⁴ The project/programme-specific results framework is in addition to the Strategic Results Framework established for the Fund to determine Fund-level impacts of the entire funded portfolio (available here: <https://www.adaptation-fund.org/wp-content/uploads/2019/10/Adaptation-Fund-Strategic-Results-Framework-Amended-in-March-2019.pdf>). As part of the project/programme proposal, IEs also have to demonstrate how the project / programme aligns with the Strategic Results Framework.

for a gender-transformative approach, and in what ways can it contribute to this overarching goal?

46. A core component of tracking the gender results and impacts of intended project/programme outputs is the **formulation of gender-responsive project/programme indicators**, as required from IEs under the GP (para. 16). These should be “SMART” (an approach that details that **indicators need to be specific, measurable, accurate, relevant and time-bound**).²⁵ Indicators should examine how gender differences with respect to participation, decision-making, or access to resources are mitigated or addressed, or whether and how policies or approaches change existing gender norms or power balances that disadvantage women and girls. They should, for example, measure improvements in providing different groups of men and women with equal access to opportunities and services and in ensuring that activities and outputs benefit all gender groups as equitable as possible.

47. All indicators at the beneficiary and activity level should be disaggregated by sex (as well as age, class or ethnic origin to identify sub-groups of men and women and to account for the intersectionality of discriminations and exclusions) wherever possible. For example, rather than targeting just women, an indicator should look specifically at improvements for the situation of indigenous women, who face very different adaptation challenges not only from indigenous men (owing to the gendered division of labor in indigenous cultures) but also from other women such as female farm workers. Indicators should set targets towards a goal of equal participation and representation of women and men (with for example, in case of a low baseline progressively increasing targets for the project throughout the implementation timeframe), especially in decision-making processes and bodies under the project/programme.

48. While important, however, a focus on equal participation and representation (a one-to-one balance or benefit) might not be sufficient. Measuring equal opportunities and access for men and women is often qualitative in nature and focused on the outcomes of policies, processes and interventions. Thus, the IE should **include qualitative gender-responsive indicators** which focus on the qualitative value-added of an activity for different groups of men and women respectively **in addition to quantitative indicators** which focus on sex-disaggregated numbers or percentages of respective sub-groups of men or women reached.

49. For example, while a project/programme indicator could measure the number of women and men farmers who received training on sustainable agroforestry food production methods, this alone might not be sufficient to determine whether the training itself responded to the differentiated needs of women and men farmers. The IE could consider including another indicator that qualitatively assesses whether training materials have sufficiently integrated a gender perspective and if the female and male trainers have enhanced their capacity to provide a gender-informed training on agroforestry food production methods. Both types of indicators are necessary to report on the gender-responsiveness of results, and track if the gender goals of a project/programme have been achieved (Annex IV provides some examples for gender-responsive indicators for various activities and sectors).

²⁵ See for example the following checklist at http://www.thehealthcompass.org/sites/default/files/strengthening_tools/IndicatorsSMARTcheck.pdf.

Box 4: Quantitative and Qualitative Gender-Responsive Indicators

- **Quantitative** methods of data collection produce quantifiable results, so they focus on issues which can be counted. A **quantitative gender-responsive indicator** might look at the respective number or percentages of women and men among the project/programme beneficiaries; male and female rates for participation or enrolment in outreach programs (ideally also divided by age – boys and girls and women and men – and/or other social identities (rural or urban, indigenous or non-indigenous, upper caste or lower caste etc.). Quantitative indicators can show changes in gender-responsiveness over time, for example an increase in the number of rural women with access to agricultural extension services at the end of the project vs. the baseline at project inception, or a targeted percentage increase of women in management or decision-making positions over the course of the project/programme implementation period.
- **Qualitative** methodologies capture people's experiences, opinions, attitudes and feelings. For instance, a **qualitative gender-responsive indicator** might focus on women's experiences of the constraints in accessing agricultural extension services or their views on the best way to address those barriers and if they have been applied in a given project. Often participatory methodologies such as focus group discussions and social mapping tools are used to collect data for qualitative indicators. Qualitative data can also be collected through surveys measuring perceptions and opinions. Results of qualitative gender-responsive indicators are usually reported as narrative assessment, rather than by a simple number, percentage or ratio.

Source : <https://www.oecd.org/dac/gender-development/44952761.pdf>.

50. Some key guiding questions to consider when formulating gender-responsive project/programme indicators include:

- Do indicators measure, where relevant, the gender aspects of each outcome/output, including progress over time (such as whether conditions for respective gender groups are changing such as access to resources, decision-making or benefits)?
- Are indicators, to the extent possible, gender-disaggregated (meaning broken down by sex, but also to reflect sub-groups of men and women according to age or ethnic origin)?
- Are targets set to ensure a sufficient level of and progression toward gender equality, quantitatively and qualitatively? For example, quantitative targets could set progressive quotas to ensure a gender-diverse and gender-balanced participation, including setting aside participation spots for the inclusion of marginalized gender sub-groups, such as indigenous women or non-binary individuals; whereas a qualitative target would measure the extent to which attitude

over time to given positions have changed in favor of giving more power and leadership roles to representatives from marginalized gender sub-groups.

- Have indicators been designed in a way that enables gender-sensitive monitoring and collection of accurate data in a culturally appropriate and intersectional way?

6. *Gender-responsive project/programme budgets*

51. When developing a Fund-supported adaptation project/programme, IEs should keep in mind that any resources to be allocated for a Fund activity to address concrete adaptation challenges should provide equal opportunities for men and women regardless of their background, age, race, ethnicity, religion, class or gender identity to benefit from them to strengthen their agency, build their resilience, and increase their capacity to adapt to climate change impacts and interlinked challenges (GP, para. 11(b)).

52. As gender mainstreaming within the project/programme cycle has implications for the project/programme budget, it is important to finance gender-responsive measures to achieve the goals of the interventions based on the gender assessment. For example, distinct from and in addition to more traditional text- or internet-based communication methods used to reach out to urban beneficiaries from a higher economic class, tailored awareness raising campaigns are needed for specific sub-groups of men or women, such as rural poor or indigenous women using non-textual communication forms. It is not sufficient to only identify targeted activities and interventions that respond to the differentiated needs of all genders and sub-groups of men and women. Therefore, the IE needs to translate gender commitments in the project/programme design into budgetary commitments in the form of adequate budget allocations as part of core expenditures of the project/programme. This should include the financial resources (as well as budgeting the costs for necessary human resources) to carry out all the intended gender-responsive activities in implementation, monitoring and evaluation, communication and knowledge management.

53. A gender-responsive budgeting approach²⁶ gives a concrete dimension to the gender implications of any Fund project/programme. **It is not about whether an equal amount is spent**

²⁶ Gender responsive budgeting (GRB) is a means to determine the impact of an organization's or a country's revenue and expenditure policies on women and men. Gender responsive budgets are meant to be a practical application of gender mainstreaming efforts because measures designed to contribute to gender equality need to be supported by the necessary allocation of resources. Gender-responsive budgets serve as an accountability and transparency tool as they objectively show the real value of resources targeted to men and women respectively. For more general information on GRB, see UN Women's training manual on gender-responsive budgeting, available at <https://www.unwomen.org/en/digital-library/publications/2010/1/gender-responsive-budgeting-in-practice-a-training-manual> and <https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2010/GRB-in-practice-training-manual-en.pdf> See additionally Oxfam's 2018 guide to GRB available at <https://oxfamlibrary.openrepository.com/bitstream/handle/10546/620429/gt-guide-gender-responsive-budgeting-280218-en.pdf;jsessionid=4F615442A262232432736A26C468F2E8?sequence=13..> For a discussion on applying the GRB approach to climate change activities at the country level, see for example a 2022 briefing by the Collaborative Africa Budget Reform Initiative (CABRI) on their Inclusive Budgeting and Financing for Climate Change in Africa (IBFCCA) programme, available at https://www.cabri-sbo.org/uploads/files/Documents/IBFCCA-Gender-and-CC-briefing-note_ENG_Final.pdf

on women and men, but whether project/programme measures and activities are adequately funded to address the differentiated identified adaptation needs of all gender groups and sub-groups. A gender-responsive budget can improve effectiveness and efficiency of the project/programme expenditure. It also creates more transparency and accountability and is a tool for effective policy implementation by allowing for checks on whether the allocations for gender-specific activities are in line with project/programme goals and mandates under the GP, as well as whether they have the desired impact.

54. For example, when allocating funds for project/programme staff, the staff costs should include a funding allocation for a key individual within the management team who is responsible for coordinating and overseeing the gender mainstreaming effort, including for the hiring of gender experts/consultants as needed. The project/programme budget should also include sufficient resources to carry out planned gender activities such as the training of project/programme staff or gender training for executing entities or local communities and stakeholders and allow for budgeting contingency funding in case additional gender-related resources (such as more staff or additional analysis products) are needed in the course of implementation.

55. Some key guiding questions to consider when mainstreaming gender considerations in the development of the project/programme budget:

- Have the financial resources allocated to various activities been assessed to ensure that all genders will benefit equitably from the planned project/programme, including, if necessary, setting aside specific resources for actions focused exclusively on the empowerment of women and girls?
- Does the project/programme budget allocate adequate resources for intended gender mainstreaming activities, such as providing for gender trainings or awareness raising campaigns, as well as for sufficient gender expert assistance (costs associated with staff and consultants)?
- Do some activities require additional resources to ensure they are implemented in a gender-responsive and intersectional manner (for example for tailoring approaches and measures according to different sub-groups of men and women)? Have you budgeted for them?
- Does the budget allow for some contingency funding to allow for adaptive management in the case that additional gender-related resources are needed during the implementation?

D. Project/Programme implementation

56. In the implementation stage, the IE should ensure that the gender-mainstreamed project/programme planning and design become effective and are implemented with a view to safeguarding the sustainability of gender-responsive interventions following the completion of the

project/programme. In this regard, it is crucial to assess the gender competencies of the project/programme implementation team (and gaps in knowledge addressed through preparatory workshops/training sessions) in project/programme planning. The IE should include adequate gender expertise in its project/programme implementation team. For example, gender expertise as an important area of technical expertise could be included in the terms of reference for project/programme personnel.²⁷ Ideally, all project/programme personnel would also be familiar with at least gender concepts such as a gender mainstreaming approach and with respect to the sectors in which the adaptation intervention is taking place.

57. The IE should also encourage each of its executing partners to designate their own organizational gender focal point in order to facilitate the exchange with partners on any gender-specific issue that might come up. Ideally, IE staff should be fully aware of all the gender mainstreaming considerations within the adaptation project/programme, while being prepared and able to act as a technical backstopping in support of gender-responsive implementation by the EEs as needed.²⁸ When selecting EEs, their competency, understanding and commitment related to gender mainstreaming should be assessed (see section III.C.4 for more detail), and targeted gender capacity development should be provided, as needed. The EE project/programme management teams should also be encouraged to aim toward gender balance and a diversity of backgrounds with a view to reaching different sub-groups of women and men impacted by and benefitting from the activities in culturally appropriate ways while strengthening their own organizational culture and setting a good practice example.

58. Implementation requires monitoring, including identifying challenges, barriers and constraints to gender-responsive implementation or gaps/flaws in the design process and making a conscious effort to address and mitigate them during implementation through adaptive project/programme management. This means that the gender assessment and the gender-responsive measures (gender action plan) articulated during project/programme development would need to be revised, improved or adjusted as needed. Accordingly, further analysis (including sector-specific case studies) might be needed, and more gender staff may need to be recruited.

59. It is important for the IE to conduct regular project/programme review meetings with the EEs and stakeholders to see if the designed activities in support of gender equality and the empowerment of women and girls might need adjustment or if some components might have to be added or strengthened. This is because the targeted inclusion of women in all decision-making processes and capacity-building activities, particularly women from marginalized sub-groups such as disabled, indigenous or widowed (for example, through progressive quotas aiming for gender-balance) may face real-time challenges. For example, due to conflict or an increase in crime in the project/programme area the ability of various sub-groups of women to travel to meetings or

²⁷ The United Nations Industrial Development Organization (UNIDO) in its 2014 “Guide on Gender Mainstreaming Energy and Climate Change Projects” for example provides sample terms of reference for gender experts for project design and project implementation respectively. Available at https://www.unido.org/fileadmin/user_media_upgrade/What_we_do/Topics/Women_and_Youth/Guide_on_Gender_Mainstreaming_ECC.pdf.

²⁸ The updated Fund Gender Action Plan, GAP-2 (FY2021-2023), details, as one of the responsibilities for the implementation of the Fund’s GP, the ability of the IE to “provide technical support and capacity building on gender at the project/programme-level to executing entities, local communities and stakeholders as needed” (GAP-2, para.10).

workshops might be severely and lastingly constrained.

60. Likewise, planned activities might have to be adjusted on the basis of lessons learned through earlier interventions and decisions or through community reactions. Such adaptive management might be necessary to ensure the sustainability of gender-responsive activities after the project/programme has been implemented. For example, a selected technology or approach might be too difficult for some women to fit into their daily life and require too much of their time, adding to and aggravating their work burden. In addition, local rural women might be trained to use some technological equipment, but not necessarily to maintain or adjust it to their changing needs. An example would be a food security adaptation project: despite introduction of drip irrigation for use by poor female subsistence farmers, women might not be taught to install, operate or maintain the irrigation system nor have access to or control over the necessary financial resources to ensure the longevity of the irrigation system's benefit to them.

61. Some key guiding questions to consider when assessing the integration of gender considerations in project/programme implementation include:

- Are the assumptions and information regarding the characteristics, needs and interests of men and women which informed the initial project/programme design, still valid?
- Are adequate provisions in place for adaptive management and project/programme implementation adjustments based on lessons learned from earlier decisions and interventions and received feedback?
- Have any challenges, barriers or restrictions arisen during project/programme implementation hindered the equal participation of men and women in activities, decision-making processes and the distribution of resources and benefits?
- Do unintended consequences that aggravate and worsen inequities and discriminations, such as a backlash against women's empowerment in the form of added unpaid time- or work-burden for women need to be mitigated?
- Does the implementation team have gender expertise and a gender focal point?
- Are partner organizations aware of and trained to address gender inequalities among beneficiaries?
- Does the project/programme implementation contribute to the sustainability of gender responsiveness and the long-term goal of promoting gender equality, such as the continued integration of gender perspectives within the sector/local context after the intervention ends?

E. Performance Monitoring and Evaluation

62. Monitoring is the ongoing control of progress over the course of the life cycle of the intervention while evaluation is an in-depth quality assessment, usually at the mid-point and at end of the project/programme cycle, of outcomes and whether goals and objectives of the adaptation

measure were achieved. For both monitoring and evaluation, gender-responsive targets and indicators that are also qualitative and quantitative are important. Such indicators, set by the IE early during project/programme development, should at a minimum be disaggregated by sex, but also consider other factors such as ethnicity, age, disability or class/caste, to comply with the requirements of the updated GP. They are assessed against baseline data established early in the process (see also Boxes 1, 2 and 4).

63. An Adaptation Fund gender scorecard (GSC) will be developed to enable the secretariat to track and report progress of the implementation of the Fund's gender policy at the Fund's portfolio level on an annual basis, regarding: i) quality at entry and ii) quality during implementation and at exit. The information to complete the GSC will be collected as part of the technical review process of project/programme proposals (quality at entry), project performance reports, mid-term review reports and final evaluation reports submitted by the IEs (quality at implementation and at exit).

64. The IE is required to conduct monitoring regularly and submit the annual project/programme performance report, and is also required to conduct a mid-term review (MTR) of the projects/programmes with four or more years of implementation and submit the MTR report. For all completed projects and programmes, IEs are required to submit final evaluations within nine months of the project/programme completion. MTRs and final evaluations are to be conducted through an independent evaluator/evaluation team selected by the IE, in compliance with the Fund's Evaluation Policy.²⁹ It is essential that the Terms of Reference (ToR) for those commissioned independent MTRs and final evaluations include a requirement to assess the gender equality performance of the reviewed projects and programmes. Additionally, the Board reserves the right to carry out independent evaluations or reviews of Fund projects and programmes, including of their gender equality outcomes (GAP-2, para. 28), including through the Adaptation Fund Technical Evaluation Reference Group (AF-TERG).

a. Monitoring

65. Monitoring the impact of project/programme activities on all targeted gender groups, including identified highly vulnerable sub-groups of men and women is important for gender mainstreaming because it allows for the possible adjustment of activities during implementation ensuring that the overall gender-responsive objectives can be achieved. The IE needs to monitor not only gender risks, but also whether specific gender targets or gender-responsive outcomes are on course to be achieved. For example, if the gender-disaggregated data collected during the monitoring reveals that the participation of women overall, especially that of targeted sub-groups of women in specific activities, is lower than anticipated (with for examples targets for the inclusion of indigenous women or female heads of urban households missed), dedicated outreach efforts or a different set of activities might be needed. Monitoring also serves as a re-assurance that the impact of the project/programme is effectively contributing to gender equality and not establishing new constraints or barriers for different gender groups or a specific sub-group of men or women.

²⁹ Adaptation Fund Evaluation Policy (2022), available at <https://www.adaptation-fund.org/wp-content/uploads/2022/07/2022-Evaluation-Policy-update.pdf>

66. IEs are required to monitor the implementation of project/programme on a regular basis and report on their findings via their project baseline data report to be submitted no later than the first submission of the first annual **Project Performance Report (PPR)** and annual **PPR** with the **Project Performance Report (PPR) Results Tracker** by using gender-disaggregated data. Using the **PPR Template³⁰updated in October 2019**, IEs are required to report comprehensively in a dedicated document section on GP compliance and also include under a 'lessons learned' tab of the spreadsheet a request for qualitative gender outcome reporting beyond gender-disaggregated data. The PPR Results Tracker requests the IEs to report on the core indicator "number of beneficiaries" with required gender-disaggregated information on the number of direct and indirect beneficiaries, (which can be further differentiated to list beneficiaries from different sub-groups of women, such as youth, where relevant and available). A number of outcome and output indicators in the Fund's Strategic Results Framework (see table in part III section F of the project/program funding proposal template) include gender-disaggregated reporting, for example on staff capacity as part of strengthened institutional capacity or the percentage of different populations with increased awareness of and ability to respond to climate impact. It also introduced a default reporting requirement on actions targeting gender equality and women's empowerment in the template's spreadsheets on risk assessment and on project/programme-specific indicators, in addition to tracking compliance with the ESP and the GP. Related guidance documents have also been updated to reflect GP requirements (see also GAP-2, para.24).

67. A focus on qualitative assessment of gender lessons learned is also particularly important for the mid-term review and final evaluation report of projects/programmes. Such qualitative assessments should focus on highlighting the role of women as key actors with experiences and knowledge crucial to the successful implementation of the adaptation project/programme (as highlighted in GAP-2, para.27).

68. Monitoring for gender results, however, is broader than required annual reporting by the IE against project/programme performance and results trackers. It involves regular observation and communication with implementation partners such as the EEs as well as continued stakeholder engagement approaches. As part of gender-responsive monitoring efforts, the IE should consider including **participatory monitoring³¹** approaches in the gender review of the project/programme implementation progress and success. They are relevant for both quantitative but also qualitative assessments and should include project/programme partners as well as identified sub-groups of men and women intended beneficiaries, especially those often left out in consultation and decision-making (such as indigenous, disabled, widowed or poor women) as well as women and gender rights' groups and civil society organizations. Participatory monitoring approaches would enable women with diverse backgrounds and multiple factors of discrimination or exclusion due to age, ethnicity or class/caste from stakeholder groups, to contribute to the formulation, included potentially needed reformulation of gender-responsive project/programme indicators and goals as well as aid in data collection efforts in a culturally suitable manner. They can also raise 'red flags' when observing as targeted beneficiaries that implementation efforts are not on track. Such participatory monitoring with a focus on gender impact will build not only the ownership of partners and

³⁰ The updated PPR template, updated guidance to complete the PPR report and the updated PPR results tracker guidance document can be found at <https://www.adaptation-fund.org/projects-programmes/project-performance/>.

³¹ See for example for the application of participatory monitoring for community-based adaptation efforts the training manual by Care International, available at: http://www.careclimatechange.org/files/2014_PMERL.pdf.

beneficiaries for the intervention and their gender capacity, but it also may strengthen the sustainability of the adaptation intervention by allowing for adjustments and ongoing improvements as needed. Meanwhile, in conducting participatory monitoring, the IE should keep in mind constraints of particularly marginalized stakeholders with respect to literacy levels, language skills and time and logistics.

69. Some key guiding questions to consider when assessing the integration of gender considerations in project/programme monitoring arrangements and their suitability as required in the project/program funding proposal template under Part III on implementation arrangements (specifically sections A on the description of implementation arrangements, section C on measures for environmental and social risk management, in line with the ESP and GP of the Fund, section D on monitoring and evaluation arrangements and a budgeted M&E plan, and section G on budget details) include:

- Is a gender-responsive monitoring approach for the project/programme in place, and is it broader than the required annual performance and results reporting to include regular communication with implementation partners and stakeholder engagement?
- Does the required baseline data report include a gender data baseline to track and monitor progress of gender-responsive/transformational measures and related gender targets set for project/programme implementation?
- Is regular project monitoring assigned to staff members with gender awareness and expertise, including data and communication/outreach specialists, and are they adequately resourced (time, financial and human resources)?
- Is special consideration given to including participatory monitoring processes which prioritize involvement of identified sub-groups of male and female as intended beneficiaries, especially those often left out in consultation and decision-making (such as indigenous, disabled, widowed or poor women) for a real-time check on implementation progress and with the ability to raise 'red flags'?
- Do the project/programme monitoring require all data to be gender-disaggregated and to the maximum extent possible to further disaggregate information by identified sub-groups of women and men? Do they use both quantitative and qualitative indicators, targets and analysis?
- Are adequate provisions in place for adaptive management and project/programme implementation adjustments based on the monitoring outcome?

b. Evaluation

70. Evaluations are instruments for learning and accountability. As an important part of the gender mainstreaming process of an adaptation intervention, the evaluation should review whether gender concerns have been integrated into every stage of the project/programme cycle, determine strengths and weaknesses of the actual implementation and can recommend lessons learned for the future. Having a gender-responsive evaluation system is as important as having a gendered project/programme design.

71. In line with the Fund's new evaluation policy,³² IEs are required to commission an independent evaluator/evaluation team selected by the IE to conduct **final evaluations** of regular completed projects and programmes, and they need to include an assessment of the project/programme's contribution to gender equality and women's empowerment (GAP-2, para. 27). In addition, regular Fund projects and programmes with more than four years of implementation are also subject to a **mid-term review (MTR)** at their mid-point of implementation to be conducted independently or semi-independently. MTRs are formative evaluations with the purpose to assess project/programme performance and context to inform project management decision-making and course correction during the remaining implementation period. To this end, the IE should select evaluators with adequate gender knowledge and ensure that gender considerations are sufficiently integrated in setting the terms of reference (ToRs) for the evaluator and the evaluation process. For example, the IE should specify in the ToRs for the evaluators that gender expertise is required and that the evaluation team should be gender-diverse with a demonstrated commitment to gender equality and women's empowerment. The ToR for the evaluation processes (both MTRs and final evaluation) could also stipulate the involvement of people of all genders and sub-groups of men and women from diverse stakeholder groups (for example both implementing partners and beneficiaries), for example through interviews or focus groups, as well as detailed and specific evaluation questions addressing gender concerns. Particularly for marginalized stakeholders, the literacy level, language skills and time and logistical constraints to participation in the evaluation need to be considered.

72. As part of the evaluation, evaluators should be requested to make recommendations on how to strengthen the agency and participation of women and girls, and particularly marginalized sub-groups of females. It should also focus on recommendations, especially for the MTR, on how to promote more gender- equitable distribution of benefits in the specific sector of the adaptation intervention. It is essential that the MTR assesses the assumptions made during the proposal development stage, particularly gender assessments, gender objectives and agreed upon gender-responsive indicators and response measures. The results of the MTR may contribute to certain modifications in the implementation of an intervention and to updating the adopted gender assumptions.

73. Some key questions to consider when assessing the integration of gender considerations in the project/program evaluation process (both MTR and final evaluations) include:

- Does the evaluation process include a gender perspective? Will it examine both substantive (content and goal-oriented) and administrative and management (process) aspects of the project/programme for its contribution to gender equality?
- Do the terms of reference for evaluators specify the need for gender expertise? Is the responsible evaluation team diverse in terms of gender participation and socio-economic background and experiences and exhibiting a strong commitment to gender equality and the empowerment of women and girls to allow for culturally informed and sensible engagement with diverse stakeholders?
- Will diverse groups of key stakeholders as the directly and indirectly affected by an

³² The text of the approved evaluation policy is available at <https://www.adaptation-fund.org/wp-content/uploads/2022/07/Evaluation-Policy-of-the-Adaptation-Fund.pdf>.

intervention (as beneficiaries, implementers, users, community members, regulators and decision-makers) be included in the evaluation? In particular, will identified sub-groups of male and female intended beneficiaries, especially those often left out in consultation and decision-making (such as indigenous, disabled, widowed or poor women), have an opportunity to be consulted and heard as part of the evaluation?

74. Some key questions that should be specifically considered for assessing progress in project/programme implementation during the **mid-term review** (if required) include:

- Is the project/programme's results management framework adequate or can it be more gender-responsive?
- Did the required baseline data report prepared by the IE at project/programme inception include a gender data baseline against which progress of gender-responsive/transformational measures has been monitored and measured?
- Are there previously unconsidered or newly added legal, cultural, security, religious or health constraints that hinder effective participation of women' and girls and other marginalized gender sub-groups in the project/programme? What improvements are needed to address this?
- Are partner organizations, especially EEs, up to the task and sufficiently aware of and trained to implement activities in a gender-responsive way by addressing gender inequalities and intersecting exclusions and discriminations among targeted beneficiaries?
- Are adaptive management measures necessary to improve gender mainstreaming efforts and the project/programme's effort to advance gender equality and the empowerment of women and girls (additional analytic work or gender expertise, increased financial resources, refocusing or reprioritization of beneficiary sub-groups)?

75. Some of the questions the **final evaluation** should attempt to answer in order to assess the success or failure of integrating gender considerations into the project/programme and related outcomes include:

- Did the project/programme bring about adaptation and reduced vulnerability outcomes for diverse gender groups, including sub-groups of women and men as intended?
- To what extent was the project/programme aligned with the specific adaptation needs and priorities of diverse gender groups, including sub-groups of women and men identified as main beneficiaries?
- Were benefits and results distributed equally between different gender groups and equitably between targeted stakeholder groups, in particular identified sub-groups of men or women?
- Has the project/programme led to more equal opportunities for diverse gender groups, including sub-groups of women and men identified as main beneficiaries, or did women suffer any detriment as a result of the intervention (with respect to division of labor and care-burden, time poverty or access and control of resources)?

- Have the perceptions of different gender groups as well as targeted sub-groups of men's and women (with respect to gender norms, stereotypes, values) been altered during the course of the project/programme implementation?
- Was gender sufficiently mainstreamed in the project/programme design, implementation, monitoring and reporting? Was the results framework adequate in addressing gender equality considerations, including by gender-disaggregated targets and using gender-disaggregated indicators?
- Was gender technical expertise an explicit requirement in all job descriptions, job responsibilities and terms of reference for the project/programme implementation, studies, consulting work, capacity building and training exercises?
- Were gender-related resources (capacities, personnel, budget), adequate and suitably used for gender mainstreaming the project/programme?
- Have the selected executing entities demonstrated sufficient capacities or even strengthened their capacities to carry out gender-responsive activities?
- Have the projects/programmes identified and documented lessons learned and good/best practices in terms of gender mainstreaming of adaptation measures that could be replicated or scaled up in similar future interventions in this sector, region or generally? Are lessons learned and best practice efforts sufficiently documented and communicated (both within the Fund processes and externally)?

F. Knowledge Management, Information Sharing and Learning

76. In addition to the required reporting as part of their mandatory project/programme performance monitoring and evaluation, IEs are also encouraged to actively report on the project/programme's progress on gender equality and women's empowerment in all of their outreach, communication and information sharing efforts on the project/programme to all Fund partners (including as part of peer-to-peer learning) as well as the larger public, for example in public events, conferences or in climate-related expert groups. This is part of their contribution as Fund partners to joint learning and knowledge management on gender issues by showcasing their gender mainstreaming experiences in project/programme implementation and sharing knowledge gained on methodologies, good/best practices and lessons learned broadly. This is also in line with the mandate to the Fund and all its partners articulated in the updated GP to "accelerate learning on the implementation of gender-responsive adaptation actions and to contribute to addressing existing knowledge, data and institutional capacity gaps" (GP, para. 27).

77. In publications and reporting or presenting on Fund-supported adaptation interventions, especially when aimed at an external audience, the IE should be mindful of reflecting awareness of gender issues by including gender-disaggregated data, by avoiding the use of collective terms such as farmers, workers, society or families, and instead by using disaggregated and intersectional terms. In reporting, the IE should also avoid describing and portraying women only as vulnerable or victims, but instead also highlight their collective role and the specific capabilities and traditional and local knowledge of specific gender-subgroups, such as indigenous women as key actors

(‘agents of change’) in addressing vulnerabilities and in concrete adaptation measures.

78. Some key questions reflecting gender-responsiveness to consider as part of knowledge building and information sharing through IEs include:

- Do IE’s publications, presentations or reporting of projects/programmes pay attention to relevant gender aspects and gender-responsive implementation efforts and/or best practices and lessons learned related to gender mainstreaming in projects/programmes? Are gender aspects centrally integrated (‘mainstreamed’) throughout relevant reports or publications (instead of relegated to an isolated mention (such as a small text a box) of gender issues)?
- Are women’s organizations, gender equality advocates and experts included as sources of information in publications, presentations, or in relevant reports?
- Are important gender lessons learned and best practice efforts sufficiently documented and also communicated to the broader partner and stakeholder spectrum of the Fund (including to encourage peer-to-peer learning) as well as outside of the Fund to encourage replication and uptake?
- Does any publication, presentation or other form of reporting contain gender insensitive language or perpetuate gender stereotypes? Do photos portray gender diversity and show different both men and women as actors in various capacities and with various capabilities, including those breaking the gender norms (f.ex. men doing care work)?

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Annex I: Definitions of Relevant Gender Concepts³³

Gender: refers to the roles, behaviors, activities, rights, and attributes that a given society at a given time considers appropriate for women and girls and men and boys. In addition to the social attributes and opportunities associated with being male and female and the relationships between women and girls and men and boys, gender also refers to the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/time-specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies there are differences and inequalities between women and girls and men and boys in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader socio-cultural context and intersects with other important criteria for socio-cultural analysis including class, race, poverty level, ethnic group and age.

Gender analysis: refers to a systematic process for organising, collecting, analysing, and interpreting qualitative and quantitative information that examines gender relations in a particular context, ranging from households to communities to nations. The key elements of gender analysis are understanding cultures (their underlying roles, values, norms, and beliefs), power and relationships (access, control, and decision-making over time, assets, and resources; workloads; needs; empowerment; vulnerability), which are manifest at different or multiple scales and can be expressed in the construction of gender identities and inequalities³⁴.

Gender assessment: In the Fund context, a gender assessment is a review of planned programming to ensure that it aligns with the goal of promoting gender equality and the empowerment of women and girls in order to achieve more effective, sustainable and equitable adaptation outcomes and impacts. A gender assessment combines: 1) a gender analysis of the given project/programme setting, 2) a review of planned programming, 3) the identification of gender gaps and opportunities in the planned programming, and 4) recommendations for gender-improvements to the planned programming.

Gender aware: refers to the knowledge and recognition of the differences in socially assigned gender roles, rights, entitlements, responsibilities and obligations while accommodating and working around existing gender norms.

Gender balance: refers to the goal of having the same number of women and men in decision-making bodies and among staff in the different levels of organizational structures.

Gender blind: refers to the failure to recognize that the roles, rights, entitlements, responsibilities and obligations of women and girls, men and boys are assigned to them in specific social, cultural, economic, and political contexts and backgrounds and result in inequities.

³³ If not otherwise indicated, relevant definitions are replicated from the updated AF Gender Policy available at https://www.adaptation-fund.org/wp-content/uploads/2016/04/OPG-Annex-4_GP-and-GAP_approved-March2021pdf-1.pdf

³⁴ Mehar M and McDougall C. (2017). Methods and tools for gender analysis in FISH: A preliminary consolidation and reference guide. Penang, Malaysia: CGIAR Research Program on Fish Agri-Food Systems. Internal document. https://www.researchgate.net/publication/342599754_Methods_and_tools_for_gender_analysis_in_FISH_A_preliminary_consolidation_and_reference_guide.

Gender equality: refers to the equal rights, responsibilities and opportunities and access of women and men, boys and girls and the equal consideration of their respective interests, needs and priorities. As gender equality concerns and benefits men and women, boys and girls, not only women and girls but also men and boys are required to fully engage in promoting gender equality and in changing gender roles. Equality between women and men is a human rights issue as well as a precondition for, and indicator of, sustainable, people-centered development.

Gender equity: refers to the process of being fair to women and men, girls and boys. It recognizes the need for potential differential treatment that is fair and positively addresses a bias or historical or social disadvantage or power imbalance that is due to gender roles or norms or differences between the sexes. It is about fair and just treatment that considers the different needs of women and girls, men and boys, cultural barriers and (past) discriminations of the specific group.

Gender gap: refers to any disparity and inequality between women and men's condition or position or role in society. It concerns inequalities in terms of their participation, their access to opportunities, rights, power to influence and make decision, incomes and benefits, and control and use of resources.

Gender identity: refers to a person's innate, deeply felt internal and individual experience of gender.

Gender mainstreaming: refers to a globally supported strategy for promoting gender equality. Mainstreaming involves the process of assessing the implications for women and girls, men and boys of any planned action, including legislation, policies or programmes, in any area and at all levels, thereby increasing the effectiveness of interventions. It is a strategy for making the experiences and concerns of all people regardless of gender an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that different gender groups benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality.

Gender norms: refers to the gender dimensions of social norms, or the societal expectations of how men and women ought to behave in their everyday affairs. Social norms also "structure social interactions in ways that allow social actors to gain the benefits of joint activity and they determine in significant ways the distribution of the benefits of social life."³⁵

Gender responsive: refers to the consideration of gender norms, roles and relations and to addressing inequality generated by unequal norms, roles and relations through changes within a given social setting through remedial action.

Gender responsive budgeting: refers to the process of conceiving, planning, approving, executing, monitoring, analyzing and auditing budgets in a gender-responsive way. It involves analysis of actual expenditure and revenue (of governments, organizations) on women and girls as compared to expenditures on men and boys. It is a tool for effective policy implementation to check if the allocations are in line with policy commitments and are having the desired impact.³⁶

Gender sensitive: refers to the consideration of gender norms, roles and relations but does not necessarily address inequality generated by unequal norms, roles or relations through remedial

³⁵ Petesch, P., Badstue, L. B., and Prain, G. (2018). Gender norms, agency, and innovation in agriculture and natural resource management: The GEN- NOVATE methodology, p.6. https://gender.cgiar.org/wp-content/uploads/2018/02/GENNOVATE-Methodology_Feb2018_FINAL.pdf

³⁶ International Organization on Migration (IOM). Available at: https://www.iom.int/sites/g/files/tmzbd1486/files/jahia/webdav/shared/shared/mainsite/published_docs/periodicals_and_newsletters/gsb_final_%20booklet.pdf.

action beyond creating gender awareness.

Gender transformative: refers to approaches actively striving to examine, question, and change rigid social and gender norms, cultural values and to address power inequalities between persons of different genders and the root causes of gender inequality and discrimination as well as seeking to redefine systems and institutions that create and perpetuate inequities. The goal of this approach is to transform adverse gender norms and power dynamics into positive ones, thus accelerating achievement of gender equality.

Intersectionality: refers to how gender overlaps with other sociocultural factors, such as race, ethnicity, migratory status, religion or belief, health, status, age, class, caste, sexual orientation, gender identity, and inclusion and exclusion. Looking through the lens of intersectionality is critical for understanding the complexity and particularity of inequalities in the lives of women and girls, men and boys.

Women's empowerment: refers to the process by which women gain power and control over their own lives and acquire the ability to make strategic choices through an expansion of agency throughout women's lives, especially via participation and decision-making. It generally refers to differential or pro-active support to increase:

- (i) women's awareness and sense of self-worth and rights;
- (ii) women's right to have and determine choices;
- (iii) women's right to have access to opportunities and resources;
- (iv) women's right to have power to control their own lives both within and outside the home; and
- (v) women's ability to influence the direction of social, political and economic change to create a more just social, political and economic order, nationally and internationally.

Annex II: Indicative Checklists for a Preliminary Gender Analysis and a Gender Assessment

A **gender assessment** to be conducted at the early stage of the project/programme development is a tool for identifying gender differences and providing empirical evidence in the form of qualitative and quantitative data and analysis for gender roles, activities, needs, and available opportunities and challenges or risks for men, women and different gender subgroups within a particular context, geography or sector. While it of course cannot consider all gender-relevant issues, it should nevertheless strive to be comprehensive enough so as to provide a detailed overview of the gender situation within a particular context, geography or sector. It is required for all Adaptation Fund projects and programmes at the full proposal stage. For suggested approaches and indicative key analytical questions, for a gender assessment, see Table A.II.2 below.

For a two-step project/programme approval process and the three-step process for regional projects/programmes which require the Board's endorsement of a pre-concept/concept note, a **preliminary gender analysis** at the project/program identification stage is required for a pre-concept/concept note. It should include some first findings on key relevant gender issues. In comparison to the gender assessment for the fully developed projects/programme proposal stage, it will be less comprehensive and instead attempt to answer a set of initial questions for consideration (to be fleshed out with more information detail in a full gender assessment). For suggested approaches and indicative key analytical questions for a preliminary gender analysis, see Table A.II.1 below.

Table A.II.1 – Indicative Checklist for a Preliminary Gender Analysis (at (Pre-)Concept Note Stage)

A preliminary gender analysis, *inter alia*, should consider the following methods and approaches and might address some or all of the following key analytical questions:

Methodological approaches and analytical focus areas	Relevant key questions	Check Yes/No	Comments if relevant
Methodological approach for conducting a preliminary gender analysis	• Sequencing: Is the preliminary gender analysis conducted in advance of or in parallel to the preparation of the project/programme concept note and thus serving to inform the integration of gender-responsive implementation outputs and outcomes in the concept of the intended project/programme?		
	• Gender focus and understanding: Does the preliminary gender analysis: ○ Indicate some core/basic gender differences and gender-differentiated impacts and risks for women and girls, men and boys and other project/programme-relevant gender (“do no harm”)?		

	○ Indicate the possibility or intent of the project/programme to address differentiated gender needs for a transformative impact (“do good”) ○ Acknowledge a basic understanding of intersectionality of gender integration efforts and indicate whether the project/programme plans to focus specific different gender sub-groups (such as Indigenous or rural women; poor urban women etc) and how? (Please refer to Section III.B. Box 1 of this gender guidance document for more details on how to address intersectionality)		
	● Data sources and collection: Does the preliminary gender analysis: ○ Include some core/basic gender data for the project/programme country, and ideally some data or data estimates for the specific project/programme area through use of available secondary data sources, such as existing gender studies, sectoral or country reports? Is this data disaggregated, also indicating where further disaggregation might be required? ○ Provide an indicative project/programme gender data baseline?		
	● Initial stakeholder consultation: Is the preliminary gender analysis reflecting some views and inputs of key stakeholders and individuals with a gender perspective or gender expertise (such as ministerial gender focal points or gender experts, non-governmental organizations focused on promoting gender equality and women’s rights and empowerment) from their early consultation during the initial phase of concept development?		
	● Mapping implementation partners: In looking at potential implementation partners, does the preliminary gender analysis indicate who has the skills, expertise and capacity to integrate gender considerations? If this is lacking, is there ongoing or planned capacity-building on gender as part of the intended project/programme?		
	● Project Formulation Grant (PFG): Does the preliminary gender analysis indicate whether a project formulation grant (PFG) might be sought to secure external expertise for example to undertake the full gender assessment at the project/programme development stage?		
Core initial analytical questions	● Initial analysis of core socioeconomic context: Does the preliminary gender analysis provide some basic description of the legal, social and economic context and prevailing social and cultural norms that shape gender relations in the country, and, to the extent already possible, in the specific project/programme sector or geography?		

	• Initial analysis of gender-differentiated climate risks and impacts: Does the preliminary gender analysis provide some initial observations on how in the project/programme area the livelihood of and adaptive capacity among women and girls, men and boys including of different age, ethnicity, indigeneity or economic class might be impacted in different ways by climate change risks and effects? Does it anticipate worsening gender inequalities as a result of existing gender inequalities?		
	• Initial analysis of gender-differentiated activities and divisions of labour: Does the preliminary gender analysis provide an overview description of the tasks and responsibilities of men, women and different gender sub-groups (taking for example age, indigeneity, ethnicity or economic status into account) in the specific sector or geographic area of the planned project/programme? This could include some introductory reflection on gender differences in participation in the formal and informal economy, as well as in paid and unpaid work and in domestic and care tasks.		
	• Initial analysis of gender-differentiated access and control to resources and decision-making: Does the preliminary gender analysis provide a first reflection on who within the project/programme area has what kind of access and control over resources such as land, agricultural inputs and extension services, financial resources, education, information services? Does it consider who takes decision at multiple levels and sectors (community, household, regional levels; public and private sector; economic and political decision-making bodies)?		
	• Initial analysis of targeted beneficiaries and their gender profile: Does the preliminary gender analysis delineate planned opportunities or entry points to ensure equal participation and benefits for different gender sub-groups?		
	• Initial description of planned project/programme responses: Does the preliminary gender analysis give an outlook on planned/intended measures to ensure gender-equality outcomes of the planned project/programme? Can it already indicate some expectation of what successful for gender impacts will look like?		

Table A.II.2 – Indicative Checklist for a Gender Assessment (at full Project/Programme Proposal Stage)

The gender assessment, *inter alia*, should consider the following methods and approaches and might address the following key analytical questions:

Methodological approaches and analytical focus areas	Relevant key questions	Check Yes/No	Comments if relevant
Methodological approach for conducting a gender assessment	• Sequencing: Is the gender assessment conducted in advance of or in parallel to the preparation of the project/programme proposal and thus serving to inform its gender-responsive implementation and monitoring arrangements, including gender-responsive indicators?		
	• Focus: Does the assessment: ○ Describe gender differences and analyze gender-differentiated impacts and risks for women and girls, men and boys and other project/programme-relevant gender-subgroups to ensure that planned adaptation activities do not perpetuate or exacerbate existing gender inequalities further (“do no harm”)? ○ Address differentiated gender needs for a transformative impact (“do good”) by: ▪ Ensuring the equitable distribution of anticipated project/programme benefits ▪ Detailing opportunities for addressing harmful gender norms and power structures ▪ Redressing existing exclusions through targeted measures to address persistent gender gaps		
	• Intersectionality: Does the assessment employ an intersectional approach to gender analysis? (Please refer to Section III.B. Box 1 of this gender guidance document for more details on how to address intersectionality). Does it widen the perspective to include additional factors besides gender (a “gender plus” approach)? For example, does it explore specific needs and/or perspectives related to vulnerable gender sub-groups such as indigenous women, young or old men, ethnic youth, non-binary people or rural poor women? Such relevant additional factors might include: ○ Gender and positioning within a household (mother-in-law, daughter-in-law)		

	○ Gender and positioning within the community (based on wealth, caste/class, indigeneity) ○ Gender and broader discrimination related to age, race, gender identity or sexual preference		
	● Data sources and collection: Does the assessment: ○ Gather project/programme-relevant gender data and determine a data baseline by using ideally a combination of both primary data methodologies (such as through focus groups, workshops, key informant interviews, and formal surveys) and secondary data (such as through formal national statistics and existing gender reports, including journal articles, project reports etc.)? ○ Determine the project/programme gender data baseline? ○ Disaggregate all data by gender to systematically highlight the differences between women and men, but also, to the extent possible, by other variables such as age, ethnicity, class, religion or indigeneity?		
	● Qualitative evidence: In addition to quantitative data collection, does the assessment include qualitative evidence collected through bottom-up processes, such as using knowledge gained through gender-responsive stakeholder consultation? ○ In particular, as part of the assessment, was a stakeholder consultation process carried out with a gender perspective that included representatives from ministries of women, gender focal points of relevant national sector ministries or local governments, or non-governmental and grassroots groups focused on promoting women's rights and gender equality?		
	● Gender expertise: Is the assessment undertaken by those with the relevant specialized expertise, as well as the resources (time, financial) to collect and analyze data? These could for example include: 1) a dedicated gender expert with an adequate understanding of relevant climate change and specific sector contexts, or 2) a project/programme manager (a staff member of the implementing entity or external consultant) with adequate knowledge and understanding of gender issues in addition to specific climate change and relevant sector expertise		
	● Gender capacity-building: Does the assessment process contribute to building the institutional gender capacity of the implementing entity? For example, will the		

	gender expert be retained as part of the project/programme management unit during implementation?		
Analysis of the gender-specific socio-economic, political, cultural and legal context in which the project or programme will operate	- Does the assessment include key gender statistics in the country or region of the proposed intervention or the project/programme area? These include f.ex.: - Maternal mortality rate (disaggregated by age, ethnicity, indigeneity where possible) - Infant mortality rate - Educational status of girls and boys - Adult literacy rate (disaggregated by sex) - Poverty rate (disaggregated by sex, age, ethnicity, indigeneity where possible) - Labor force participation rate (disaggregated by sex, age, ethnicity where possible) - Employment data (disaggregated by sex, age, ethnicity where possible) - Political participation rate (disaggregated by sex, ethnicity, indigeneity where possible) - Life expectancy (disaggregated by sex)		
	- Does the assessment detail the legal status of women and non-binary individuals and applicable laws affecting gender groups in the country or region of the proposed intervention or the project/programme area? These include f.ex.: - Policies and laws related to human rights, especially women's and gender rights related to: - Representation - Access to employment - Formal justice - Financial services - Land ownership - Inheritance law - Citizenship law - Sexual and reproductive health - Policies and laws related to: - Climate action - Sustainable development		
	Does the assessment describe cultural norms, commonly held beliefs, perceptions, stereotypes, values and practices related to gender in the country or region of the proposed intervention or the project/programme area? These include f.ex.:		

	○ Behavioral expectations ○ Rites of passage		
Analysis of the differentiated climate change impacts on different gender groups and gender sub-groups and their respective capabilities to adapt to these	• Does the assessment describe and detail how the livelihoods of men and boys, women and girls may be affected differently by climate change due to culturally established gender roles, such as the gendered division of labor (both paid and unpaid), and prevalence of gender-based violence (GBV)?		
	• Does the assessment describe any anticipated gender difference in vulnerability and adaptive capacity among men and boys, women and girls, including of different ages, ethnicity, social class, or indigeneity?		
	• Does the assessment describe whether existing gender inequalities will be exacerbated by climate change impacts in the proposed project/programme area?		
	• Does the assessment analyze the reasons for why different gender groups and sub-groups might be more vulnerable to the impacts of climate change or have reduced capacity to adapt to them?		
	• Does the assessment look into how to increase the capabilities of different gender groups and sub-groups to reduce gender-specific vulnerabilities and climate change impacts?		
Analysis of access to and use of resources (material resources as well as time, knowledge and information)	• Does the assessment describe and analyze access to resources (economic, financial, physical, natural etc.) and opportunities (extension services, education, technical training) that different gender groups and sub-groups have, and whether it is equal, gender- and age-appropriate, with a specific focus on: ○ What access to the most marginalized women have? ○ Who manages and controls access to resources? ○ What is the land tenure situation in the project/programme area? ○ Do women have rights to ownership of lands and other productive resources and assets (disaggregated by ethnicity, class, indigeneity to the extent possible)?		
	• Does the assessment clarify whether different gender groups and sub-groups, especially from the most vulnerable communities, have equal access to project/programme-relevant information?		

	- Does the assessment detail opportunities for different gender groups and sub-groups, especially from the most vulnerable communities, To participate fully in the anticipated project/programme? To benefit fully from the anticipated project/programme?		
	Does the assessment analyze whether services and technologies provided by the anticipated project/program will be available, affordable and equally accessible to all gender groups?		
	Does the assessment analyze the need for special provisions for especially vulnerable gender sub-groups, such as indigenous women, widows or female headed households (for example, in terms of setting quotas or providing specialized outreach or training)?		
	Does the assessment describe the time commitments and mobility needs/restrictions different sub-groups of women and men might face in taking on specific functions and roles in the context of the project/programme intervention?		
Analysis of sexual and gendered division of labor (paid and unpaid work) in the context of the anticipated project or programme	Does the assessment examine how gender norms influence gender division of labor between old and young women and men in the project/programme area – are there differences between urban, rural and indigenous communities?		
	Does the assessment examine the participation of different gender groups and sub-groups in both the formal and the informal economy in the project/programme area?		
	Does the assessment look at the situation of women and men and different gender sub-groups in the specific sector of intervention or the project/programme footprint area?		
	Does the assessment identify and detail opportunities to expand paid work or increase economic autonomy for marginalized gender sub-groups?		
	- Does the assessment look into whether and how the planned project/programme activities will affect the existing gendered division of labor, for example in the household? - Will it increase women's or girls' unpaid care burden further or alleviate it?		

	○ Will shifts in the gendered division of labor and related burden as a consequence of the planned project/programme intervention be shared equally between involved gender groups and gender sub-groups?		
Analysis of gender-based power structure (focus on who controls and/or decides as well as inclusion in decision-making and management structures)	• Does the assessment explore the extent to which the most vulnerable sub-groups of women and men participated in decision-making processes or management structures (such as water user associations or producer cooperatives)?		
	• Does the assessment look into the types of decisions made by different sub-groups of women and in what sphere (household, community, national level)?		
	• Does the assessment describe the constraints (social, cultural, economic, and political) that restrict the more active participation of women or other vulnerable gender sub-groups in decision-making processes at different levels?		
	• Does the assessment suggest opportunities to promote the agency and leadership of women and specific vulnerable gender sub-groups in: ○ Local governance arrangements ○ Political systems ○ Formal/informal institutions ▪ Does it suggest ways to overcome existing constraints that hinder women and vulnerable gender sub-groups from assuming such leadership roles?		
	• Does the assessment look at opportunities to promote the agency and leadership of women and specific vulnerable gender sub-groups in the intended project/programme's own structures for decision-making, management or advisory committees? ○ Does it suggest ways to overcome existing constraints that hinder women and vulnerable gender sub-groups from assuming project/program leadership roles?		

Annex III: Some Examples for Sector-Specific Gender Assessment Considerations

The following assessment questions for various sector approaches relevant for adaptation are only indicative and not meant to be comprehensive or exhaustive. In the context of specific adaptation projects/programmes additional and/or different issues and considerations will have to be analysed. As presented here they serve thus only as examples for some of the gender equality issues (related to agency, participation and access to decision-making and resources) that could apply to assessing the gender-differentiated impacts, needs and required responses in specific adaption-relevant sectors, such as disaster risk management and reduction; health; water resources management; agriculture, food security and rural development; ecosystem-based adaptation; or urban development and housing.

Disaster Risk Management and Reduction³⁷

The following examples of possible guiding questions for assessing gender considerations in DRM/DRR look at gender-differentiated exposure and vulnerability, preparedness and coping capacities.

- Are existing shelters safe with working lights, women-only bathrooms and spaces?
- Are shelters, first response and camps equipped with menstrual hygiene kits, and pre-natal, pregnancy and lactating care? Are childcare services provided and supported?
- Are there strategies in place to mitigate sexual harassment, f.ex., increased female presence in support staff, avoiding overcrowding, strengthening supervision before and during disasters?
- Are resources for disaster response channeled via community and women's groups? Can women and marginalized gender sub-groups directly access those resources?
- Are early warning systems adequate and reach all affected people, including women and different marginalized gender sub-groups? (consider a variety of outreach/information sharing methods)
- Do training efforts on community early warning, disaster preparedness and response make efforts to specifically target women and marginalized gender-subgroups?
- Are existing community sensitization, awareness building and outreach activities on evacuation plans ensuring that women and marginalized gender sub-groups are actively involved in community planning and receive adequate information?
- Are there gender gaps in existing legal, regulatory and disaster risk management planning frameworks?
- What social protection measures/frameworks do exist? How inclusive and comprehensive are they? Do they support income diversification?
- Do financial measures support financial inclusion of women and other marginalized gender groups (for example switching from cash to digital)?

³⁷ Adapted from World Bank (2021). Gender Dimensions of Disaster Risk and Resilience ; available at <https://openknowledge.worldbank.org/bitstream/handle/10986/35202/Gender-Dimensions-of-Disaster-Risk-and-Resilience-Existing-Evidence.pdf?sequence=1>

Agriculture, Food Security and Rural Development³⁸

The following examples of possible guiding questions for assessing gender considerations in agriculture, food security and rural development look at gender-differentiated differences in social and physical well-being in human development in rural areas, agricultural production pattern, division of labor, access to agricultural services and benefits, food availability and access to rural finance.

- Who has access to and control over productive resources, such as land, capital, human capital resources (such as education, information and knowledge, training opportunities, extension services), and markets?
- What are the constraints and implications arising out of lack of control over or access to productive resources, for those who lack such control and access?
- What types of community organizations (traditional sociocultural organizations, producer groups such as cooperatives, savings and credit groups, community-based organizations organized by nongovernment organizations) exist in the project area? Do they provide opportunities for women to assume leadership roles?
- What is the membership profile of these community organizations, what are their objectives and strategies, and how much time do their activities require?
- What role do respective genders and gender sub-groups play in cooperatives, in local planning and decision-making organizations?
- Which agricultural tasks are carried out by which member of the household, and how rigid is the gender division of labor?
- What are the daily and seasonal variations in labor availability?
- Which decisions in the agricultural household and in the community do different sub-groups of men and women typically make? Who controls production in the agricultural household and in the community?
- Who markets farm and household produce?
- Are different sub-groups of women active in both subsistence and cash crop production?
- What is the workload of the target group at all stages of the farming process? In what season are the tasks performed? These questions should consider the different components of production (seed or cutting selection, land preparation, planting or seeding, weeding, cultivation, storage, preservation, processing or food transformation, marketing, etc.) for both cash crops and food crops, for livestock production (including poultry, dairying, fisheries, honey production and processing), and for tree crops.
- Are men or women or different gender sub-groups culturally excluded from any tasks that might be affected by the proposed project?
- To what extent do changes in household composition (e.g., due to labor migration)

³⁸ Selected and adapted from ADB (2000), Gender Checklist: Agriculture; available at <https://think-asia.org/handle/11540/2443>, and from World Bank (2010), Gender in Monitoring and Evaluation in Rural Development. A Toolkit; available at <https://documents1.worldbank.org/curated/en/645501468315560318/pdf/445520WP0BOX0327404B01PUBLI C10July02008.pdf>

change the gender division of labor (with a strong focus on female headed households)?

- Will the project increase the time spent by different sub-groups of women or men on agriculture-related activities?
- How will the introduction of new agricultural technologies or practices affect the gendered roles of agricultural production? Will they assist the agricultural roles of women and often marginalized gender subgroups? Will new technologies displace women's traditional income-earning labor? Will project activities or outcomes increase women's workload?
- Are agricultural extension programs offered that meet gender-specific needs? Are they providing or suggesting technologies that consider appropriateness, including cost factors? Are they focused on improvements (such as productivity increases, on degraded or rain-fed lands), such as those predominantly worked by women and the less privileged? Is there gender and intersectional diversity and experience among extension staff?
- Will the project activities divert women's productive efforts from food production?
- Are there gender differences in the availability of food, in particular protein in diet? If yes, what measures are necessary to improve the food availability and security of access to food for women and girls within households or for female-headed households?
- Will a change in crop varieties affect women's traditional markets? What compensatory benefits will the project introduce to offset changes affecting women's role and equity in production?
- What training could be included in the project to offset changes in production affecting women's role, or to increase women's equity in and benefits from the productive system as well as their productive skills?
- Is the project likely to precipitate changes in lifestyle in the client population, such as increased incomes following a shift from subsistence to cash production?
- Are there gender differences in the access to markets and related services; are there adequate facilities for women in markets? Are women able to actively participate in trade and producers organizations? Are market information systems considering differences in needs of male- and female-headed or owned micro-, small- and medium-sized enterprises in the rural/agricultural sector?
- Will the project look at ways to support women-led or women-owned micro and small enterprises in moving from informal to formal status (such as licensing and tendering)?
- Will the project address opportunities and constraints for women's employment in agro-enterprises specifically and barriers to women's participation in format-business linkages?
- Will the project consider and address issues related to rural finance, for example will it consider providing support to the formation of women's savings and credit groups around productive activities and work with local financial institutions to improve access to credit for women smallholders, by simplifying procedures for illiterate and change credit collateral requirements?
- If women's or marginalized gender groups' rights to property are currently unequal, can the project increase their equity? (For example, if new land arrangements are proposed, can the project require that the title be held jointly by the man and the woman in a household and exclusively by women in female-headed households?)

Ecosystem-based Adaptation³⁹

The following examples for possible guiding questions for assessing gender considerations in ecosystem-based adaptation look at gender differences in access to and control over natural resources, gender-specific knowledge and inequities in benefits from ecosystem restoration, conservation and management.

- What land tenure systems (both formal and customary) exist and to what extent do they disadvantage women and other marginalized gender groups? How does these effect indigenous women in particular?
- Are there gender-differences in access to other resources such as fisheries and forests?
- Do women and men fisher folk have equal rights to common property resources in inland fisheries such as access to leases for lakes, rivers, or ponds, or is access limited to men?
- Who owns the land on which the community forest or the homestead forest stands, and who owns access to government-leased forest land? Are men or women or both the owners? Do women or men or both own the indigenous people's forest or does the whole tribe/community own it?
- In the project area, is there a gender division of labor and responsibilities in forestry use and related activities with respect to gathering forest products for domestic/household use; gathering fuelwood; gathering forest materials for use for craft or commercial products; planting, protecting, or caring for seedlings and small trees; attitudes and knowledge with respect to forest and tree use, including differences in varieties of trees used or preferred by each gender sub-group?
- Is gender-based violence (GBV) employed to maintain or exert control over natural resources, such as in times of resource scarcity aggravated by climate change and biodiversity loss (with increased risk faced by environmental defenders who are Indigenous or of underrepresented sexual orientations or gender identities)?
- Is there gender-specific Indigenous and traditional knowledge applied in the management and conservation of ecosystems based on gender-differentiated roles in relation to utilizing ecosystem services (such as non-timber forest products, medicinal plants etc.)? Is it valued the same way within communities?
- Are women and other marginalized gender sub-groups equitably represented in natural resource governance mechanism, such as forest management committees, and being included in related decision-making processes? Do prevailing social norms in the project/programme area prevent their participation?
- Are women and other marginalized gender sub-groups benefitting equally from actions taken to protect ecosystem services? For example, do highly forest dependent poor or indigenous women face barriers in accessing value chains for non-timber forest products? If payment for ecosystem-services is provided (PES), are marginalized gender sub-groups receiving their fair share?

³⁹ Adapted from GIZ/IISD (2021), Toward Gender-responsive ecosystem-based adaptation. Why it's needed and how to get there; available at: <https://www.adaptationcommunity.net/publications/toward-gender-responsive-ecosystem-based-adaptation-why-its-needed-and-how-to-get-there/>.

Water Resource Management⁴⁰

The following examples for possible guiding questions for assessing gender consideration in water resource management look at gender-differentiated water use, knowledge and practices.

- With respect to the availability, quantity, and quality of water and sanitation services, who provides the services (e.g., local government, NGO, private company) and are the services available 24 hours a day?
- If there is a fee for water or sanitation services, who pays to whom (e.g., user committee, local government, private company) and how much is it? Is it affordable for marginalized gender groups such as widowed, or elderly women and female-headed households?
- Are there any barriers to water and sanitation services and facilities for specific groups of people, for example LGBTI individuals or some persons with disabilities? What particular gender-related cultural practices should be considered in relation to improving equitable to such services?
- What water sources (e.g., public streams, rivers, tanks, lakes, communal wells or tanks, ponds, privately owned wells or tanks, water pipes) are used? How far away are the water sources? Who collects and stores water? How? How much time is spent in water collection and storage?
- Who carries water and how? How much time is spent transporting water? Are there any health hazards resulting from the transport of water?
- How is the collected water used differently by men and women and different gender groups (e.g., for cooking, sanitation, home gardens, livestock)? Who decides the allocation?
- Is water available in the dry season? How is water use managed during the water-scarce season? By whom?
- Is there any conflict between agricultural and domestic water allocation? How can these needs be prioritized? Are there conflicts in water distribution in general, based on gender, income level, ethnicity/ castes, etc.? How can these be solved?
- Who is responsible for the upkeep of the community water infrastructure? Are there significant differences in responsibilities based on gender, income level, or ethnicity/ caste?
- Are women and marginalized gender groups involved in local water management? Do they have a role in the settlement of water management disputes?
- Are there water user associations? Can women and marginalized gender groups join them and occupy leadership positions?

⁴⁰ Selected and adapted from ADB (2000), Gender Checklist: Water Supply and Sanitation; available at <https://www.adb.org/sites/default/files/publication/28735/gender-checklist-water.pdf>

Health⁴¹

The following examples for possible guiding questions for assessing gender consideration of health issues look at gender-differentiated incidences of exposure to health risks, including due to women's reproductive and care work.

- What are the most serious illnesses in the project area(s)? And to what extent have they been aggravated by climate change impacts?
- Are there gender differences in the incidence of particular diseases? What are the main causes of these illnesses (consider sanitation, diet, activity patterns)? What factors, other than reproductive, contribute to gender differences in the incidence of disease?
- What are the occupational health hazards in the targeted community? Consider exposure to pesticides and fertilizers, harmful chemicals from textile dyeing, toxic waste materials from processing natural resources, etc. Are there gender differences? Are there particular risks to pregnant or lactating women?
- What is the extent of women's workload, and are patterns of sickness among women (malnutrition, anemia, and other diseases) explained by their occupational context?
- What roles do women and men and different gender sub-groups play in community health care? Who makes decisions in families about taking children to a health-care provider for treatment? Who decides whether medicine will be purchased?
- What is the incidence of maternal deaths? What are the main maternal risk factors? What are the major clinical, environmental, and socioeconomic causes? Which age groups are the most at risk? What percentage of births is assisted by medically trained personnel such as midwives? What are the childbearing years for women?
- What is the incidence of adverse outcomes in pregnancy and birth (miscarriages, still birth, <1 y.o. mortality)? What percentage of births is premature? What are the risks to neonatal health?
- Is gender-based violence (GBV) prevalent in the project area? What community or health services are offered to abused women and other abused gender sub-groups?
- Are there women-to-women services in maternal and child health programs (including reproductive health and family planning)? Does a lack of such services constrain different sub-groups of women and other gender groups from using health services?

Urban Development and Housing⁴²

The following examples for possible guiding questions for gender considerations related to issues

⁴¹ Selected and adapted from ADB (2006), Gender Checklist: Health; available at: <https://www.adb.org/sites/default/files/publication/28727/health.pdf>

⁴² Selected and adapted from ADB (2006), Gender Checklist: Urban Development and Housing; available at: <https://www.adb.org/sites/default/files/publication/28733/urban2.pdf>. On integrating gender into urban climate policy, see also https://www.gendercc.net/fileadmin/inhalte/dokumente/8_Resources/Publications/Guidebook_Gender_and_Urban_Climate_Policy_June_2015.pdf

of urban development and housing loss at gender-differentiated needs and impacts in socially complex and densely populated settings that can encompass a number of relevant subsectors such as waste management, drainage, transportation, housing, land use planning, slum improvement, sanitation and hygiene, environmental management, or employment generation.

- Are their gender differences in formal access to urban development and housing (UDH) infrastructure and services in the project area such as water supply, waste water and solid waste management, access roads or paths, electricity, shelter, housing plot, recreation facilities, public lighting, transport?
- Who provides such UDH infrastructure and services (e.g., local government, NGO, private company)?
 - Are those services regularly available or are there seasonal differences in availability, quantity or quality?
 - What is the affordability of these services? Is there a fee for each service? How much is it? What is the ability to pay for different gender sub-groups (such as elderly and widowed women, female headed households)?
 - Who pays the bills (men or women in the household) to whom (e.g., user committee, local government, private company)?
 - Does the timing of UDH operations, to the extent possible, consider different groups of women's needs in determining the service time and frequency of urban services (e.g., time and frequency of water supply, solid waste collection, bus and train services)?
- Regarding gender division of labor in UDH management: Who in the household (taking gender, age and economic situation into account) plays the primary role in managing UDH facilities? Who in the household (taking gender, age and economic situation into account) decides the use and allocation of water, electricity, and shelter?
- Regarding water supply in urban settings, what are the sources of water besides formal services (e.g., public streams, rivers, tanks, privately owned tanks, communal wells)? How far away are these? Who (men, boys, women, girls) collects, transports, and stores the water and how? How much time is spent?
- Regarding waste disposal: What are the informal arrangements, if any, for solid waste and sewage disposal? Who (which sub-group of men or women, taking age, ethnicity or economic class into account) plays the primary role?
- Regarding availability and use of electricity: Is there formal access? Or is there illegal access? How?
- Regarding shelter and housing plot: Is there illegal squatting? For how long? How safe/formalized are those sites? What is the composition of people depending on illegal squatting taking gender, age, economic class, ethnicity, indigeneity and other factors into account?
- Regarding design of infrastructure or infrastructure improvements (for example in response to climate impacts) with respect to water supply, waste management, hygiene, transport, and electricity facilities and housing/shelters,
 - Are different beneficiary groups, differentiated by gender, age and other factors, active in determining the number, location, and types of urban facilities and services, and are their respective (and likely different) various preferences being considered? Is an effort made to ensure that the preferences of different

women's groups are given equal consideration with those of men?

- Are gender-differences in perceptions and realities of public safety taken into account such as efforts to prevent sexual exploitation, abuse and harassment (SEAH) or gender-based violence (GBV) for example by:
 - Prioritizing cost-effective public lighting system to make paths and streets safer for girls and women at night?
 - Considering a community space that is freely accessible to different gender sub-groups?
 - Where public transport is part of urban development, considering access points, fee schemes and schedules friendly to women, especially of lower incomes, including as needed by creating women-only or separate spaces for different gender groups (e.g., women's cars in trains, women-only buses, women's toilet spaces at bus terminals or train stations)?
 - Considering the need for, availability and safety of shelters for battered women and children (e.g., transit homes for trafficked girls, crèches for street children), or working women's hostels?
 - Considering locating urban facilities (e.g., water taps, latrines) where they are easily accessible to women?
- Are different sub-groups of beneficiary women and men actively involved in determining housing designs and locations and are their various preferences incorporated? For example, is a housing design chosen that will facilitate women's domestic work (such as sufficient workspace and storage areas, lighting, outlets/electricity provision, ventilation for home-based income-generating activities? Zoning requirements may need to be considered in the process.
- Where zoning requirements need to be considered, will it be ensured that different groups of women and men who are running businesses in their homes are not placed at a disadvantage by zoning regulations? Is the proximity of new housing developments to markets or manufacturing centers considered to give all genders and gender-sub-groups opportunities for economic engagement and employment?
- Are housing locations considered where women have better access to water and hygiene facilities, transport, and security? Is technology used appropriate to women's and men's differentiated needs and management capabilities (e.g., water supply, latrines, drainage system), as well as to local materials, traditions, and the environment.
- When considering/adopting a community-based approach for measures in urban environment,
 - Is the organization of different groups of women into neighborhood groups considered to increase their bargaining power and leadership skills?
 - In groups with all gender groups, is the setting of quotas for women in the executive committees of such groups considered?
- Are such groups set up with clearly defined rules and responsibilities of all members, including grievance mechanisms for the resolution of conflicts related to user rights and responsibilities, and with such rules and agreements documented in bylaws?

Annex IV: Some Examples of Gender-responsive Indicators by Sectors or Theme/Topic

The following are some examples of gender-responsive indicators for different themes or sectors relevant for adaptation projects and programmes that can be used in the project/programme results framework and in the project/programme gender action plan (GAP).⁴³ These are meant to be indicative. Appropriate indicators are context-specific and should be SMART (an approach that details that indicators need to be specific, measurable, accurate, relevant and time-bound).

Gender-responsive indicators can differentiate in their complexity and focus. They can be non-person-related (measuring how gender mainstreaming and empowerment can be achieved, e.g. the number of political concepts or policies newly integrating a gender perspective) or person-related with either gender-differentiated indicators (measuring and monitoring the intended changes among different genders) and gender-specific indicators (measuring only the intended change for among one specific gender).⁴⁴

Participation of women and marginalized sub-groups:

- **An increase by XX% of the proportion of women and marginalized gender-sub-groups in resource management committees over a given time-period, including an increase by XX% of women and marginalized gender sub-groups taken on leadership positions**
(Baseline value: YY, target value: ZZ, corresponding to a rise of XX)
- **At least XX organizations representing women's and marginalized gender groups' interest in the area of intervention take part in outreach, capacity and awareness building activities**
(Baseline value: zero; target value: XX)
- **A minimum percentage of participants in capacity building activities are from marginalized stakeholder groups, such as from different women sub-groups based on ethnicity, indigeneity, age or disability.**

Strengthening gender mainstreaming at the institutional level:

- **XX women (differentiated by age, class and disability) in local communities in the project/programme area hold decisions of authority in the management of local disaster warning and risk systems**
(Baseline value: YY women; target value: XX women by month /year)

Technical capacities for sector-specific gender mainstreaming:

⁴³ A number of the examples for gender-responsive indicators are adapted from the following sources: GCF and UN Women (2017). Mainstreaming Gender in Green Climate Fund Projects, available at https://www.greenclimate.fund/sites/default/files/document/guidelines-gcf-toolkit-mainstreaming-gender_0.pdf ; UNDP (2020). Gender-responsive Indicators. Gender and NDC planning for implementation; available at: <file:///C:/Users/lsha/Downloads/undp-ndcsp-gender-indicators-2020.pdf>

⁴⁴ For a more detailed elaboration, and example for different types of gender indicators, see GIZ (2014). Gender Pays Off! Guidelines on designing a gender-sensitive results-based monitoring (RBM) system; available at https://gender-works.giz.de/?wpfb_dl=35.

- YY% of the zz trained men and xx% of the ww trained women use their sector-specific gender knowledge gained in [agricultural extension services] [ecosystem-based adaptation] [disaster risk management]
(Baseline value: zero prior to training, target value: YY% and XX%)

Economic empowerment

- Number or proportion of women (differentiated by sub-groups) with improved access to financial resources (such as affordable loans) for climate-resilient products and services.
- Number and percentage of women (differentiated by sub-groups taking age, economic class or ethnicity into account) involved in the design, distribution, management and utilization of climate-resilient solutions.
- Number and percentage of jobs (full-day equivalent) generated by the project for disadvantaged and marginalized gender sub-groups in the community, by pay rate and type of jobs (unskilled/technical/management/supervisory).
- Number and percentage of different sub-groups of women and men with increased employment and income due to climate change adaptation activities (such as improved farming techniques and increased productivity).

Agriculture and food security:

- Number of farmers (disaggregated by sex and other intersectionalities like age, ethnicity or economic status to track and monitor different gender-subgroups) provided with new and improved irrigation or drainage services [access to and use of improved climate-resilient seed varieties and farming techniques]
- Number of functional associations (for example market cooperatives, producer associations) created in the project/programme area that are: a) accessible to female agricultural producers and farmers from other marginalized gender groups; b) have a significant share (at least one third) of women and representatives of marginalized gender sub-groups; and c) have a gender-diverse and socially inclusive leadership structure.
- Increase of the number of women farmers with use or ownership rights newly recorded and confirmed during the project/programme implementation period.
- Percentage change in crop yield per hectare and year as a result of climate-resilient agriculture approaches (seeds/techniques) with figures disaggregated by female-headed households and male-headed households and taking factors such as age and economic status into account
- Number of work hour increases or decreases for particular crop activities for different gender groups involved in cultivation as a result of project training activities to scale up modified and improved community-based climate-resilient agriculture.

Water resource management:

- Number of communities and the percentage of different sub-groups of women in these communities benefitting from effective, climate-resilient watershed

management activities.

- Reduction in time use (time saved) by different gender groups in collecting and carrying water for household use in project/programme communities due to project/programme activities [such as the installation of rainwater harvesting tanks or the establishment of drip irrigation for food production].
- The extent to which senior officials in national and sub-national government entities take responsibility for monitoring gender access to water in drought prone and climate change risk areas (ranked from: completely; to a limited extent or not at all).

Ecosystem-based Adaptation/Forestry:

- Number of certificates issued to allow reforestation in designated sites by sex, different gender sub-groups or type of household.
- The proportion of women and men who perceive that the issuing of certificates to allow reforestation in designated sites is effective.
- The number of women in leadership and decision-making roles or positions in the community where forests are under community-based protection (differentiated to account for ethnicity, economic class, age and indigeneity to the extent possible).
- The number of people in the community participating in nurseries to provide seedlings for certified saplings as a result of the project, with the numbers disaggregated for different gender sub-groups (such as by sex and age, ethnicity, economic class, widowed, female-headed household etc).
- Number and percentage of different sub-groups of women and men trained in adaptations to ecosystem-based land management practices, such as on marginal and fragile lands and adapting to changed rainfall patterns or biodiversity loss).
- Number and percentage of different sub-groups of women and men engaged in benefit-sharing discussions such as related to payment schemes for ecosystem services.

Early warning systems/weather information:

- Percentage of farmers (disaggregated by gender sub-groups) in the project/programme area receiving weather and climate information and/or information from early warning systems.
- The number of women and men who report they have regular access to weather and climate information services in the 30-disaster prone districts, and make use of them.
- Perception of the information received from the system, disaggregated by gender-sub-groups (do they trust it, is it the right channel etc..) rated on a scale of 1-5.

Annex V: Indicative Project/Programme Level Gender Action Plan (GAP) Template

Impact Statement:

(Describe here the main goals of the project/programme-level GAP. The impact statement should briefly summarize the contribution the project/programme aims to make to advance gender equality and the empowerment of women and girls as part of the project/programme implementation. This should note both the difference the project/programme will make over time. It also should state, as applicable, the long-term changes in gender power relations and gender norms to which the project/programme aims to contribute.)

Example: Increased food security for differentiated gender groups and gender sub-groups in the project/programme area through better access to improved climate-resilient agricultural inputs and extension services.

Outcome Statement:

(Write here the project/programme outcome statement; it should be specific and measurable (through qualitative or quantitative indicators and targets) and describe specific changes and improvements in attitudes, knowledge, awareness, capacity, skill or behavior that will result due to the actions of the projects/programme.)

Example: An estimated X number/increased percentage (against a baseline) of female subsistence farmers have improved their agricultural productivity in a climate-resilient way, taking into account traditional local and indigenous knowledge.

Output(s) Statement(s):

(Write here the output statement; in many cases (often corresponding to multiple project/programme components) there will be more than one output for a project or programme. Each output statement should be followed by a separate row with details of associated activities under the GAP; gender and sex-disaggregated indicators and targets, timeline and responsibilities)

Example: Indigenous female subsistence farmers in the project/programme area with improved access to climate-resilient agricultural inputs and extension services

Activities	Indicators	Targets	Timeline	Responsibilities	Costs
(insert a short description of the concrete activities the project/programme will put in place to respond to identified gender risks, differences, gaps or opportunities)	(outline here selected indicators to measure the quantity, quality, timeliness and performance of products (goods or services) that are the result of a specific activity (to include sex- and gender-disaggregation and considering relevant intersectionalities such as ethnicity or indigeneity where possible to indicate how benefits are distributed), usually one per activity. An indicator will measure absolute results; it requires a baseline to indicate	(outline here selected targets to measure the quantity, quality and timeliness and performance of products (goods or services) that are the result of specific activity (to include sex- and gender-disaggregation and considering relevant intersectionalities such as ethnicity or indigeneity where possible to indicate how benefits are distributed), usually one per activity. A target measures increases or improvements over time; it requires a baseline to	(indicate here when an activity would start -- for example, "year x of implementation" --, how long it might run and when it should be completed; important for sequenced gender activities building on each other)	(describe here which party/ organization/ entity/ implementation partner will be responsible for ensuring the achievement of specific targets and indicators as outlined in the indicators and targets column)	(calculate here the approximate budgetary allocation for undertaking each activity taking into account both material costs as well as the costs of associated staffing resources, including for monitoring and

	<i>the status quo at the start of the activity.</i> <i>Please ensure alignment, where relevant, with the Project Results Framework part III section E.)</i>	<i>indicate the status quo at the start of the activity. It is recommended to provide targets measuring progress at</i> <i>(a) project mid-term</i> <i>(b) project finalization</i> <i>Please ensure alignment, where relevant, with the Project Results Framework part III section E.)</i>			evaluation.)
<u>Examples of activities associated with the above output are:</u> (i) Outreach and awareness activities on climate-resilient agriculture target indigenous women (ii) Establishment of local seed banks managed by indigenous women, employing traditional and indigenous knowledge (iii) Provision of improved climate-resilient seeds to indigenous women through local seed banks	- A minimum of X new activities per year with the goal to reach X indigenous women in X communities (X% of which are from female headed households and other vulnerable sub-groups (e.g., widowed, minorities, disabled, the elderly) in total (baseline at implementation start: 0) - X local seeds banks under management by indigenous women's groups are established in the project area in total (progress goal: minimum of y by year x) (baseline at implementation start: Y)	- Expected number of indigenous women reached by project mid-term (year X) - Expected number of indigenous women reached by project finalization (year Y) - By the mid-term of the project X% of indigenous women in the project area will have access to improved seeds (x% of which are from FHH and other vulnerable subgroups) (baseline at implementation start: Y%) - By the end of the project Z% of indigenous women in the project area will have access to improved seeds (x% of which are from FHH and other vulnerable subgroups) (baseline at implementation start: Y%)	Start by year 1; activities conducted annually - By year X (progress goal) - By year Y (total) By year X (end of project)	Accredited Entity/Executing Entity Executing Entity/Indigenous Communities Accredited Entity/Executing Entity	US\$ X US\$ X US\$ X

Source: Adapted from adapted from <https://www.greenclimate.fund/sites/default/files/document/simplified-approval-process-annex-4-gender-assessment-and-action-plan.pdf>