

The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic visual effect. The shapes are layered, with some appearing more prominent than others, and they extend towards the right and bottom edges of the frame.

# **WELCOME 2023 AF GENDER WEBINAR**



**ADAPTATION FUND**



# Webinar: Integrating a gender-responsive approach into AF portfolio

Adaptation Fund

# Presentation

- 1 Introduction and objective of AF Gender Webinar
- 2 Compliance to AF GP in project proposal development
- 3 Reporting gender progress in the PPR
- 4 Q&A Session
- 5 IE Panel



# **1. Introduction & objective of AF Gender Webinar**

# What is gender-responsive adaptation? And why it is important?



Source: Amnesty International, 2021

Climate change and slow environmental degradation exacerbate the risks of violence against women and girls due to displacement, resource scarcity and food insecurity and disruption to service provision to survivors.

In Puerto Rico, following hurricane Maria in 2017, there was a 62 per cent increase in requests for survivor-related services



Following Hurricane Katrina, the rate of **rape** among women displaced to trailer parks **rose 53.6 times** the baseline rate in Mississippi for that year.



In Ethiopia there was an increase in girls **sold into early marriage** in exchange for livestock to help families cope with the impacts of prolonged droughts.



Nepal witnessed an **increase in trafficking** from an estimated 3,000–5,000 annually in 1990 to 12,000–20,000 per year after the earthquake.



Source: UNWOMEN, 2022



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# What is gender-responsive adaptation? And why it is important?

## Why is gender-responsive adaptation important?

- Diverse factors (age, sex/gender, poverty level, refugee status) affect the capacity to adapt to climate change. These conditions often intersect and can exacerbate vulnerability.
- Our current global system -with high rates of inequality, patriarchal structures and systemic barriers- contributes to an overall higher risk of women experiencing harmful effects of climate change.
- Women are more likely to experience the adverse effects of climate change than men: they constitute most of the world's poor and are often directly dependent on threatened natural resources.

## What does it mean to implement a gender-responsive approach in adaptation?

- A Gender-responsive approach seek to actively promote gender equality, involving specific actions to empower women in their households and communities, as well as broader political and planning processes.
- It focuses on 3 areas: i) recognition of gender differences; ii) equitable participation and influence in decision-making; and iii) access to financial resources and other benefits.

## AF Gender Policy

**Goal:** To ensure that AF resources, services and operations

- Include a **gender-mainstreaming approach** &
- Contribute to the **goal of gender equality & empowerment of women and girls**
- Ensure the equal opportunities for access to AF resources

Gender-responsive (towards  
gender-transformative)

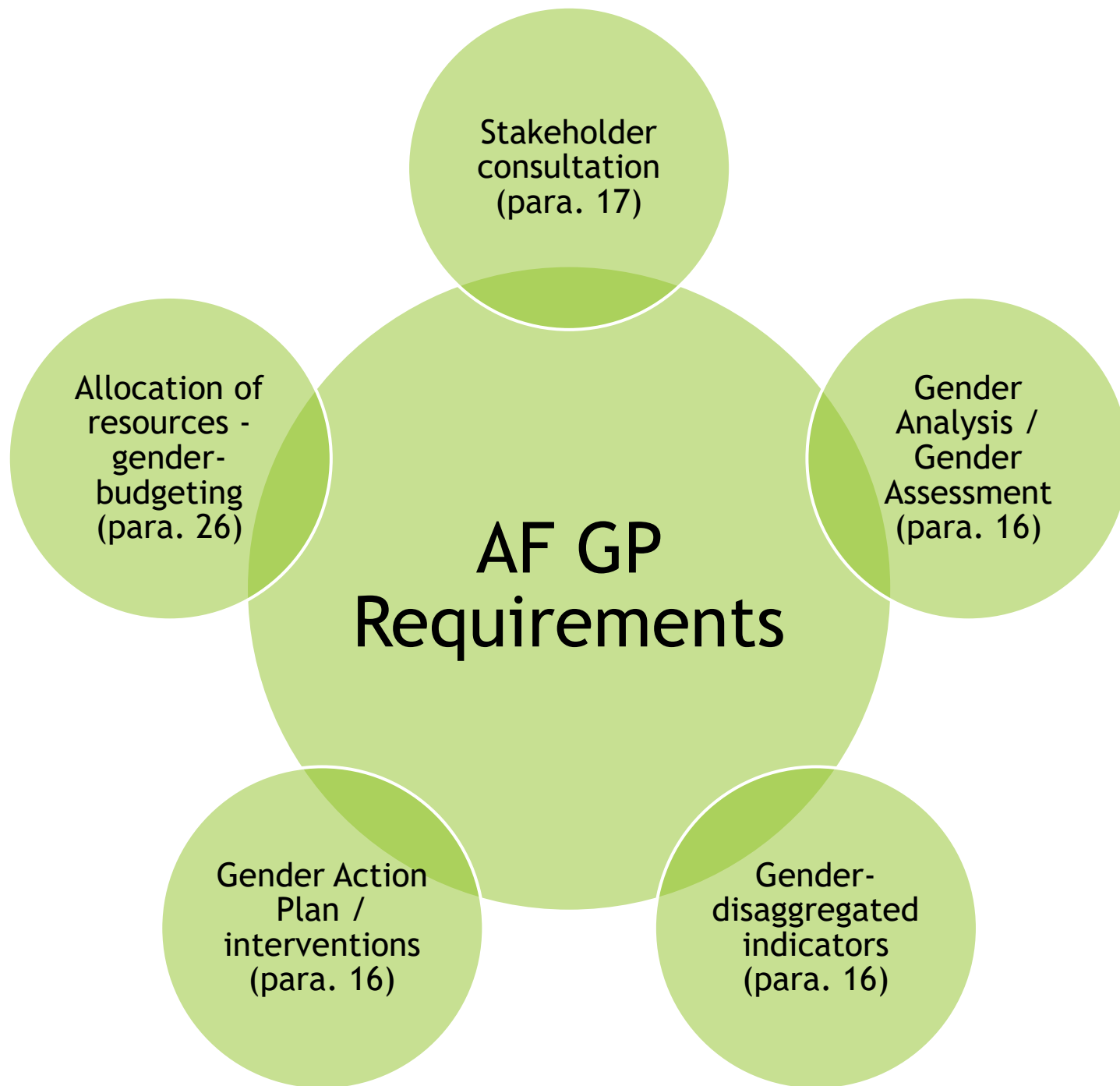
Intersectionality Approach

“Do no harm” + “Do good”



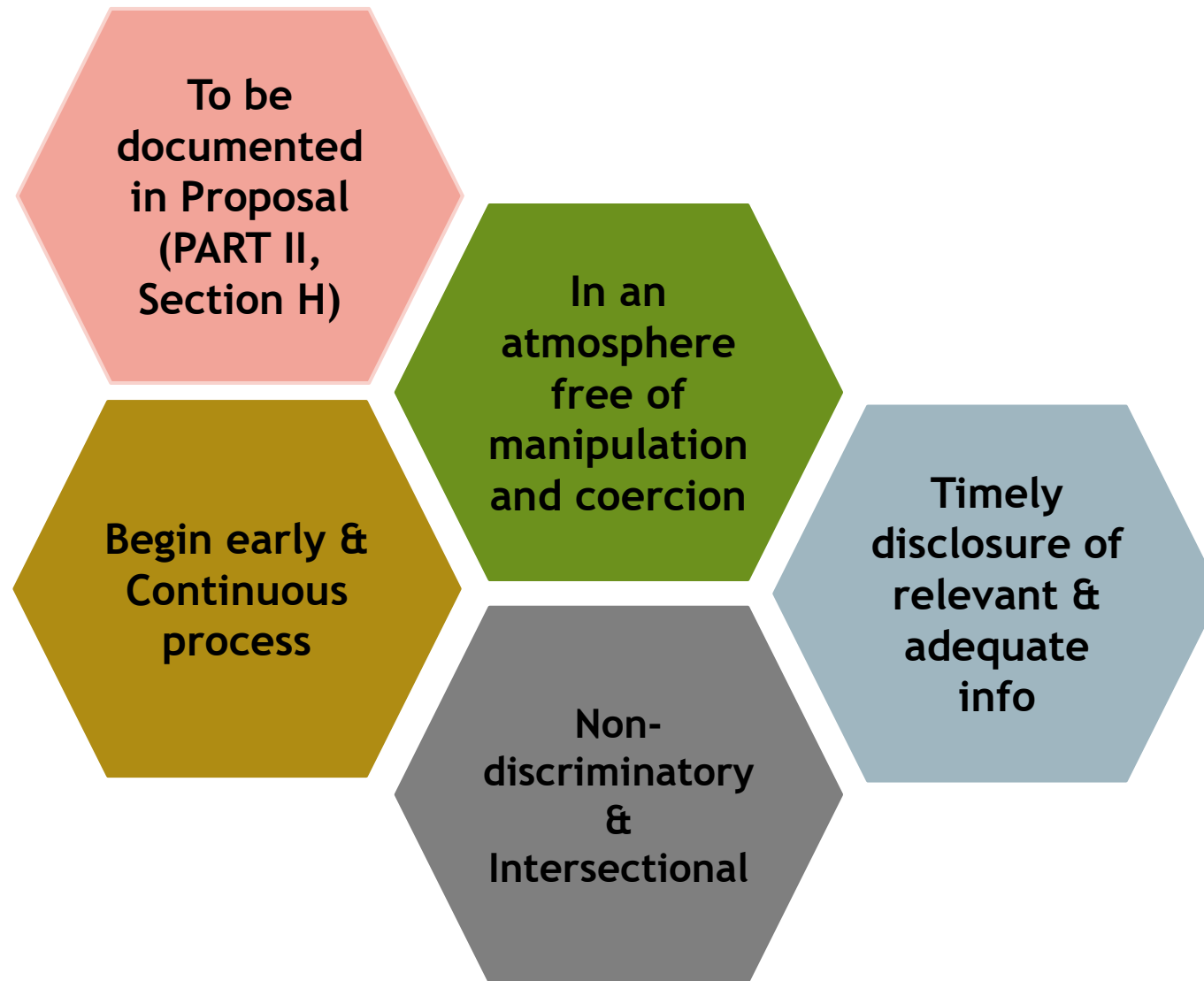
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## **II. Compliance to AF GP in project proposal development**







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## A. Gender-responsive Stakeholder consultation



### Good practices identified:

-  Presence of gender experts
-  Quotas to ensure female participation
-  Inclusion of different gender groups (indigenous people, youth, refugees)
-  Flexibility for time and location (virtual formats)



# Gender-responsive Stakeholder consultation - example 1

*Source: Strengthening Resilience of Vulnerable Communities in Sri Lanka and India to Increased Impacts of Climate Change (India, Sri Lanka) [IE: WFP]*

## 2. In-person consultations carried out

The following in-person community consultations were carried out in the Dry Zone of Sri Lanka:

- Matale district, in the dry zone division of Wilgamuwa, on 23 April 2021, gathering 34 farmers: men (17) and women (17), of all age groups, and a vulnerable group, as enumerated in the table below.

	Youth 18-25 y		Mid 26-60 y		Elderly 61+ y		Vulnerable groups (all ages)	
	Men	Women	Men	Women	Men	Women	Men	Women
Number	0	1	9	12	3	1	5	3
	0%	3%	26%	35%	9%	3%	15%	9%



# Gender-responsive Stakeholder consultation - example 2

*Source: Use of Nature-based Solutions to Increase Resilience to Extreme Climate Events in the Atlantic Region of Central America (Belize, Guatemala, Honduras) [IE: Central American Bank for Economic Integration (CABEI)]*

FARMERS	MARINE COMMUNITIES	WOMEN	YOUTH	INDIGENOUS PEOPLES
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- Connect together farmers who are involved or interested in soil and forest restoration for the protection of production systems and water resources to exchange ideas, concerns, lessons learned, and success stories.

- If you want to involve Mennonite farmers in reforestation, you must make them aware of the project and its benefits to them (E. Romero, PIFB).

- Fishers, tour guides, and marine protected areas managers and rangers are very important groups to work with when the focus is on mangrove and coastal forest areas.

- Meeting with all marine managers will be arranged when issues need to be discussed, action plans made, or information dispersed.

- Women can be important community leaders and are often more receptive and easier to engage than men (D. Chuc, BAS).

- Women involved in business and skills development projects are becoming the principal income generators within families and assuming positions of authority within communities (C. Mahung, TIDE).

- Women do worry more about the collective, the community, and therefore need to be involved (E. Kay, UB ERI).

- Women are usually very active in the community and are heavily involved in the school (R. Zavala, Head of Agriculture, ESTM).

- It is essential that youth are involved in conservation initiatives, particularly reforestation projects designed to build up the natural resource base for future generations (E. Pinelo, 4-H).

- Principals and teachers at many schools are often eager to engage their students in community-based projects and can coordinate such efforts (F. Arzu, TCC).

- Parents send their children to learn new things because they want change, they want their children to live in a better world (R. Zalava, ESTM).

- Many Garifuna are educators and hold positions of leadership and management, offering opportunities to connect with community leaders, farmers, and youth within their coastal communities.

- Maya groups are rich in cultural knowledge compiled over many, many generations, including knowledge of trees and the cultivation and use of many native tree species (C. Coc and P. Mis, MLA).

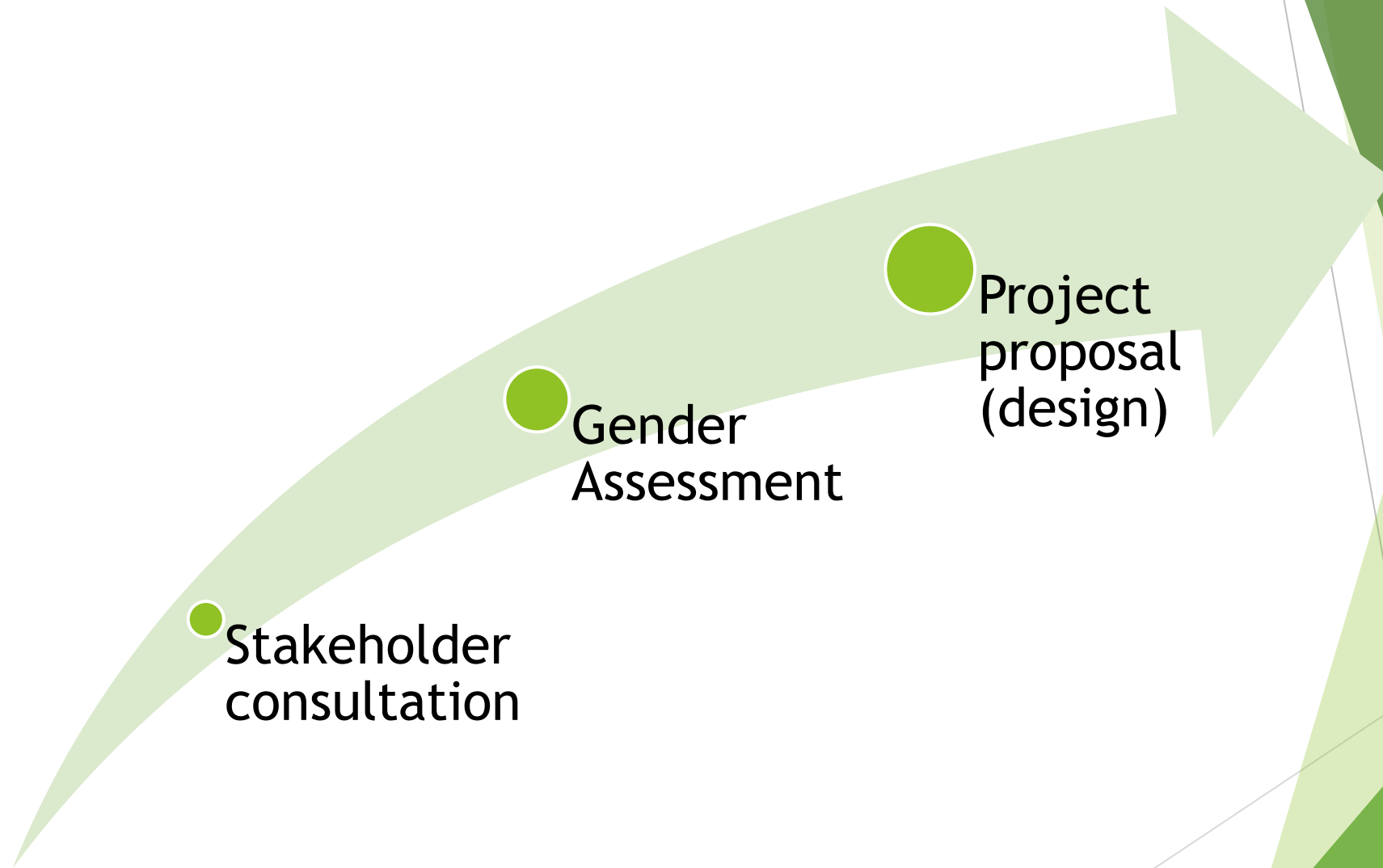
- There is a strong ecological ethic among many Maya community groups that are still very closely tied to the forests and lands (C. Coc and P. Mis, MLA).

- The Archaeological site of El Pilar brings together the association of the Ancient Maya and present-day Maya to the forests (A. Ford, University of California System).

- It is very important to both understand and respect Maya traditional relationships with their natural environments (C. Coc and P. Mis, MLA).



## B. Conducting a Gender Analysis / Gender Assessment



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## B. Conducting a Gender Analysis / Gender Assessment

### Definition:

Analytical tool to systematically understand, identify and describe gender relations and differences in a specific context.

### Objective:

It provides the necessary information to integrate the gender perspective into the project, by:

- acknowledging differences between and among women and men;
- ensuring that the different needs of women and men are clearly identified and addressed at all stages of the policy cycle;
- recognising that policies, programmes and projects can have different effects on women and men;
- seeking and articulating the viewpoints of women and men;
- promoting women's participation and engagement

### Key statistics

- Do rural women have access to financial services?

### Legal and policy framework

- Does the country have a specific policy to encourage women's participation in disaster risk management?

### Social norms

- Does the community believe that women should limit their participation in farming?



# Gender Assessment - example 1

Source: “Regional Resilient Pastoral Communities Project -ADAPT”, Kyrgyzstan [IE: IFAD]

“426. (...) Women predominantly work in health and social services with 83.6% of the labour force being female; education 80.6%; and hotels and restaurants, 58.4%. In contrast, **men dominate the highly paid technical sectors**: men account for 84.4% of employees in the mining industry; 90.5% in the production of gas, electricity, and water; 89.3% in the transport and communication sector; and 96.5 in the building industry. The **predominance of women in lower-paid sectors** is reflected in the considerable gender wage differential, with women receiving on average just 75.3% of men’s earnings in 2016. This situation, coupled with a widening gender wage gap for women in employment, contributed to **increased income poverty for women**.

442. In the Kyrgyz Republic, climate change and environmental degradation are leading to deteriorating soil quality, water scarcity, and other phenomena such as floods, landslides and mudflows, which all have a **disproportionate effect on women and girls**. For example, women and girls are often the most affected by **water shortages** as they need access to water for **tasks such as cooking, cleaning, and bathing children**. In times of scarcity, they may restrict their own personal use, which can lead to psychological and physical discomfort during **menstruation**”.

- ✓ Disaggregated data on:
  - ✓ Gender roles
  - ✓ Gender division of labor
- ✓ Differentiated climate change impact on gender



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## Gender Assessment - example 2

*Source: “Use of Nature-based Solutions to Increase Resilience to Extreme Climate Events in the Atlantic Region of Central America”, Belize, Guatemala, Honduras [IE: CABI]*

(Pag 110) “Specific efforts are needed to ensure that women and young girls are involved in conservation and restoration initiatives. *An opportunity is presented as young women are more attracted to agricultural programs within high schools and community colleges than in earlier years.* This notes a growing human capital in which the program will be able to rely on. *Stigma still exists on women* as society recognizes women working in farming as subsistence farming and backyard farmers but are not generally thought of as professional farmers. *Nursery “farming” or horticultural production can provide opportunities for women* to become involved in a new landscape restoration industry for Belize as income generators. Smallscale, backyard cover-crop systems can produce tree seedlings, bioremediation plants, and microbial solutions that fit into a model in which these products are sold to landscape restoration projects, providing a source of livelihood enhancement for the family *without the woman having to leave home*”.

(Pag 111) “The *consultations* revealed some initiatives that adopt a gender-based approach or that integrate gender considerations”.

- ✓ Identifies opportunities for gender-responsive interventions
- ✓ Focus on intersectionality (gender + age)
- ✓ Analyzes how gender roles shape the project



## Gender Assessment - example 3

*Source: “Multisectoral Adaptation Measures to Climate Change in the South Oropouche River Basin for Flood Relief”, Trinidad and Tobago [IE: Development Bank of Latin America (CAF)]*

“(Pag. 108) *Gender mediates directly and consistently the experience of climate events*, the impact on life and livelihood as a result of these events, and the capacity to adapt and to be resilient in response to these events.

(...) In the context of Trinidad and Tobago, like so many other places, any experience examined in terms of gender, must be understood as *intersectional*.

(Pag. 112) (...) Climate change impacts may be felt in the healthcare sector, significantly for women through their reproductive labour, the elderly, children, persons living with disabilities, the socially displaced, immigrants, etc.

A February 2021 Gender Analysis of Trinidad and Tobago, prepared by the UNDP, reinforces the *extreme vulnerability to climate events and the compounded risks to vulnerable populations such as women*, because they have less secure economic and that disasters increase the risk of reinforcing, perpetuating, and increasing existing gender inequalities.

(Pag. 113) In terms of *livelihoods, agriculture, fisheries and commerce* are the most relevant sectors of the economy in the SORB (project’s area). Regarding target groups in the project, in the County of St Patrick East there are *1,192 agricultural and livestock producers, from that 161 are women*; in the district of Debe there are *460 farmers, including 62 women*; and in the district of Princes Town there are *995 farmers, including 200 women*.”

- ✓ Gender disaggregated data
- ✓ Focus on intersectionality vulnerability factors in addition to gender
- ✓ Differentiated climate change impact on gender
- ✓ Use of specific & recent information sources

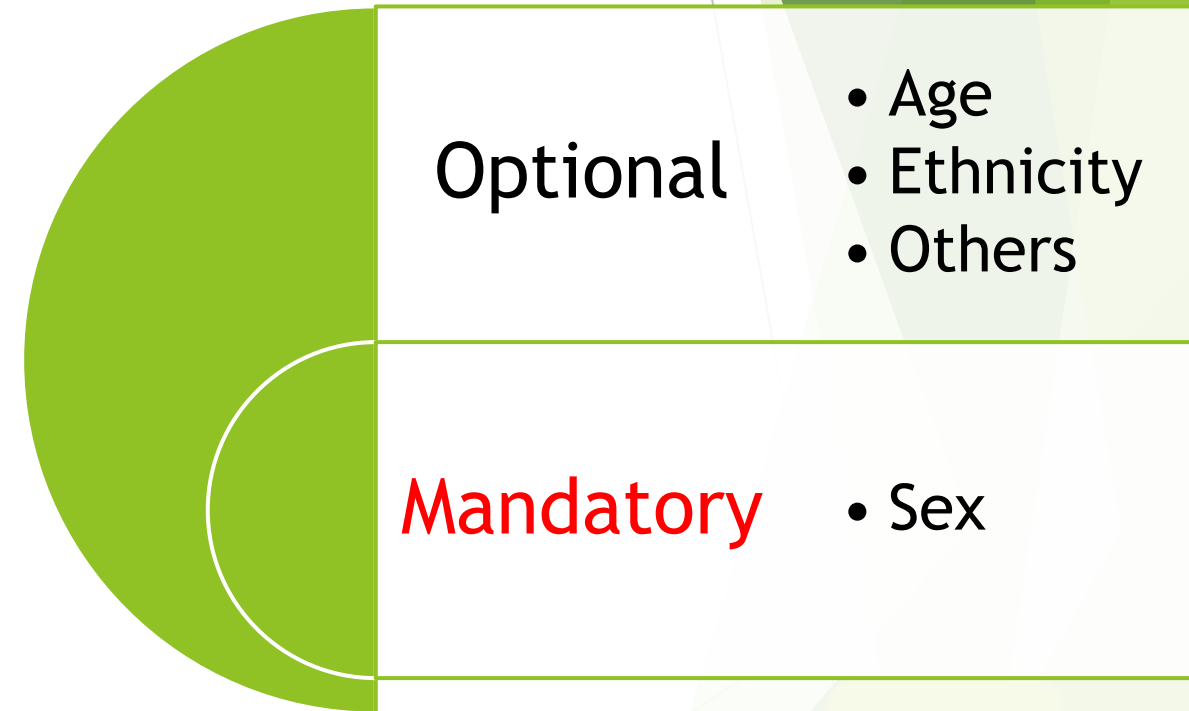


## C. Integrating gender into results framework

A gender-responsive project/programme results measurement framework:

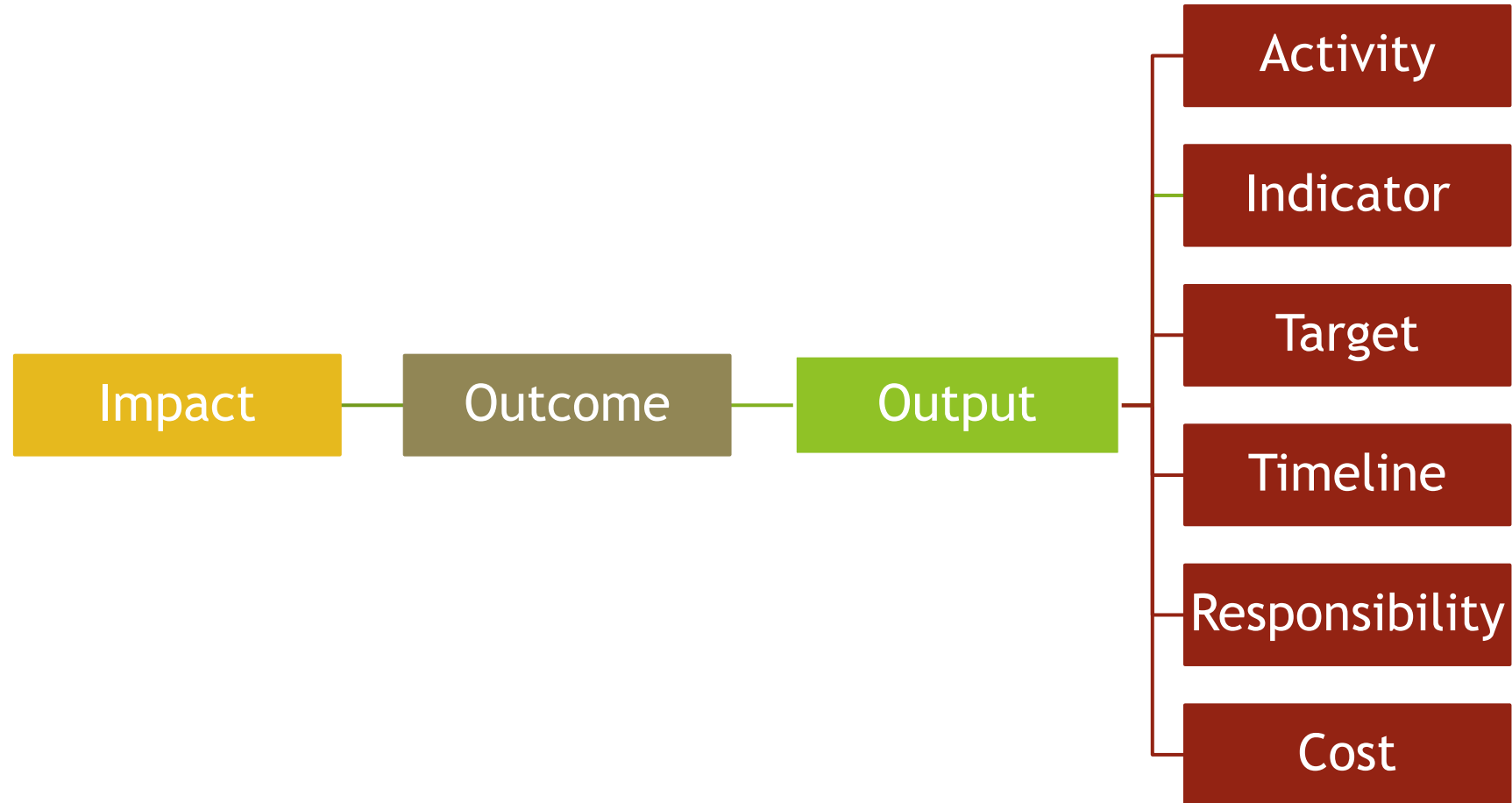
- Gender-responsive SMART indicators
  - Qualitative: Number of communities who perceive that they benefit from effective, climate-resilient watershed management activities
  - Quantitative: Proportion of women with improved access to financial resources (such as affordable loans) for climate-resilient products and services.

Disaggregated data by:



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## D. Developing a Gender Action Plan



## Gender Action Plan - template

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

Activity	Indicator	Target	Timeline	Responsibility	Cost
Outreach and awareness activities on climate-resilient agriculture target indigenous women	5 new activities per year with the goal to reach 160 indigenous women (30% 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)	Expected number of indigenous women reached by project mid-term: 80	Start by year 1 Complete by year 3	Executing Entity	US\$ 20,000



## D. Developing a Gender Action Plan

**Good practices** to promote gender equality within projects:

- Fostering women's access to finance/loans to ensure income and develop businesses
- Strengthening women's participation and decision-making through establishment of quotas or women's associations
- Engaging men and communities to support social norms that empower women
- Improving information and capacities for women's resilience through extension services/trainings
- Gender awareness trainings/methodologies to build capacities at local organizations and institutions



# Gender Action Plan - example 1

*Source: “Increasing the Resilience of Vulnerable Populations in Costa Rica by Scaling up Adapta2+” in Costa Rica [IE: Fundecooperación para el Desarrollo Sostenible]*

- ✓ The Gender Assessment is based on the findings of stakeholder consultation, which included 45% of women. Additionally, the consultation process adopted an intersectional approach, by focusing not only on women, but also indigenous groups, farmers' organizations and rural communities.
- ✓ Participants identified gender equity gaps by pointing out issues where women are at a disadvantage. The main social conditions of exposure to climate change for the regions identified by participants include: Families living in poverty, female-headed households, dependent family members, Women more exposed to unemployment, indigenous communities, and COVID-19.
- ✓ Based on the gender assessment, a series of recommendations were provided, with additional contributions from the PIEG Technical Secretariat, in order to contribute to the reduction of gender gaps in climate change projects and programs supported by the institution.
- ✓ The Gender Action Plan included a map of institutional actors by sector, identifying those public institutions responsible for adopting the gender perspective and actions recommended by the Plan.



# Gender Action Plan - example 1

*Source: “Increasing the Resilience of Vulnerable Populations in Costa Rica by Scaling up Adapta2+” in Costa Rica [IE: Fundecooperación para el Desarrollo Sostenible]*

✓ Based on the recommendation, the project developed the following Gender Action Plan:

Approaches for Action	Objectives
Affirmative actions for GE	Ensure that institutions integrate the intersectional gender perspective through responsive and transformative gender initiatives; ensure the effective participation of women in their diversity in decision-making spaces for climate action.
Capacity building	Strengthen institutional capacities to accelerate actions in favor of gender equality in the face of the climate crisis; establish alliances between institutions that provide recognition of the capacities, experiences and knowledge of women in their diversity, focused on the development of sustainable productive activities and innovative techniques based on climate action.
Promoting employability and strengthening women's economic autonomy	Ensure partnerships between institutions that facilitate technical advice to improve conditions and access to employability opportunities and the promotion of financial solutions for projects led by women in their diversity, focused on climate action for their economic autonomy
Climate risk management	Ensure that women in their diversity have tools and information to increase their resilience to the climate crisis and improve institutional and community conditions for gender-responsive integrated risk management
Knowledge management	Advance in the development of statistical and information gathering instruments that incorporate a cross-sectional gender perspective to systematize, analyze and make visible the differentiated impacts of the climate crisis on women in their diversity for national and municipal decision making.

## Gender Action Plan - example 2

*Source: “Use of Nature-based Solutions to Increase Resilience to Extreme Climate Events in the Atlantic Region of Central America” in Belize, Guatemala, Honduras [IE: CABEL]*

Conclusions from the GA	Gender Action Plan	Affected project activities	Targets	Responsible
Need to ensure that women and girls at a community level participate in project activities	All management and labor positions are scheduled to be held by women	All activities under components 2 and 3	At least 51% of management and labor positions held by women	EE
Need to strengthen the capacity of local women (and youth) in restoration practices	Training programs emphasize gender equity and awareness	All activities under component 4	At least 51% of seed collection activities will be performed by women	EE
Women are at a great disadvantage in terms of income	Participation in project activities will be rewarded at the same level of compensation independent of gender.	All activities	Compensation will be at levels that are gender neutral	EE

## E. Gender-responsive allocation of resources

### Definition:

- ✓ Tool to measure what amount from a project's budget is spent on activities that **address the differentiated identified adaptation needs of all gender groups and sub-groups.**
- ✓ Strategy used to influence budgetary processes and policies so that expenditures **reflect the differences and inequalities between women and men** in incomes, assets, decision-making power, service needs and social responsibilities for care.'

The AF Gender Policy states that AF-funded projects should allocate resources to **ensure the integration of gender considerations in implementation**, leading to gender equality in climate adaptation and the empowerment of women and girls (AF GP para. 26)



## E. Gender-responsive allocation of resources

### Why is it important?

- ✓ It provides an analysis of how all areas of project spending impact differently on men and women.
- ✓ It addresses whether project funding contributes to reduce gender inequality, leave gender equality unchanged or increase gender inequality.
- ✓ It also creates more transparency and accountability by allowing for checks on whether the allocations for gender-specific activities are in line with project goals and mandates under the AF-GP.
- ✓ It brings gender awareness into government policy, planning, budgeting and programming frameworks to improve the allocation and effectiveness of public spending for gender equality and women's empowerment.



# Gender-responsive allocation of resources - example 1

Project: “Adaptation to Climate-induced Water Stresses through Integrated Landscape Management in Bhutan”

- IE: Bhutan Trust Fund for Environmental Conservation
- EE: Department of Agriculture & Department of Forest & Park Services (Ministry of Agriculture and Forests) & Department of Engineering Services (Ministry of Works and Human Settlements)
- Budget: US\$ 9,998,955



The Project Document includes a GAP with a specific budget of US\$ 58.4K which includes the following activities:

- Establish formal registration of WUAs
- Training on water infrastructure, tools and technology
- Training on water governance
- Training to farmers on sustainable agriculture practices
- Recruitment of a Gender Specialist
- M&E of GAP

The budget hasn't include the financial allocation of "general activities" that will be implemented, which avoids having a “full picture” of the total budget that really contributes to gender equality.



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### **III. Reporting gender progress in the project performance report (PPR)**

## A. Reporting gender-responsive interventions

### Gender Policy Compliance Section

- Quality at entry
- Quality during implementation and at exit
- Implementation arrangements
- Grievances

Focus on:

- > types of gender-responsive interventions
- > lessons learned and challenges
- > good practices / potential to scale up



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## A. Reporting gender-responsive interventions

### SECTION 1: QUALITY AT ENTRY *[to be completed only at PPR1]*

Was an initial gender assessment conducted during the preparation of the project/programme's first submission as a full proposal?	
Does the results framework include gender-responsive indicators broken down at the different levels (objective, outcome, output)?	

List the gender-responsive elements that were incorporated in the project/programme results framework					
Gender-responsive element [1]	Level [2]	Indicator	Baseline	Target	Rated result for the reporting period (poor, satisfactory, good)

### SECTION 2: QUALITY DURING IMPLEMENTATION AND AT EXIT *[to be completed at final PPR]*

List gender equality and women's empowerment issues encountered during implementation of the project/programme. For each gender equality and women's empowerment issue describe the progress that was made as well as the results. [3]	
Gender equality and women's empowerment issues [4]	Rated result for the reporting period (poor, satisfactory, good)



## A. Reporting gender-responsive interventions

### SECTION 3: IMPLEMENTATION ARRANGEMENTS

What arrangements have been put in place <i>by the Implementing Entity</i> during the reporting period to comply with the GP	
Have the implementation arrangements at the IE been effective during the reporting period?	
What arrangements have been put in place <i>by each Executing Entity</i> during the reporting period to comply with the GP? [5]	
Have the implementation arrangements at the EE(s) been effective during the reporting period? [5]	
Have any capacity gaps affecting GP compliance been identified during the reporting period and if so, what remediation was implemented?	

### SECTION 4: GRIEVANCES

Was a grievance mechanism established capable and known to stakeholders to accept grievances and complaints related to gender equality and women's empowerment? <i>[to be completed at PPR1]</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
List all grievances received through the grievance mechanism during the reporting period regarding gender-related matters of project/programme activities [6]	For each grievance, provide information on the grievance redress process used and the status/outcome



## **IV. Q&A Session**

## Relevant gender information & documents

- [AF Gender Policy and Gender Action Plan \(2021\)](#)
- [Guidance Document for IE on compliance with AF GP \(2022\)](#)
- [Study on Intersectional approaches to gender mainstreaming in adaptation-relevant interventions \(2022\)](#)
- [Assessing progress: Integrating gender in AF projects and programmes \(2020\)](#)



**Young Hee Lee**  
Governance Specialist & Gender Focal Point  
Adaptation Fund,  
[ylee12@adaptation-fund.org](mailto:ylee12@adaptation-fund.org)

**Graciela Hjar**  
Gender Consultant  
Adaptation Fund,  
[ghijarsantibanez@adaptation-fund.org](mailto:ghijarsantibanez@adaptation-fund.org)

**[www.adaptation-fund.org](http://www.adaptation-fund.org)**



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