

GUIDANCE FOR

Integrating Gender Equity in Conservation

at The Nature Conservancy

JANUARY 2020

Preface

To live our core values of Commitment to Diversity and Respect for People, Communities and Culture, and to implement our core conservation planning method, Conservation by Design 2.0 (CbD 2.0), The Nature Conservancy (TNC) is committed to implementing gender equity policies and practices both inside our organization and workplaces as well as in our conservation work. This guide will support the integration of gender equity in the latter. The following pages outline a three-phase approach for how to implement gender equity integration in a Nature Conservancy conservation project or strategy. We have consulted with other conservation, health and economic development organizations including BirdLife, Flora and

Fauna International, Conservation International, CARE, International Union for the Conservation of Nature, World Wide Fund for Nature, Wildlife Conservation Society and Pathfinder International, reviewed materials from additional organizations including The Green Climate Fund, the US Agency for International Development, the United Nations Development Programme and the Global Gender & Climate Alliance for ideas, tools and best practices, and incorporated insights from prior and current gender integration work by Craig Leisher, Robyn James, Elizabeth McLeod, Laura Whitford, the Global Indigenous Peoples and Local Communities (IPLC) team, and other programs and subject matter experts at TNC.

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The Nature Conservancy would like to thank the many Nature Conservancy staff who helped in crucial ways including: piloting integration of gender equity in the conservation strategies and projects they have designed and implemented over the years and more recently; monitoring, evaluating and documenting that gender integration work and its impacts; researching integration of gender equity in conservation efforts outside TNC; designing and compiling tools and other information critical to this guide and advising about the contents and structure of it

A special thanks to TNC's Global Diversity, Equity, and Inclusion Team, particularly: former Chief Diversity Officer Heather Wishik, for sponsoring this effort, co-authoring the draft, and leading the internal approval process for this guide; and Ruby Rivera (Conservation Partnerships Manager) for serving as project manager, researcher and primary author of this document.

Special gratitude to Craig Leisher, Robyn James, Elizabeth McLeod, Laura Whitford, Hilda Lionata, Jessica Musengezi, Joni Ward, Heather Tallis, the Global Indigenous Peoples

and Local Communities (IPLC) team, the CbD 2.0 team that included gender equity in both the core document and the CbD 2.0 guidance document, and other subject matter experts at TNC, for their help in this process.

Additionally, we are grateful for the expertise and consultation of BirdLife, Flora and Fauna International, Conservation International, CARE, International Union for the Conservation of Nature, World Wide Fund for Nature, Wildlife Conservation Society and Pathfinder International and many others.

Finally, a private donor and an institutional donor helped finance the development of this guidance. Without their understanding of how important integrating gender equity in conservation is, and their generous gifts to support our efforts to take TNC's existing gender integration work further, the development of this guidance would not have been possible.

Definitions

While for the purpose of this guidance document we talk about gender as a binary concept (women/men), we acknowledge and respect that this does not reflect the lived experience of many people.

Gender

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), “Gender refers to the roles and responsibilities of men and women that are created in our families, our societies and our cultures. The concept of gender also includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men (femininity and masculinity). Gender roles and expectations are learned. They can change over time and they vary within and between cultures. Systems of social differentiation such as political status, class, ethnicity, physical and mental disability, age and more, modify gender roles. The concept of gender is vital because, applied to social analysis, it reveals how women’s subordination (or men’s domination) is socially constructed. As such, the subordination can be changed or ended. It is not biologically predetermined.”

Gender equity means fairness of participation, decision- making, treatment and outcomes/benefits based on gender. Gender equity is a pre-condition for gender equality (UNFPA, 2005¹), and is an aspect of the human rights-based approaches (HRBA) we are committed to as we work on behalf of both nature and people.

Gender Integration refers to strategies and steps to include women and men equitably in all phases, areas and outcomes of a project. This guidance outlines how to integrate gender into The Nature Conservancy’s (TNC) conservation strategies and projects. Specific steps are outlined for each project phase including: the assessment, design, implementation, and monitoring & evaluation phases. Although this guide is designed to integrate gender equity from the beginning of a conservation strategy and implementing project (e.g. project identification & preparation), if the project has already commenced it is still possible to integrate gender in later stages. This guidance provides steps to help with such later integration as well as from the outset.

Gender Action Plan

The gender action plan includes specific gender-related activities and actions that will address the inequalities and/or opportunities revealed during the gender assessment. For more information, see ‘Guidance for Integrating Gender into Green Climate Fund (GCF) Projects’ in supplemental materials.

Gender Assessment

A gender assessment examines women’s and men’s social, economic and cultural situation and highlights any gender-based inequalities, impacts and opportunities related to the project context. For more information, see ‘Guidance for Integrating Gender into Green Climate Fund (GCF) Projects’ in supplemental materials.

Gender Mainstreaming

Gender mainstreaming is the process of incorporating gender perspectives into organizational, program and/or project policies, strategies and functions to achieve gender equality. For more information, see ‘Mainstreaming Gender in Green Climate Fund Projects: A practical manual to support the integration of gender equality in climate change interventions and climate finance’ in supplemental materials.



Gender Integration Continuum

As we implement the Shared Conservation Agenda, and apply CbD 2.0 methods, there will be many opportunities to integrate gender equity with partners and the communities with whom we work, further increasing positive impacts for nature and people. It is important that strategy leads, project managers and conservation practitioners across TNC take action to integrate gender. Figure 1 below, designed by our partner CARE, describes a continuum of different types of attention, or lack of attention, to gender equity, and a range of impacts on gender dynamics, equity and inclusion.

In the past, some TNC projects have incorporated a gender balance approach, such as when women are included on water funds boards or community forest

management committees. Some projects have also involved aspects of gender sensitive approaches, including when women’s and men’s different uses of natural resources have been documented and taken into account in project design. Occasionally a project has involved gender responsive approaches, such as when women were encouraged to become community educators about impacts of mining which, in the process, shifted some gender norms and roles. As part of our commitment to diversity and thus to gender equity, TNC projects will increasingly aim to move toward the right on this continuum and apply more gender-sensitive, responsive and/or transformative approaches, in addition to the basic inclusion available through gender balance.



LESS

MORE

Gender-blind: Policies and programs recognize no distinction between the sexes. Assumptions incorporate biases in favor of existing gender relations and so tend to exclude women (UNDP, 2000).

Gender-balance: The ratio of women to men in any given situation. Gender balance is achieved when there are approximately equal numbers of men and women present or participating (UNDP, 2010).

Gender-sensitive: An approach/strategy/framework that supports policies, programs, administrative and financial activities, and organizational procedures to: differentiate between the capacities, needs and priorities of women and men: ensure the views and ideas of both women and men are taken into account: consider the implications of decisions on the situation of women relative to men: and take actions to address inequalities or imbalance between women and men. (Glossary REDD+SES Version2)

Gender-responsive: An approach/strategy/framework that includes planning, programming, budgeting that contributes to the advancement of gender equality and the fulfillment of women’s rights (UN Women). This advancement will involve changing gender norms, roles and access to resources as a key component of project outcomes. (Adapted from Eckman, A. 2002 by INSTRAW)

Gender-transformative: An approach/strategy/framework that includes critical awareness of gender roles and norms among men and women, challenges the distribution of resources and allocation of duties between men and women, and promotes the position of women while addressing power relationships between women and others in the community (Interagency Gender Working Group, USAID). This approach focuses on deconstructing hierarchical gender norms, constructing new concepts of masculinity and femininity and thereby transforming underlying power relations (CGIAR, 2012)

A woman with a headband, wearing a pink and white striped long-sleeved shirt and a light blue apron, is harvesting tea leaves in a lush green landscape. She is smiling and looking down at the tea plants. A large, round, woven basket filled with harvested tea leaves is hanging from her back. The background shows rolling green hills and a body of water in the distance.

Gender Equity Integration

at The Nature Conservancy

Gender Equity Integration

at The Nature Conservancy

There is increasing evidence that excluding women's input from conservation projects and policies, particularly those related to climate change, can result in less comprehensive and effective projects due to the failure to include knowledge from women's experiences (McLeod et. al, 2018)². These guidelines build on TNC's growing focus on gender and acknowledgment that we must include gender in conservation to improve both the equity and effectiveness of our projects.

In 2015, TNC updated its [Conservation by Design](#) framework, which articulates our approach to conservation work and provides technical guidance to implement our collaborative, scientific approach. **Conservation by Design 2.0 (CbD 2.0)³ recommends that gender be considered as part of our science-based conservation approach to avoid unintended negative gender-related consequences, to increase the impact of our conservation work, and, where possible, to further gender equity and the empowerment of women and girls⁴.**

In 2017, the executive leadership of TNC endorsed the first TNC Gender Equity Statement (Appendix A). It affirms two of our core values: Commitment to Diversity and Respect for Peoples, Communities and Cultures.

Gender equity means fairness of participation, decision-making, treatment and outcomes/benefits based on gender, is a pre-condition for gender equality (UNFPA, 2005⁵), and is an aspect of the human rights-based approaches (HRBA) we are committed to as we work on behalf of both nature and people. TNC addresses gender equity both inside our organization and workplace as well as in our conservation work.

TNC's conservation priorities are defined by our Shared Conservation Agenda⁶, which focuses on how our organization can best address the most serious global challenges that must be addressed if both people and nature are to thrive. The science underlying this vision of people and nature thriving recognizes that Sustainable Development Goal Five (gender equality) is a key component for success. For example, see Drawdown's estimated impacts on CO2 reduction from family planning and educating women and girls⁷.

For more information on the scientific rationale, please see Appendix B.

Gender integration is not entirely new for TNC. We have incorporated different aspects of gender equity, such as capacity building for women, in conservation projects across the organization, particularly in Latin America, Africa and Asia-Pacific. Four examples of this work are highlighted in the pages below.

TNC social scientists conduct evaluation and research, including developing recommendations to guide TNC's gender-related efforts (e.g., Leisher et al, 2016⁸). In our conservation strategies and projects, we also partner with donors, institutional funders, government entities and other organizations that support and/or require enhancement of gender equity and capacity building for women.

Furthermore, we provide platforms for women to showcase their leadership and develop big ideas for conservation. In 2017, for example, we brought TNC supporters, board members and women from across the Pacific together to develop big ideas for conservation, climate change and women's empowerment. TNC is now supporting women's groups to implement their ideas: see example [here](#).

In 2018, with a focus on community-based conservation work we brought together TNC staff from 17 countries, four ecosystems and three regional programs. Together they shared how to integrate systems thinking, innovative finance and gender into their large-scale priority conservation work. The gathering kicked off an ongoing process and commitment to integrate these key areas, including gender equity, into the programs' strategies for working with communities.

TNC and Our Partners Project Examples

Economic Development—In Indonesia, TNC is working to promote sustainable fishing practices through the empowerment of women from Raja Ampat Regency, by working with both women and men on sustainable fisheries and seafood product processing, as well as providing mentoring in financial management, quality control, marketing and promotion. A women's cooperative formed in 2015 and now produces marketable permitted packages of shredded fish that are sold in supermarkets in the capital of Raja Ampat.



Poverty Reduction & Economic Equity—[The Nairobi Water Fund Project](#) aims to ensure gender is mainstreamed into all its activities and seeks to address the root causes of gender inequity to help transform gender inequalities. The project will address several known gender issues by: providing women with fruit trees from which they can sell the fruit and/or feed their families; reducing differences in crop yields by improving soil and water conservation among female smallholder farmers; providing subsidy schemes to women farmers for water pans and drip irrigation systems; supporting women-focused organizations such as the Green Belt Movement to empower women; and creating economic opportunities for women's employment within the project.

Human Well-being and Women's Health—As part of systems-level conservation strategies, TNC also engages skilled partners to help us address the social and health needs of women and girls. Our partnership with [Pathfinder International](#) in the [Tuungane Project](#) in Tanzania, for example, has enabled trained facilitators to work with communities on household health, including access to adolescent, maternal and reproductive health services.



Capacity Building & Women's Leadership—Since 2013, TNC has [supported and trained a network of women as local community facilitators](#) to deepen mining awareness across remote areas of the Solomon Islands. In partnership with local women who are commonly excluded from mining decision-making processes, the program has given women in remote areas access to information about mining and a voice in critical decisions affecting their land and livelihoods. As a result, over 12,000 people in remote communities have provided inputs to inform national mining policy reform and implementation. This process was so successful that it was implemented in three more provinces in the Solomons. In 2015, TNC convened the first-of-its-kind national mining forum that brought together over 185 diverse stakeholders including industry, national government, provincial government, community members, landowners and civil society organizations. Women led many of the discussions and their recommendations were included in the new national minerals policy.



STEPS FOR

Integrating Gender Equity in Conservation

at The Nature Conservancy

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What follows is a three-phase approach to integrating gender equity in conservation projects. We relied on TNC’s Green Climate Fund Gender Guidance and the steps of CbD 2.0 to structure the phases and steps below. This approach can be applied to any project.

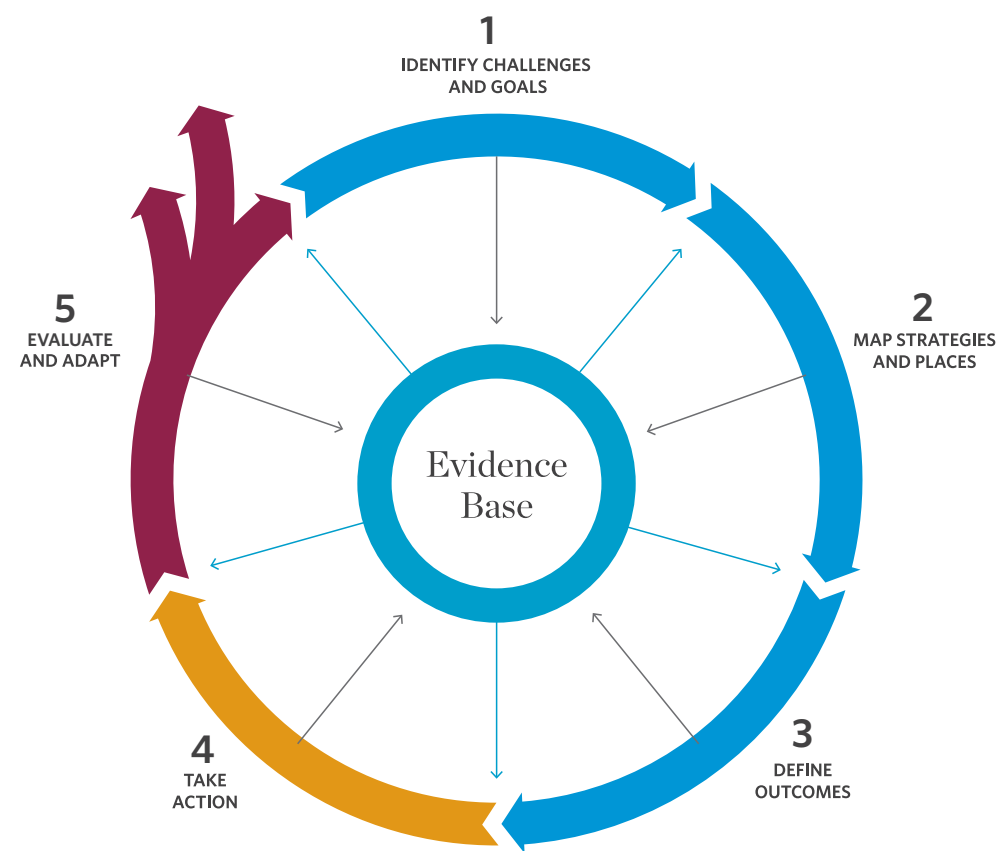


Figure 1. Gender Integration using the Conservation by Design 2.0 approach in a three-phase process.

PHASE 1 : IDENTIFICATION AND PREPARATION

- 1. Conduct an Evidence-Based Gender Analysis**
[IDENTIFY CHALLENGES AND GOALS]
 - Engage stakeholders and obtain gender disaggregated data in culturally responsive ways;
 - Equitable treatment of forms of knowledge including that held by women & men;
- 2. Develop a Gender Action Plan**
[MAP STRATEGIES AND PLACES]
 - Draft goal statements that include outcomes for human well-being with attention to gender equity and outcomes for women and girls;
 - Do No Harm: Must avoid negative impacts on gender equity, women and girls;
- 3. Build a Gender Responsive Results-Based Framework**
[FINALIZE OUTCOMES & DEVELOP MEASURES]
 - Anticipate unintended gender consequences, avoid inequity and further gender equity when possible;

PHASE 2 : IMPLEMENTATION

- 4. Integrate Gender-Responsive Approaches & Activities**
[TAKE ACTION]
 - Include stakeholders in action, attend to gender equity of participation and empowerment;
 - Include Gender Equitable Management Roles;

PHASE 3 : M&E AND REPORTING

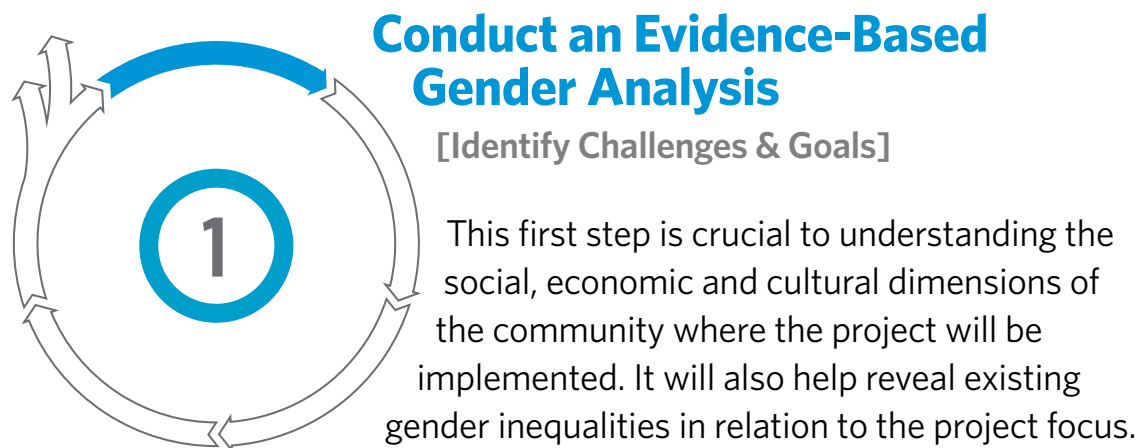
- 5. Monitor and Evaluate and Report on Gender Related Outcomes**
[EVALUATE & ADAPT]
 - Include stakeholders in evaluation, attend to gender equity of outcomes, intended and unintended.

Tools and Resources Library

- 1. [IDENTIFY CHALLENGES AND GOALS](#)
- 2. [MAP STRATEGIES AND PLACES](#)
- 3. [FINALIZE OUTCOMES & DEVELOP MEASURES](#)
- 4. [TAKE ACTION](#)
- 5. [EVALUATE & ADAPT](#)

This library is intended to provide conservation practitioners with specific tools to guide each of the five steps in the three-phase approach for integrating gender equity in conservation projects.

Phase 1: Project Identification & Preparation



Therefore, we recommend conducting an evidence-based gender analysis in the first stage of a project. This can be done in various ways and levels of detail but would ideally identify differences in women's and men's roles in decision-making/power and livelihoods and/or use of the resources that the project will address/impact. The goal with the gender analysis is to gather both primary and secondary data. You can start by collecting secondary data doing a simple desktop assessment and review.

Resources for secondary source data collection include: [UN Gender Statistics](#); [Social Institutions & Gender Index](#); and/or [World Economic's Forum Global Gender Gap Report](#).

A secondary source based data review will also help narrow the scope of gender disaggregated data needed via primary data collection methods such as focus groups or surveys. To collect primary data, including gender disaggregated data, effectively, culturally responsive stakeholder consultations and interviews are important. Consider employing one or

more of the following tools: Gender Conservation Checklist: Key Questions to Ask When Doing a Rapid Gender Assessment for a New Natural Resource Management Project in a Developing Country (Leisher, 2014) ([Appendix C](#)); "Evidence-Based Gender Assessment Sample Questions for Conservation" ([Appendix D](#)). You can also refer to Gender-Sensitive Facilitation Tips ([Appendix E](#)) and the Tip sheet for Engaging Men to Promote Gender Equity in Conservation Projects ([Appendix F](#)).

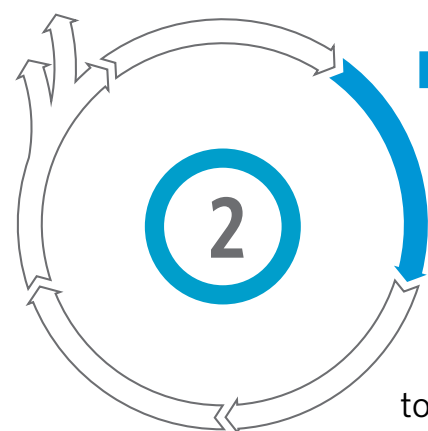
Collection of gender-related and disaggregated information enables project designers to understand and document how women and men are involved in and impacted by the challenges the project is trying to address, as well as how the project may impact gender equity, including impacting gender roles and/or women and men differently. Opportunities for women to be agents of change in relation to the project context may also emerge. These findings will help form the evidence base for the Gender Action Plan (see section below).

During this stage, it is important to ensure that someone with appropriate expertise, such as a staff member or consulting gender specialist, is involved. Skillful design of the information gathering scope and process, and the analysis of that information, will be essential for the project design and should ideally be completed as part of preparing any funding proposal to assure the project design adequately addresses gender.

More tools and resources for identifying challenges & goals can be found [here](#).



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Develop Gender Action Plan

[Map Strategies and Places]

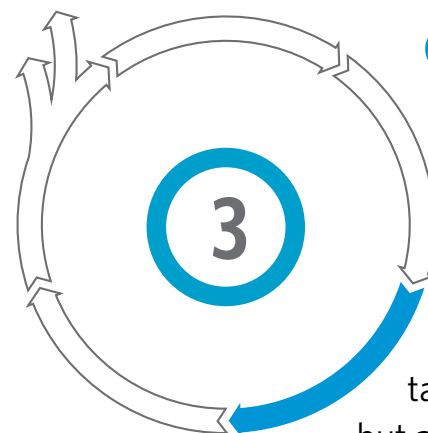
The purpose of a gender action plan is to address the constraints and opportunities identified in the gender analysis and to maximize project benefits in relation to gender equity. It should specify strategies to ensure gender equitable access to opportunities, benefits and participation. Although it doesn't need to

be fully detailed, the plan will ideally include goal statements related to gender equity of participation, decision-making and outcomes, and gender-specific actions that will strengthen the inclusion and empowerment of women and girls, while avoiding negative impacts. These actions should be planned and specifically budgeted for during project design. Specific costs may include practical actions such as holding separate consultation meetings for women, different or separate training women may require to enable participation and/or engaging a gender expert to support the project. Ideally this gender action plan will be designed and presented as part of the overall project design document and funding proposal.

In developing the action plan, local stakeholders (e.g. community members and leaders, gender-focused organizations and government officials, etc.) should be included to co-develop the plan. This helps ensure proposed gender-specific actions will be effective in furthering equity and inclusion of women and girls in the local cultural context. This part of the process may also promote project buy-in and avoid unintended consequences, such as eliciting a backlash against women and girls.

The scope of the gender action plan may also need to cover connected development issues that impact women and girls such as education, family planning, reproductive and children's health and domestic violence threats. Please see link to Tools and Guidance here.

For more details on how to complete a gender action plan, refer to: Developing A Gender Action Plan ([Appendix G](#)) or visit [here](#) for more tools and resources.



Gender Responsive Results-Based Framework

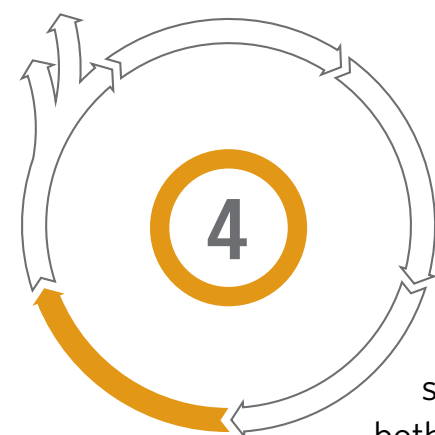
[Finalize Outcomes & Develop Measures]

The final step during the project identification and preparation phase is to develop a results-based framework to establish gender-related targets, baselines, and goals for the project, but also a means of verification. It should include quantitative and/or qualitative indicators (e.g. women's participation or political empowerment) that track gender equity over a period. The results-based framework should also consider all project activities, not just those specifically focused on gender. This helps ensure that ALL activities consider gender, anticipate unintended gender related consequences, avoid inequity and further gender equity.

For more guidance about how to build a gender responsive results-based framework, refer to this [tool](#) . For more information about gender responsive outcome-level indicators refer to Table 5 (page 43) in the [Mainstreaming Gender in GCF Projects Manual](#).



Phase 2: Project Implementation



Integrate Gender-Responsive Approaches & Activities

[Take Action]

The Gender Action Plan is used to implement and track progress once the project begins. During project implementation, the project manager should monitor on an ongoing basis to assure that both women and men can and are equally accessing project resources and services; equally participating in project activities, decision-making and management; and equally benefitting from training, capacity building, technical assistance, financial vehicles and other economic development opportunities. Ongoing monitoring will enable and project activities to be adapted as needed.

Integrate Gender Responsive Approaches and Gender-Related Activities

– To ensure project implementation is equally beneficial to men and women adequate resources (e.g. people and funds) need to be budgeted for. These may include capacity building, services, technologies, training and other benefits for women, girls and men. Below is a list of potential gender activities to consider including in a budget:

- A gender focal point/advisor for the project
- Staff to ensure there is a diverse conservation project team
- Baseline secondary source, gender-focused, socioeconomic and other data collection and analysis
- Design, collection and analysis of gender disaggregated primary data before and throughout the project
- Household surveys to understand household and gender dynamics in a project site

- Extra meetings/stakeholder consultations to ensure suitable times for women to attend
- Inclusive meetings to enable women to exercise voice
- Inclusive training so all genders have an opportunity to gain skills needed for the project activities and close any gaps in education, economic knowledge, decision-making experience, presentation skills, etc.
- Capacity building in needed to increase the management, governance and/or financial capacity of any existing women's organization that will be a partner
- Learning exchanges so women can learn from other women in different sites
- Other resources to support women's full participation such as : childcare, passports, training, chaperones

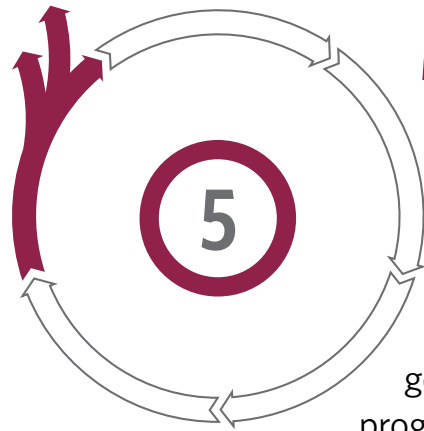
Additionally, assure equitable representation of women and men on project and management committees, in planning and conducting project activities and meetings, project communications, etc. Consider seeking local women's groups and wider women's networks in outreach efforts and assure project partners have been trained in gender equity and gender-responsive approaches. For more information on gender-responsive approaches and facilitation tips see [Appendix E](#).

More tools and resources for taking gender-responsive actions can be found [here](#).



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Phase 3: Project Monitoring, Evaluation & Reporting



Monitoring & Evaluation (M&E)

[Evaluate & Adapt]

Robust monitoring and evaluation will help assure: gender integration strategies are successful; the project is actually gender equitable in operation and impact; and that project management in relation to gender includes appropriate adaptation as the project progresses.

Identifying gender-based objectives, relevant gender-responsive indicators to measure progress on the objectives, and ongoing collection of gender-disaggregated data are ways of achieving this. To ensure the M&E of the project is gender-responsive, consider developing gender responsive indicators and tracking gender-related changes over time. Again, this should be across all outcomes, not just those focused on gender equity or women's empowerment issues.

Remember to use both qualitative and quantitative disaggregated data collection methods to contribute to the triangulation of results and capture changes that may be difficult to measure. Note that surveys are most often a source of primarily quantitative data, while focus groups and interviews usually offer more qualitative data. Remember you can reach out to gender experts in TNC and within your networks for help in analyzing such data to guide both adaptation and evaluation.

Examples of Qualitative Indicators

- Perceived change in level of workload and time for leisure or education
- Perceived change in involvement in resource use and management decisions
- Expectations of the project
- Desired outcomes for the project
- Aspirations for improvement of livelihoods/project/resources being managed as part of the project

Examples of Quantitative Indicators

(Note- These may be implemented as part of a household survey)

- Age of participants
- Class/ethnic/tribal group
- Status in community
- Level of education
- Type of employment
- Use of natural resources
- Cash income
- Number of community members participating (men vs women),
- Participation and attendance level, disaggregated by sex and age
- Percentage of women and men with decision-making ability in the project (target 30%),
- Number of households, and male v. female headed households, benefiting or impacted by project activities
- Percentage of benefits/costs to women and men from the project (e.g. financial, material and natural resources, access to credit and training opportunities, etc.)
- Changes in men's and women's participation rates in training programs over time
- Percentage of women and men with increased/decreased access to key resources and control over natural resource use decisions
- Percentage increase/decrease of women & men managing projects
- Percentage increase or decrease in women's and men's free or leisure.

For more examples of gender equality indicators, visit [The World Bank Indicators page](#) (Gender Section).





Monitoring & Evaluation (M&E) (Cont)

[Evaluate & Adapt]

Building a gender-balanced project and evaluation team with adequate gender expertise is important for successful gender equity integration. For access to and trust from stakeholders, the team will need to include both male and female evaluators and surveyors to track the project from inception to completion. Note that data collected throughout the project, including sex-disaggregated data that tracks gender impacts for both women and men, and the reporting of gender outcomes, lessons learned and best practices, will be key for future replication of gender-integrated projects.

Report on Gender Outcomes—The gender outcomes report addresses and assesses the impacts and outcomes of gender-specific actions of the project. Here a few questions to guide the report of gender outcomes:

- How did the project affect men, women and girls? Compare benefits for women and men from services/products, any shifts in gender roles or other impacts on gender equity from the project's interventions.
- How well were aspects of gender equity integrated into project design, implementation, and monitoring?
- How were outcomes of project activities, either positive or negative, distributed between different groups and how did this impact gender equity?
- What are some personal stories of how women, girls and men were impacted and/or may have benefited from the project?
- How do women and men recommend we do this better?

Remember to include stakeholders in evaluation and to attend to the impacts on gender equity of both intended and unintended. More tools and resources for M&E and reporting can be found [here](#).

If you have already started your project and wish to integrate gender into the remaining portion of your process, you can do so in several ways:

If you are still early in your project, and you've finished your project's situational analysis, we recommend completing a shorter version of a gender analysis. Even if primary data collection (e.g. focus groups and interviews) is not feasible, a desktop assessment and review can still be undertaken for a relatively modest investment of time and resources. Addition of this type of gender evidence to the situational analysis can help surface possible gender implications of project activities either already in design or to be designed, and it can guide inclusion of gender considerations in the design of monitoring and evaluation.

If you are now in the implementation phase of your project, we would encourage you to allocate some resources to context appropriate gender sensitive activities, such as the ones discussed above in *Phase 2: Project Implementation* and [Appendix E](#).

Finally, if you are at an evaluation stage of a project, impacts on gender equity can be evaluated and reported to inform future work and to include gender as in *Phase 3: Project Monitoring Evaluation & Reporting*. We encourage project managers who have already started projects to add indicators to the Monitoring & Evaluation (M&E) process that would enable tracking of impacts on gender equity. By monitoring via some relevant gender indicators, you can better understand the impacts of your project on vulnerable communities (such as women and girls) and surface opportunities for greater conservation effectiveness through greater attention to gender. This will also enable adaptive management to reduce any potentially negative gender equity impacts or increase beneficial gender equity opportunities that emerge.

[APPENDICES]



The Nature Conservancy Gender Equity Statement as adopted in 2017

We envision a world where the diversity of life thrives, and people act to conserve nature for its own sake and its ability to fulfill our needs and enrich our lives

INTRODUCTION:

The purpose of this statement is to explain how The Nature Conservancy understands and acts on its commitment to gender equity. To live our core values of Commitment to Diversity and Respect for Peoples, Communities and Cultures, we attend to gender inside our organization and workplaces as well as in our conservation work. Gender equity, which means fairness of participation, decision-making, and impact or treatment based on gender is an aspect of the human rights-based approaches we are committed to furthering as we work on behalf of nature and people.

HOW IS GENDER EQUITY RELEVANT AND CRITICAL TO TNC?

Gender equity is relevant both in the context of our workplaces and in the context of our conservation work. Our conservation work is defined by our Shared Conservation Agenda, which focuses us on the work TNC can best contribute to meet the global challenges that must be addressed if our vision is to become a reality.

The scientific research that underlies our vision recognizes the sustainable development goal of gender equality as a key component necessary for success.

The data is clear that poverty reduction, economic development and successful environmental action depend on lifting the status of women and girls:

Gender is a determining factor in poverty-environment linkages. Gender inequalities, environmental deterioration and deepening poverty are mutually self-reinforcing. Conversely, improvements in any one of these areas can leverage improvements in the other two, thus enhancing livelihoods, protecting health, and reducing vulnerability. (Daneman, I. 2014).

With regard to conservation, the United Nations Framework Statement on Climate Policy supports, and the Cop 22 meeting addressed, a call for gender responsive climate policy. The United Nations statement on gender and climate says, in part:

*“Parties should when taking action to address climate change, **respect, promote and consider** their respective obligations on human rights, the right to health, the rights of indigenous peoples, local communities, migrants, children, persons with disabilities and people in vulnerable situations and the right to development, as well as **gender equality, empowerment of women** and intergenerational equity”.*

In most societies, the genders interact with the environment differently, and thus have different knowledge about and experience of the environment. The genders are also impacted differently both by the environment, and changes to it, such as those related to climate change. In most societies women and girls continue to bear a disproportionate burden of negative environmental impacts. The genders may also thus be impacted differently by conservation related actions. We believe recognizing, understanding and integrating gender dynamics and supporting gender equity are critical steps to assuring that

our conservation efforts are effective, human development is sustainable and that nature and people both thrive.

Our core scientific method for designing strategies to carry out our Shared Conservation Agenda is Conservation by Design version 2.0 (CbD 2.0). CbD 2.0 commits us to gender equity as we develop, implement, and measure the outcomes of strategies. CbD 2.0 also recognizes we must collect evidence about, understand, plan for and manage the ways that climate and other environmental challenges, and the conservation actions to address them, can and do impact genders differently.

We also know that our organization’s conservation work is best advanced by the leadership and contributions of people of all genders from diverse backgrounds, beliefs and cultures. We implement policies and practices to assure gender equity by offering gender equitable, and gender identity inclusive, benefits and policies in the US and meeting or exceeding all gender equity requirements for benefits in the other countries in which we work.

We update activities related to gender in the workplace and in conservation annually.

Click [here](#) for a download of the full version of TNC’s Gender Equity Statement brochure.

Additional Support for Gender in Conservation: Scientific Rationale

(Authored by: Craig Leisher and Jessica Musengezi, TNC- Global Science, 2019)



There are compelling human rights reasons to integrate gender into conservation projects, not the least of which is that from a human rights perspective men and women should have equal opportunities. Article 2 of the Universal Declaration of Human Rights (1948) states: “Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status...” There are also, however, pragmatic reasons for integrating gender into conservation projects. The available evidence from the science literature suggests benefits for both people and nature in forestry, fisheries, climate change, and agriculture.



A 2016 systematic review of the science literature found 17 studies that presented evidence of benefits to people and/or nature from mixed-gender management of local forests and fisheries relative to management systems where women were either few or absent.⁹



One of the most rigorous studies in the review found an 11% average increase in forest cover when community forest management boards comprised both men and women.¹⁰ The primary reasons why were stricter resource-use rules and greater community compliance with the rules.¹¹ The benefits, however, were only evident when women had a critical mass of 25% to 30% of the decision-making body.¹²



The systematic review also highlighted the governance benefits when women were part of local resource management groups. Among 46 natural resource management groups across 20 countries, collaboration, solidarity, and conflict resolution increased in groups where women were present.¹³ In eight natural resource co-management boards in Canada, when women actively participated in board meetings, less conflict and improved communications were reported by participants.¹⁴



Within climate change mitigation and adaptation, the available evidence suggests that gender integration may be particularly relevant. One of the most effective strategies for curbing greenhouse gas emissions is slowing global population growth, and one of the most effective ways to slow population growth is by educating girls.¹⁵



In Sub-Saharan Africa—where most of the population growth will come in the 21st century¹⁶—girls with even some secondary schooling have fewer children than girls with only primary schooling.¹⁷ Also, a study of natural disaster fatalities in 125 countries from 1980 to 2010 that controlled for a number of variables found female education was “the single most important social and economic factor associated with a reduction in vulnerability to natural disasters”. Girls education is also linked with support for family planning¹⁸, and closing the education gap for girls and meeting the need for voluntary family planning in the developing world is estimated to reduce greenhouse gas emissions more than restoring all the deforested areas in the tropics or switching half the people in the world to a plant-based diet.¹⁹



Women comprise 43% of the agricultural labor force in developing countries, and if these women had the same access to agricultural resources as men, such as improved seed, credit, and ag extension services, then yields on their farms would increase by 20% to 30%.²⁰ In the 34 developing countries with both women farmer and undernourishment data, giving women equal access to agricultural resources would reduce the number of hungry people by 12% to 17%. Whether agricultural intensification reduces pressure to convert more land to agriculture is unclear from the available data²¹, but a greater focus on women farmers in the Conservancy’s developing country agriculture work is likely to yield greater gains in ag productivity than a comparable focus on men. Unless deliberate efforts are made to ensure integration of gender and the participation of women and girls, there is a tendency for men to predominate in decision-making on natural resource management.



The science literature also highlights several lessons learned since the 1995 Beijing World Conference on Women recommended that gender be “mainstreamed” into international development assistance. A review of 26 evaluations of gender mainstreaming by multilateral and bilateral donor agencies found that gender “policy evaporation” was a widespread problem.²² Here, gender was crowded out by other priorities over time, and the gender policies and tools fell into disuse due to a lack of incentives and absence of rules mandating their use. In a mainstreaming model, without dedicated gender focal points, gender becomes everyone’s concern, which creates a risk that it becomes no one’s concern.



A review of 14 organizations that have successfully sustained a gender focus over time found that all had a “dual strategy”²³. This is where organizations combine an organizational policy for gender with targeted actions to promote gender equity within their project, including the appointment of gender focal points.²⁴



While the current evidence base is neither wide nor deep because it is a relatively new research topic, the evidence base is growing by two to three studies a year, and it is important to remember that conclusions based on the evidence may change with time. This has already happened in the business world.



A recent [study](#) from the Boston Consulting Group and the Technical University of Munich shows how different types of diversity, including gender, can improve a company’s ability to generate new sources of innovation and revenue. More importantly, in regard to gender diversity they found: “In our study, innovation performance only increased significantly when the workforce included a nontrivial percentage of women (more than 20%) in management positions. Having a high percentage of female employees doesn’t do anything for innovation, the study shows, if only a small number of women are managers.”

Science evolves as we learn more, and this is certain to be the case for gender integration in conservation projects as well.

Checklist of Key Questions to Ask When Doing A Rapid Gender Assessment for a New Natural Resource Management Project In A Developing Country (Leisher, 2014)

Better integration of women into natural resources management can result in better outcomes for nature and more sustainable resource use (Westermann et al. 2005, Agrawal 2009). Yet the opportunities to integrate women vary from place to place.

To identify potential gender entry points in a planned natural resource management project, one has to understand the local context. Checklists are a common tool to simplify complexity, and the social side of natural resource management is nothing if not complex. Here we provide a checklist of the key questions for understanding the local gender context and identifying potential gender entry points for a natural resource management project.

The checklist was developed based on a review of sector specific gender guides and checklists. The review looked for commonalities and differences across gender guides and checklists to identify key questions relevant to gender within natural resource management projects. We used the OECD DAC “purpose codes” for official development assistance to define the sector names (DAC 2011) such as health or education. Using Google, we searched for gender and each of the 23 DAC sector names. The top 20 returns for each search were screened by title, and if relevant, the document was downloaded and reviewed.

We identified 36 sector specific gender guides from 18 different development organizations published prior to November 2012 (see References for the list). We read each guide to understand how it was organized and then chose a general framework that could serve as the organizing framework for the knowledge in the gender guides. The framework we chose is a derivative of the Harvard Analytical Framework (ILO 1998). We read each guide and looked for key questions, “gender mainstreaming” steps, and/or priority lines of inquiry. Each question, step or priority identified in a document was screened for its relevance, and if relevant, tailored to focus on natural resource management and added to the appropriate category in the framework.

The result is a checklist that we hope is useful to teams designing new natural resource management projects in developing countries that would like to identify if there is a potential to amplify the project’s expected benefits by better integration of women into natural resources management.

The checklist covers key questions but is not a how-to guide. It assumes skills in organizing and conducting key informant interviews and focus group discussions. It also assumes the time and resources are available for a rapid gender assessment in the field. The rapid gender assessment, however, is only one step in a larger process to integrate gender into a natural resource management project.

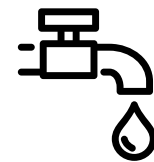


Key Questions



Gender Roles and Activities

- 1. Build awareness by creating a women versus men daily activities profile with local stakeholders (see example below).
- 2. Include productive, reproductive and community work to emphasize the often overlooked contributions of women.
- 3. How would potential project activities impact women’s time availability, and how can the negative impacts be mitigated?



Access and Control Over Resources

- 1. Will the project impact peoples’ access to natural resources in any way?
- 2. If so, do a village resource map with women and men separately as a starting place for discussions (see example below).
- 3. What are the benefits men and women derive from the resources?
- 4. Who is entitled to sell the resources?
- 5. Does the resource use vary by age, gender or socioeconomic class?
- 6. How are decisions about resource use made?
- 7. What role do women currently have in natural resource management?
- 8. Are there different perceptions about natural resource trends among men and women?



Legal and Political Considerations

- 1. Is there a “National Action Plan for the Advancement of Women” and is it active?
- 2. Are there local government initiatives aimed at benefiting women?
- 3. Is there a national policy or legal framework on community natural resource management, and if so, are there different rights for men and women?
- 4. Are there self-identified indigenous people in the project area? If so, additional safeguards may apply; ask TNC’s director of indigenous conservation.
- 5. Are there government gender monitoring indicators already in use nationally and locally? If so, is local data available that can be used for project monitoring?

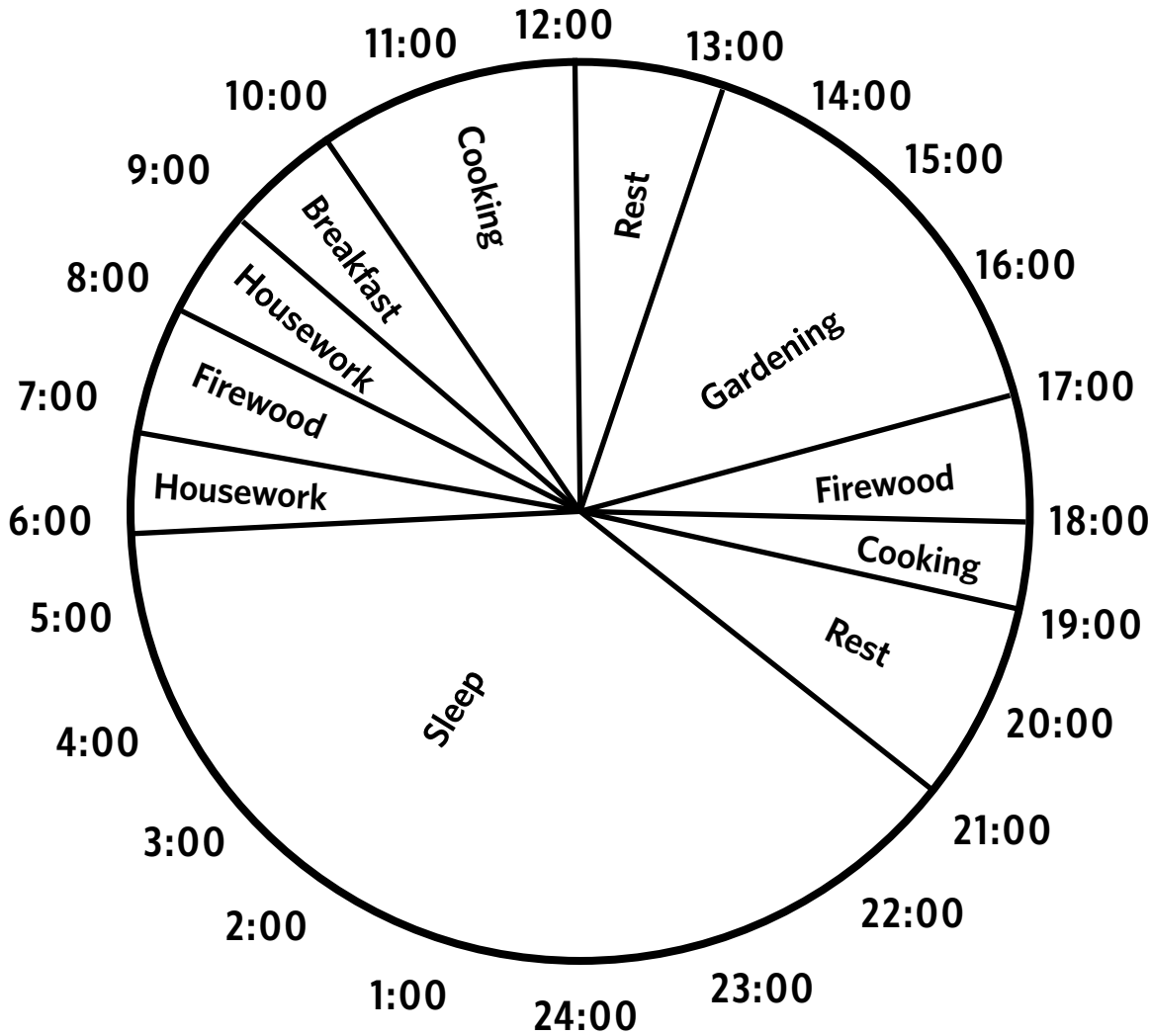


Social and Cultural Patterns

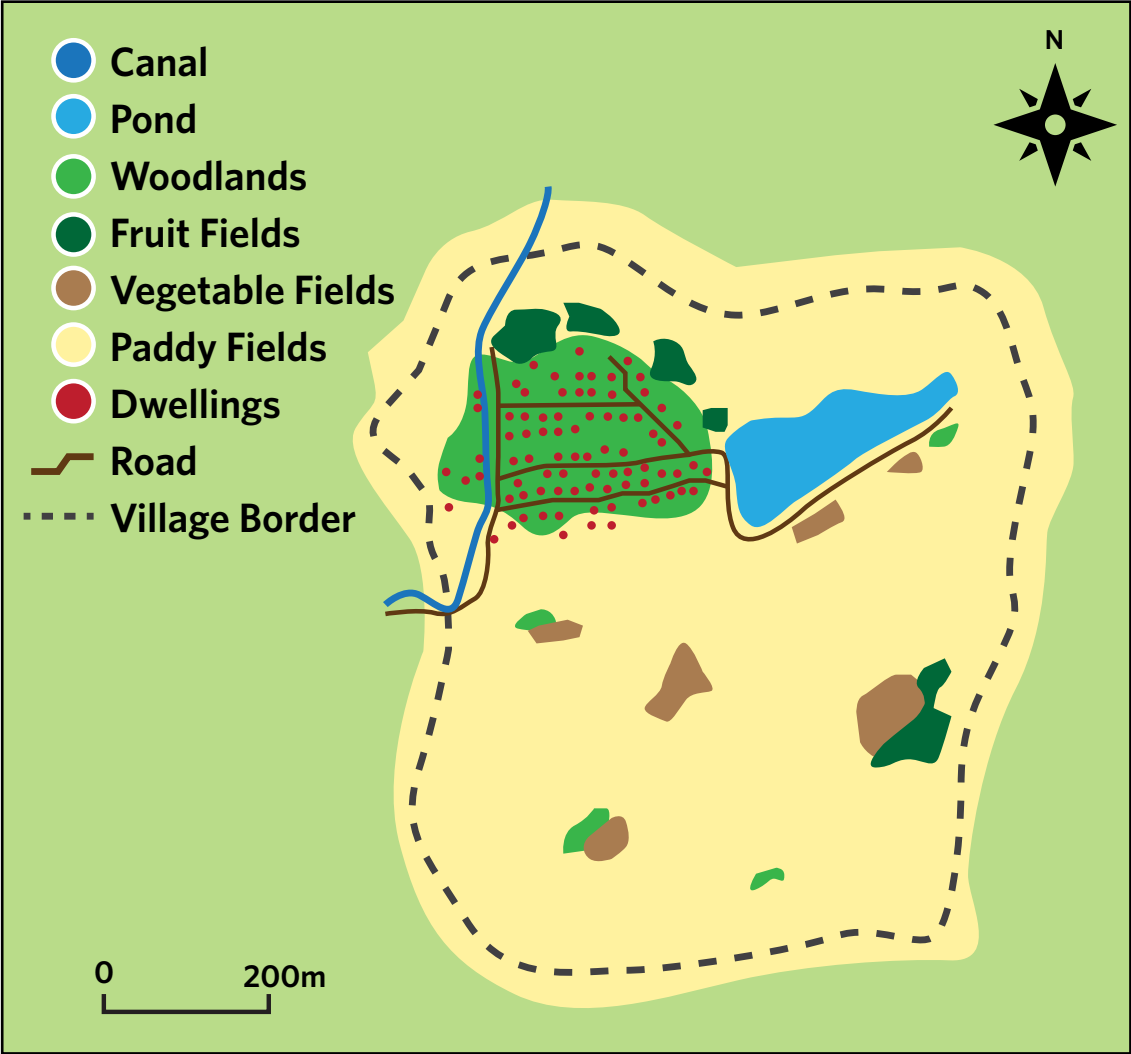
- 1. What are the levels of gender awareness among local people, project staff, and partner organizations (low, medium, high)?
- 2. Are there existing organizations working locally with women?
- 3. Are there existing women leaders in the community?
- 4. Are there existing women leaders in the environment sector nationally?
- 5. Who are the opinion leaders locally? Teachers, religious leaders, village leaders, government leaders?
- 6. How do women get information locally? Family, friends, community leaders, radio, TV?
- 7. What are the local literacy levels among women and the understanding of the national language among women (low, medium, high)?
- 8. Are there already natural resource management committees locally?
- 9. Are there already women members of these committees?
- 10. Approximately what percentage of local households are female headed?

Daily Activities Profile for Women vs. Men

EXAMPLE OF A DAILY ACTIVITIES PROFILE



EXAMPLE OF A VILLAGE RESOURCE MAP



Evidence-Based Gender Analysis Sample Questions for Conservation Projects

The goal with the gender analysis is for the project team to identify and better understand the gender issues relevant to the project context. The gender analysis will reveal the social, economic and cultural dimensions of the community where the project will be implemented, and more importantly, the possible existing gender inequities. Note: This is the first step in integrating gender in a conservation and climate change project. The

sample questions below will help you guide interviews and focus groups with local stakeholders. It is up to the project staff to determine what is most appropriate given the project focus, scope and cultural context. Key topics to examine when completing the gender assessment:

Project Context

1. Obtain demographic data for the project area’s population (disaggregated by sex and income).

2. Identify main sources of livelihoods and income separately for women and men, if possible.

3. Compare needs and priorities between women and men-- e.g. What are the needs and priorities in the specific sector(s) to be addressed by the planned intervention? Are men’s and women’s need and priorities different?

4. Examine cultural dimensions related to gender such as common beliefs, religions, values, stereotypes, family expectations, women’s and men’s culturally defined roles.

5. **Questions for Policy or National-level projects:** Examine the legal framework (national laws & policies related to gender equality)—e.g. Is there a “National Action Plan for the Advancement of women” and is it active? Are there local government initiatives aimed at benefiting
- women? Are there government gender monitoring indicators already in use nationally and locally? If so, is local data available that can be used for project monitoring? What do formal codes say about men’s and women’s rights? Do the formal codes differ from customary codes? For example, Who can own land or other property? Who can enter into legal agreements or contracts? Who can inherit property?

6. What are the levels of gender equity awareness among local people, project staff, and partner organizations (low, medium, high)?

7. Are there different perceptions about natural resource trends among men and women? For example, do men and women view any trends related to coral health, mangrove management, or fish populations the same way or differently?

Resource Distribution

1. Compare income levels, wages or other sources of income between women and men.

2. Compare education levels between girls and boys (by age groups), i.e. what percentage of girls versus boys are enrolled in school? How many years of school does each complete? What age do girls usually leave school versus boys?

3. Describe women’s and men’s access and use of the natural resources to be impacted by the project.

4. Compare differences between women led households v. male led households in ownership of/access to necessary goods and services

5. Describe and compare women’s and men’s access to financial/bank services, such as loans/ credit, credit unions, other forms of microfinance and bank accounts.
6. Compare women vs men and their secure rights (ability for women to hold rights/inherit rights from husband- e.g.- land tenure and ownership).

7. Examine gender disaggregation of tenure security perceptions (particularly over areas culturally and economically important to women).

8. Describe and compare women’s and men’s access to training programs.

9. Describe and compare access to information and communications (radio, tv, community leaders, literacy)—e.g. How do men and women receive and share information in the community?

10. Describe and compare women’s and men’s access to health care and reproductive choice, family size, morbidity and mortality differences.

Evidence-Based Gender Analysis Sample Questions for Conservation Projects (Cont)

Gender Roles

1. Examine division of labor between women and men, and household tasks. You can build a women's versus men's daily activities profile with local stakeholders (see example [Gender Conservation Checklist](#)).
2. How would potential project activities impact women's and men's time availability, and how could any negative impacts be mitigated?
3. What roles do women and men have in working, managing or interacting with the natural resources impacted by the project?
4. If it applies, who (by gender) processes the catch/crop, markets the catch/crop, controls the use of any proceeds from the catch/crop? Who is entitled to sell the resources?
5. If possible, include information about other income generating and other productive work women and men do, reproductive contributions of women, and community work of women, to make visible the full range of often overlooked contributions of women.

Decision-Making

1. Examine decision-making (control and management) regarding household resources, assets and finances by gender.
2. These questions can also apply for **Policy or National-level** projects. Examine decision-making (control and management) regarding natural resources (e.g. What role do women and men currently have in natural resource management? Is there a national policy or legal framework for community natural resource management, and if so, are there different rights for men and women? Are there existing women leaders in the environment sector nationally, regionally or locally?)
3. Compare women's and men's involvement in community decision-making (e.g. Do women have a voice in their community decision making? Why or why not? Are there existing women leaders in the community?)
4. Do men/women belong to cooperatives or other sorts of economic, political, religious or social organizations? If so, document by gender.

Beneficial Outcomes

1. Compare benefits for women and men from services/products of the proposed project interventions, e.g., will the proposed interventions increase the incomes of men/women? Will the proposed interventions cause an increase/ decrease in women's (and men's) workloads? Are there provisions to support women's productive and reproductive tasks, including unpaid domestic and care work?
2. How might the project affect the daily lives of men and women? Will one be more impacted than the other by project activities?
3. What short and long-term costs (e.g. time commitments, labor, or restricted access to resources) does the community experience from this project? Are the costs equally shared between men and women, or will one experience a heavier burden? Are there equal opportunities for men and women to participate in the project decisions and activities (trainings, workshops, etc.)?



Gender Sensitive and Responsive Facilitation Tips

Here are just a few actions conservation practitioners can take to integrate gender- sensitive and responsive activities into their projects. We used CARE's Climate Vulnerability and Capacity Analysis Handbook (page 30- Facilitation Tips) as reference for the creation of this list.

1. Desktop Analysis

- Start by obtaining background information about the community, history, conflicts, power dynamics, etc.
- Find out literacy levels and plan for inclusive communication methods/styles.

2. Pre-meetings

- Consider having a preparatory meeting with community leaders, local government representatives, Community based organizations (CBOs), women's organizations/networks to discuss agenda, approach, goals, benefits and impacts of the project, timeline, field work, etc.

3. Meeting Structure/Planning

- Ensure facilitators are functional in local languages or dialects.
- Community meetings should be short and spaced out over time since women have other responsibilities.
- Keep in mind child care might be needed if women are to participate in meetings.
- Keep in mind venue location and transportation methods. Ensure venue is accessible, safe and comfortable for women or other less mobile community members.
- For women only focus groups have a woman facilitator.

4. Real time Facilitation Guides

Create and maintain a safe space for women in their focus groups:

- Have a trusted community member or local representative introduce the team
- Ask permission to take photos or video for specified uses.
- Obtain permission to use any intellectual property they share.
- Value women's knowledge and experience - listen more than you speak
- Develop ground rules if needed
- Find ways to invite the women to drive the process (e.g. building a group map of an area)
- Try to get most voices in—be aware of hierarchy or power dynamics within the group of women—you may need to ask the more senior women to invite others' voices.



Tips for Engaging Men to Promote Gender Equity in Conservation Projects

According to UN Women, “it is critical to engage men in understanding why gender equality is good for everyone and recognizing their role in promoting the empowerment of girls and young women. By using and sharing their power and privilege, men can shift the dominant norms and ideas about gender and masculinity, and challenge the patriarchal beliefs, practices, institutions and structures that drive inequality between men and women.” The following tip sheet for project managers provides suggestions about how to systematically engage men to support gender equity in a conservation project. Some of the proposed

activities below are meant to create awareness about gender roles, responsibilities and dynamics, and to help remove gender barriers that could keep women or men from participating in a conservation project. Remember, gender dynamics are culturally specific and it is always important to understand the local context before taking any actions. Both the Gender Analysis & Gender/Project Action Plan should inform the work described in this tip sheet.

Who & When?

Often male leaders and family are the gatekeepers of women - either allowing or deterring their ability to engage and participate in a conservation project. For this reason, it is important during all stages of your project, from the planning and design phase all the way until the end of your project (monitoring and evaluating phase), to engage:

- 1. Men leaders (e.g. community leaders, chiefs, etc),
- 2. Male allies, including young men (sons, husbands, fathers, etc)
- 3. Implementing Partners (e.g. men from local civil societies, governmental agencies, etc)
- 4. Women (including women leaders and other women, as well as young women/girls where appropriate).

Talking Points

- Use different entry points for different audiences or groups:
- 1. Conservation Outcomes- State the importance of creating a balance in men’s and women’s participation in conservation projects to achieve better conservation outcomes.
 - 2. Natural Resource Roles: For example: Because of cultural norms & roles, men and women interact differently with the natural resources around them. In fishing communities, for example, men are typically the ones involved in fishing and women are the ones who process the fish to sell it at the market. This leads to different responsibilities, capacities, and interactions, including power dynamics.
 - 3. Social/Economic Outcomes
 - 4. Moral/Human Rights
 - 5. Institutional Commitments-donors, TNC Gender Equity, government, SCA
 - 6. In cases, Donor Obligations

*Note: Ideally the benefits of promoting gender equity in a project would be identified/discussed in a facilitated/deliberative process so there is more engagement/buy in.

Awareness Activities

- 1. [24 hrs. Activity Calendar](#)
- 2. [Equity/Privilege Walk](#)
- 3. Gender Roles Flash Cards (see example [here](#)). These could be useful to prompt/facilitate discussion at project and/or community level around different gender roles and relations. Helps to create awareness of local gender dynamics.
- 4. [“Sometimes I wish” fill in the blank exercise](#) - “I am glad I am a man/woman because _____.” AND “Sometimes I wish I was a man/woman because _____.”

For more awareness activities, click [here](#)

Common Pitfalls

- 1. Understand context with the word “gender”. It may be better not to directly use this term.
- 2. Be conscious that your involvement does not disrupt or harm community and family dynamics e.g. making individuals more vulnerable, putting women on the spot and more prone to violence etc. Research whether there are other organizations who are focused on working on these issues and learn more from them. Consider partnering with them.
- 3. Be patient. Change takes time.

Developing a Gender Action Plan

After identifying project challenges, constraints and opportunities during the gender analysis, the next task is to build a gender action plan that will specifically address these issues and/or opportunities. The gender action plan can include additions to the project or new steps that can improve the project outcomes equally for both men and women. These adjustments and additions will depend on local culture, the nature of the project, budget and staff availability. Remember, in developing the action plan, local stakeholders should be included to co-develop the plan and to build a sense of ownership, while ensuring the proposed gender-specific actions are mindful of the local cultural context, including avoiding unintended negative consequences for women and girls.

Here a few examples of gender-focused actions that one can include in the gender action plan:

1. It is strongly encouraged that projects hire a gender specialist early on to design gender-specific actions.
2. When collecting primary data or holding any meetings, consider having separate meetings with men and women to allow for the voices of women to be heard.
3. Create learning and leadership opportunities for both men and women (think about young and rural women as well). Work with (and strengthen) existing women's groups whenever possible. See, TNC's Gender Equity Case Studies for more examples (e.g. Kawaki Women's Network).
4. Consider what would be the best way to share, information about community meetings, project activities or policy implications with both men and women. Assure messages are tailored for the target audience through the pertinent channels of communication (radio, newspaper, women's network, church, etc.).
5. Schedule activities/meetings at convenient times and locations, for both men and women.
6. Think about how to make project activities accessible for women, who generally are less mobile than are men because of household duties, childcare and lack of transportation.
7. Consider providing childcare during meetings, project activities or trainings.
8. Provide economic resources and development opportunities (e.g. financial subsidies) for both women and men.
9. Analyze underlying issues related to your desired conservation impact and consider whether there is a broader set of strategies to address the needs of both people and nature (e.g. including family planning, education, etc.) that is necessary to achieve and sustain your goals.

The gender action plan should also include attention to project staff roles and capacities so that gender actions and activities are properly carried out throughout the project. For example, consider who will be responsible for gender activities. If it is not a gender specialist, provide gender training for all project members to explore the gender dimensions of the project, and remember to budget additional funds for gender activities and/or training on an ongoing basis as needed.



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- 2 [Raising the voices of Pacific Island Women to Inform Climate Adaptation Policies](#)
- 3 [Conservation by Design 2.0: A Strategic Framework for Mission Success](#)
- 4 [CbD 2.0 Guidance Document, pp. 15,16;](#)
- 5 [United Nations Population Fund \(UNFPA\) \(2005\) Frequently Asked Questions about Gender Equality](#)
- 6 TNC's Conservation Agenda: Creating a World where People and Nature Thrive https://connect.tnc.org/sites/conservation/Documents/SCA_External_Guide_April_2018.pdf
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