



# Gender Toolkit

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## HOW TO USE THIS TOOLKIT

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This gender toolkit is intended to provide guidance for CEPF applicants and grantees in understanding and integrating gender into their conservation projects. CEPF strives to integrate gender into all aspects of its programs and, therefore, it is recommended that applicants and grantees use this toolkit when preparing an application and/or implementing a project. With that said, use of this toolkit is not mandatory and none of the worksheets need to be submitted to the CEPF Secretariat or regional implementation team.

This toolkit is designed to be easy to use, and applicable to the stage you are in with your project. Check the Table of Contents to see which section would help you most. You may want to start with the chapters on “CEPF Gender Policy” and “Definitions” to gain a general understanding of gender and CEPF’s position on gender issues.

## INTRODUCTION

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Gender is a social construct that refers to relations between and among the sexes, based on their relative roles. It encompasses the economic, political and socio-cultural attributes, limitations, and opportunities associated with being male or female. Gender varies across cultures, is dynamic and open to change over time, and because of this, gender roles should not be assumed, but analyzed.

Gender, however, is a significant characteristic that influences a person’s interactions with the environment and ability to participate in, and benefit from, conservation initiatives.

As such, gender can influence who uses, has access to and owns natural resources. Therefore, considering gender can help determine who participates in and benefits from a conservation project. These considerations can ultimately affect a project's long-term success.

For these reasons, CEPF developed this gender toolkit to ensure that CEPF’s investments are implemented with gender-awareness in mind. This means that CEPF’s Secretariat staff, regional implementation teams and grantees aim to understand and consider the different roles of women and men in CEPF-related activities at all scales, and that gender issues and considerations are actively incorporated throughout the grant-making process.

## CEPF AND GENDER

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### **What is Gender?**

Gender refers to the social and cultural attributes of being a man or a woman. It is not the same as sex, which refers to the biological attributes of being a man or a woman. Gender differs across cultures, it is learned, and it changes over time. When we talk about gender, we are talking about both women and men, and not just about women.

### **Why is CEPF interested in gender issues?**

CEPF is interested in gender because it can influence natural resources use, needs, knowledge and priorities. It can also influence power, access, control and ownership over natural resources. Consideration of gender

can affect the quality of stakeholder engagement and participation, the quality of social outcomes, and the delivery of benefits to project participants. Additionally, it can affect the sustainability of conservation outcomes. Gender can play an important role in achieving long-term conservation goals and objectives.

### **CEPF Gender Policy**

CEPF's mission is to engage civil society to protect biodiversity hotspots, the world's most biologically diverse yet threatened ecosystems. The purpose of this policy is to ensure CEPF carries out its mission through a gender awareness lens. This means that staff of the CEPF Secretariat, Regional Implementation Teams and grantees will understand and take into account the different roles of women and men in CEPF-related activities at all scales (e.g., Regional Implementation Team training, proposal design, project implementation and reporting). Gender issues and considerations will be actively incorporated throughout the grant-making process and progress on gender-related outcomes will be monitored.

CEPF recognizes that:

- In all of our conservation work, gender plays an important role in achieving long-term goals and objectives.
- Gender equity is a critical component of our overall strategy to ensure empowered civil society, equitable participation and decision-making by stakeholders at all scales, and the sustainability of conservation impacts.
- Both women and men encounter constraints based on gender. If not addressed, these constraints can cause delays or impediments to achieve CEPF's conservation objectives.

CEPF staff strives to:

- Provide and encourage training and professional development on gender among CEPF Secretariat staff, regional implementation teams and grantees as part of the organization's learning efforts.
- Work with grantees to ensure gender analysis and recommendations are included in the project design, implementation and monitoring processes.
- Develop indicators and report on gender equity as part of CEPF's Monitoring Framework.
- Promote best practices for incorporating gender into conservation strategies throughout the CEPF network.

## WHAT IS CEPF LOOKING FOR IN A PROPOSAL?

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When CEPF reviews your proposal, we will pose these questions to determine whether you have thought about gender issues:

1.	Have you considered the respective roles of women and men and how they relate to the project?
2.	Have both women's and men's opinions been sought in project development?
3.	Are women's and men's unique roles reflected in the project's objectives?
4.	In what ways will the activities benefit women and men differently?
5.	Is the project likely to have negative effects for women or for men?
6.	Are there any social, legal and/or cultural obstacles that could prevent women or men from participating in the project?
7.	Does the project have programs, activities and/or services in place to ensure that gender-based issues and concerns will be addressed?
8.	Does the project design include relevant sex-disaggregated indicators that measure participation and benefits for women and men?

## DEFINITIONS

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Here are a few explanations of some terms used in this toolkit.

<b>Gender</b>	Refers to the economic, social, political, and cultural attributes and opportunities associated with being women and men. The social definitions of what it means to be a woman, or a man vary among cultures and change over time. Gender is a socio-cultural expression of characteristics and roles that are associated with certain groups of people with reference to their sex.
<b>Gender Analysis</b>	The process of collecting and interpreting information on the respective roles and responsibilities among women and men in six domains of activity: practices and participation; access to resources; knowledge and beliefs; laws; policies; and regulatory institutions.
<b>Gender Awareness</b>	Refers to explicit recognition of local gender differences, norms, and relations and their importance to outcomes in program/policy design, implementation and evaluation. This recognition derives from analysis or assessment of gender differences, norms and relations in order to address gender equity in outcomes.
<b>Gender Balance</b>	Commonly used in reference to human resources and equal participation of women and men in all areas of work, projects or programs.

<b>Gender Bias</b>	The often unintentional and implicit differentiation between women and men by placing one gender in a hierarchical position relative to the other in a certain context as a result of stereotypical images of masculinity and femininity. An example of gender bias is focusing on the experience and point of view of either men or women while presenting the results as universally valid.
<b>Gender Blind</b>	Does not take gender into account. Based on the often-incorrect assumption that possible differences between women and men are not relevant.
<b>Gender Division of Labor</b>	Allocation of different jobs or types of work to women and men. For example, among human foragers, males and females target different types of foods and share them with each other for a mutual or familial benefit.
<b>Gender Equality</b>	The knowledge that differences between women and men are socially constructed and impact our behaviors, attitudes, beliefs and values, which affords women and men equal enjoyment of human rights, socially valued goods, opportunities and resources.
<b>Gender Equity</b>	The process of being fair to women and men. To ensure fairness, measures must be taken to compensate for historical and social disadvantages that prevent women and men from operating on a level playing field. An example of gender equity: providing child care at a stakeholder meeting, thereby allowing women the ability to focus on the discussion, rather than taking care of their children.
<b>Gender Gap</b>	The differences between women and men, especially as reflected in social, political, intellectual, cultural, or economic attainments or attitudes.
<b>Gender Integration</b>	Refers to strategies applied in program assessment, design, implementation and evaluation to take gender norms into account and to compensate for gender-based inequalities.
<b>Gender Mainstreaming</b>	The process of incorporating a gender perspective into policies, strategies, programs, project activities, monitoring and evaluation, budgeting, and administrative functions, as well as into the institutional culture of an organization to promote equality between women and men, and to combat discrimination.
<b>Gender Norms</b>	Behaviors or attributes that society attributes to a particular sex. Gender norms change from culture to culture and over time since they are based on the expectations of societies, which are constantly evolving.
<b>Gender Perspective</b>	Taking into account gender-based differences when looking at any social phenomenon, policy or process.
<b>Gender Role</b>	The role or behavior learned by a person as appropriate to their gender, determined by the prevailing cultural norms.
<b>Sex</b>	Refers to the biological differences between males and females. Sex differences are concerned with male and female physiology.
<b>Sex-disaggregated</b>	Refers to any data collected and organized separately for women and men.

## INTEGRATING GENDER INTO CONSERVATION

Integrating gender into conservation programs is a four-fold process. All four parts are essential for effective and sustainable conservation results.

Gender integration must be considered for all grants (large and small) awarded by CEPF:

- 1: At the proposal-writing level
- 2: At the project-design level
- 3: At the monitoring level
- 4: As an integrated part of the grantee's organization

### Part 1: Integrating Gender Into Your Proposal

Addressing gender issues is an integral part of preparing fundraising proposals. These general questions will help you consider gender when completing your application for a CEPF call for proposals.

Question	Meaning
Have you thought about the respective roles of women and men and how they relate to your project?	Do you understand what women do every day? Do you understand what men do every day? Do you understand the place of women and men in their household and community? Have you thought about how their activities/ work will come into play during your project?
Have both women's and men's opinions been sought in project development?	Have you been able to interview the same number of women and men to understand their thoughts and views on your project?
Are women's and men's unique roles reflected in the project's objectives?	Think about women's and men's roles in their households and communities and consider/include that role rather than dismissing it.
In what ways will the activities benefit women and men differently?	In most cases, a project should benefit women and men equally, but it may not. Can you identify those differences and reduce them?
Is the project likely to have negative effects for women or for men?	Will the project have a negative impact? Is the impact perceived or real? If there is an expected negative impact, your project may trigger one of CEPF's environmental or social safeguards. More information about safeguards is available on <a href="#">CEPF's website</a> or from your regional implementation team.
Are there any social, legal and/or cultural obstacles that could prevent women or men from participating in the project?	Understanding gender roles helps prevent the non-participation of women.

Does the project have programs, activities and/or services in place to ensure that gender-based issues and concerns will be addressed?

When designing and implementing your project, consider gender barriers that may be raised. (Check Annex B - Ideas to Circumvent Gender Barriers.)

*In Annex A, we have included a more detailed questionnaire for further guidance.*

## Part 2: Integrating Gender During Project Design

It is best to analyze gender and social issues in the concept phase of a project (but it is also never too late to examine an ongoing project that can be adaptively managed!). Gender and social equity challenges and opportunities should be revisited periodically throughout a project as a way to measure progress and ensure issues are being adequately addressed.

It is important to do a social analysis to examine how different individuals and groups may affect a project and how a project will affect them. During this exercise, you will collect, identify and analyze information on the different roles, responsibilities, needs and interests of women and men of different social groups. To capture the nuances of various social characteristics, the data and analysis on women and men should be disaggregated by social categories relevant to the project (e.g., socio-economic status, profession, ethnicity/race/indigeneity, age, educational status, geographic location and religion).

There is primary and secondary information that can be gathered in the project area. Primary information is usually done through field-based data collection and can include focus groups, interviews or surveys whereas secondary information can be found in online searches (e.g., World Bank Gender Statistics; Demographic Health Survey; USAID’s country-level gender assessments; Social Institutions & Gender Index; or World Economic Forum’s Global Gender Gap).

Sample questions for gathering primary information:

Theme	What actions are needed to improve conservation outcomes and ensure equality?
<b>Practices and participation:</b> Peoples’ behaviors and actions in life and how they vary by gender and social group.	<ul style="list-style-type: none"> <li>• Build awareness by creating a women’s versus men’s daily activities profile with local stakeholders.</li> </ul>
<b>Access to, and control of, resources:</b> One’s ability to use resources or assets.	<ul style="list-style-type: none"> <li>• Find ways to share information about the project to women and men.</li> </ul>
<b>Knowledge, beliefs and perceptions:</b> Social norms of and about women, men, girls and boys.	<ul style="list-style-type: none"> <li>• Ensure that information about the project is provided to both women and men.</li> <li>• Hold meetings at times of the day that are accessible to women.</li> </ul>
<b>Legal rights and status:</b> How women and men are regarded and treated by the customary and formal legal codes and judicial systems.	<ul style="list-style-type: none"> <li>• Ensure that both women and men understand their rights.</li> <li>• If inequalities are contained in the law, ensure that these are considered when identifying conservation outcomes.</li> </ul>



**Power:** The capacity to control resources and to make autonomous and independent decisions free of coercion.

- Explain to women and men the importance of each gender to conservation.
- Organize gender role-play exercise to understand what women’s participation would have added to decision making

**Impact:** How might the project impact women and men both positively and negatively?

- Discuss the perceived benefits and costs of the project.

### Part 3: Integrating Gender Into Monitoring Indicators

After considering gender during proposal writing and project design, it is essential to maintain this focus by monitoring gender issues throughout the project. Inclusion of specific and relevant indicators will help project staff keep track of project activities and impacts as they relate to gender. The data produced from gender-related indicators will help the grantee and CEPF to understand how gender was integrated into the project, and to measure the benefits and changes accruing to both women and men.

Theme	Possible Indicators
<b>Practices and participation:</b> Peoples’ behaviors and actions in life and how they vary by gender and social group.	<ul style="list-style-type: none"> <li>• Number of consultation meetings held specifically to hear the view of women</li> <li>• Number of gender awareness sessions held during the project</li> </ul>
<b>Access to, and control of, resources:</b> One’s ability to use resources or assets.	<ul style="list-style-type: none"> <li>• Sex-disaggregated number of persons with improved access to resources</li> </ul>
<b>Knowledge, beliefs and perceptions:</b> Social norms of and about, women, men, girls and boys.	<ul style="list-style-type: none"> <li>• Sex-disaggregated number of attendants at community meetings discussing the project</li> <li>• Number of consultation meetings held specifically to hear the view of women</li> </ul>
<b>Legal rights and status:</b> How women and men are regarded and treated by the customary and formal legal codes and judicial systems.	<ul style="list-style-type: none"> <li>• Number of women that are decision-makers in their household/community</li> <li>• Number of women that have increased involvement in decision-making</li> </ul>
<b>Power:</b> The capacity to control resources and to make autonomous and independent decisions free of coercion.	<ul style="list-style-type: none"> <li>• Sex-disaggregated number of people with improved understanding of and commitment to gender issues</li> </ul>
<b>Impact:</b> How might the project impact women and men?	<ul style="list-style-type: none"> <li>• Sex-disaggregated number of people in project decisions and benefits</li> <li>• Sex-disaggregated number of people receiving non-cash benefits</li> <li>• Sex-disaggregated number of people receiving cash benefits</li> </ul>

## Part 4: Integrating Gender Into Your Organization

CEPF's gender policy states that "staff of the CEPF Secretariat, regional implementation teams and grantees will understand and take into account the different roles of women and men in CEPF-related activities at all scales (e.g., regional implementation team training, proposal design, project implementation and reporting). Gender issues and considerations will be actively incorporated throughout the grant-making process and progress on gender-related outcomes will be monitored."

CEPF has developed the Gender Tracking Tool to help grantees assess their understanding of and commitment to gender issues. This tracking tool is a self-assessment tool. **Ideally, it should be completed by a small group of people from your organization which, to the extent possible, consists of both women and men and represents the variation in roles and responsibilities.**

**All grantees (large and small grants) are required to complete the Gender Tracking Tool.** The tracking tool is available in multiple languages on the [CEPF website](#).

**The Gender Tracking Tool should be completed within three months of the start of your project and again at the end of the project.** All information provided in the tracking tool is confidential and will not be shared. It contains scores so that an organization can more easily determine if there is a change in its understanding and integration of gender over the course of the project. CEPF will use the information to determine overall understanding of gender by grantees in the biodiversity hotspot, interest in learning about gender and the topics that would be most useful to include in training sessions.

The Gender Tracking Tool includes eight multiple-choice questions. These questions are listed below with explanations.

Gender Tracking Tool Questions	Explanation
1. Does your organization have a written policy that affirms a commitment to gender equality?	A gender policy does not have to be long or complicated, but it should explain how the organization integrates gender into its operations. CEPF's gender policy is 1 page and states why we think gender issues are important and how we will integrate gender into all aspects of our work. You can find the CEPF gender policy on the <a href="#">CEPF website</a> .
2. Are there people in your organization responsible for gender issues?	Have any staff been assigned to train others in gender issues or to conduct gender analyses, monitoring or other activities related to gender? Does your organization have anyone responsible for ensuring that concerns and issues related to gender are considered?
3. Have any staff in your organization ever received training on gender issues?	Does your organization understand what is meant by gender and how a gender lens provides a holistic view?
4. Is gender analysis built into your program planning procedures?	Before you undertake a project or activity, does your organization undertake research to determine the roles and responsibilities of women and men and how these might affect the project, its participants and its expected results?

5. Do you collect sex-disaggregated data about the people impacted by your projects?	Does your organization collect data about how women and men are impacted by the projects it implements? For example, is your organization able to report on how many women benefit from a project and how many men benefit?
6. Does your organization monitor and evaluate how your projects and programs impact women and men differently?	Does your organization have a means to measure how projects impact women and men differently, and if so, does your organization use the information to better understand what is happening during a project?
7. Does your organization allocate financial resources to incorporate gender into its work?	Does your organization consider including any funds into project budgets to ensure better gender integration? Ensuring that gender is considered does add some costs to a project. It could entail extra meetings, or specific staff or activities.
8. Would your organization be interested in being contacted by the regional implementation team to learn more or receive training about gender issues?	This toolkit is available on the CEPF website. However, feel free to contact the regional implementation team of your biodiversity hotspot for more information on gender. You can also check the <a href="#">CEPF website</a> and Annex C: What CEPF Donors are doing on Gender.

Both small- and large-grant recipients will answer the same questions on assessing their understanding of, and commitment to, gender issues. However, **the Gender Tracking Tool has a different format for each set of grantees:**

- Large-grant recipients will receive the Gender Tracking Tool from their grant manager as this tool will be generated through ConservationGrants, CEPF’s grants management system.
- Small-grant recipients will receive the Gender Tracking Tool in an Excel document from their regional implementation team.

## ANNEX A: INTEGRATING GENDER INTO PROPOSAL WRITING

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The worksheet below will help you keep gender in mind while developing and writing your proposal. You may need to consult with local partner organizations or government institutions for in-depth, socio-cultural information. In some cases, it may be advisable to conduct focus group sessions with project beneficiaries to better understand the local context.

Remember that the most effective way to ensure that gender inequalities are addressed is to emphasize community participation combined with transparent and participatory stakeholder analysis. **Truly integrating gender into a project goes beyond just engaging women's groups and counting women involved in activities.**

Gender Situation Analysis and Background	Yes/No (If no, how can it be improved?)
Is there an analysis of gender dynamics in the target area?	
Is there information on whether existing stakeholders, NGOs, government ministries and other actors are currently involved in gender-based activities, both in implementation and policy advocacy?	
Is it clear whether women have access to, use of and control of resources, goods and services?	
Is it clear whether men have access to, use of and control of resources, goods and services?	
Is there clarity on how decisions are made in the target area (e.g., community, household, families, etc.)?	
Are there gender-based constraints or barriers to gaining equal access to resources and benefits from proposed project activities? Have these been addressed?	
Have the gender-specific context variables that may prevent reaching proposed objectives and expected results been addressed?	
Overall Project Strategy Design	Yes/No (If No, how can it be improved?)
Are all ways into which one's gender differentiates their connection with natural resources and ecological systems accounted for (including knowledge, use, access, control, impact on natural resources and attitudes toward conservation)?	
Do existing gender roles affect the achievement of conservation outcomes (including decision-making)?	
Will the project impact these roles and program effectiveness?	
Are there some gender-based constraints to achieving conservation outcomes? Will the project address them?	
Are there opportunities? Will the project address them?	

Activity Design	Yes/No (If no, how can it be improved?)
Will the program have some effects (positive and negative) on women?	
Will the program have some effects (positive and negative) on men?	
Will there be possible unintended consequences of these activities? Will they affect women and men differently?	
Are forms or methods of communication specifically targeted to women included?	
Are forms or methods of communication specifically targeted to men included?	
If these are different, is the project addressing targeting different gender-based messages for conservation?	
Are meeting time and meeting locations appropriate for women?	
Are meeting time and meeting locations appropriate for men?	
Community and Household Impact	Yes/No (If no, how can it be improved?)
Could the project activities have an impact on household and social gender structures?	
Could the project activities have an impact on division of labor at the household and community levels?	
Could the project activities have an impact on time constraints of a particular gender?	
Could the project activities have an impact on subsistence activities?	
Could the project activities have an impact on traditional rights?	
Could there be an impact on policy and regulatory changes affecting gender participation?	
Monitoring and Evaluation	Yes/No (If no, how can it be improved?)
Are indicators sex-disaggregated and gender sensitive?	
Will there be a number and/or percentage of women and men participating in an activity?	
Will there be a number and/or percentage of women and men benefiting from the project?	
Will there be a number and/or percentage of women and men demonstrating leadership in project implementation?	
Are there other indicators on community knowledge, attitudes and practices about female participation and leadership (e.g., change in beliefs regarding women in natural resource management decision-making) that should be included?	

## Staffing and Budgeting

Yes/No (If no, how can it be improved?)

Is the budget adequate to integrate gender?

Have you allocated enough staff time to monitor sex-disaggregated data?

Have you allocated enough staff time to monitor the impact and benefits gender may have on women and men?

If you think your organization will benefit from additional gender training, have you allocated budget for this?

If a baseline and end of projects assessments are relevant to your project, have you budgeted for them?

If relevant, have you allocated enough funds for ensuring participation of women and men to specific project activities?

## ANNEX B: IDEAS TO CIRCUMVENT GENDER BARRIERS

Barrier/Challenge/Risk	Possible Solution
Lack of time/competing priorities	<ul style="list-style-type: none"> <li>• Find out what time of day/season women and men tend to be available and schedule activities then.</li> <li>• Provide childcare during activities.</li> </ul>
Inaccessibility/travel to activities is onerous	<ul style="list-style-type: none"> <li>• Move activities closer to communities where you want to engage people.</li> <li>• Provide transportation to activities.</li> <li>• Understand cultural norms around overnight activities and work with households to identify appropriate ways to allow for both women's and men's participation.</li> </ul>
Feeling uncomfortable about participating publicly in activities	<ul style="list-style-type: none"> <li>• Conduct separate activities with women and men (with same-sex facilitators) so that participants feel comfortable.</li> <li>• Provide a foundational workshop for individuals who have less background/experience on the subject so that everyone can be prepared and knowledgeable.</li> <li>• Encourage the facilitator to seek out opinions and contributions from quieter groups/individuals.</li> <li>• Be explicit in invitations to participate that you value the contributions of all voices and hope to see a diversity of community members.</li> <li>• Ensure that activity discourse is conducted in the local language.</li> <li>• Work with local leaders and male project participants to explain the importance of women's participation and identify culturally appropriate ways to allow for their participation.</li> </ul>
Limited access to information	<ul style="list-style-type: none"> <li>• Create communication materials in languages (or with images) that everyone can understand.</li> <li>• Tailor messages for different groups through the most appropriate communication channels (e.g., radio, written, informal, community meeting, etc.) depending on how each gets their information.</li> </ul>
Project design does not address gender/social equity	<ul style="list-style-type: none"> <li>• Provide basic gender training and follow-up trainings, particularly for staff members who interact with the community.</li> <li>• Allocate an amount in the project budget for gender activities and/or training.</li> <li>• Consult with local women's organizations, indigenous and youth groups, governmental entities, or conservation/development NGOs.</li> </ul>
Project may increase work load (paid or unpaid) of a certain group	<ul style="list-style-type: none"> <li>• Examine whether those with the increased workload are benefitting from the project: <ul style="list-style-type: none"> <li>○ If yes, be sure that participants perceive the benefits to outweigh the cost of extra work.</li> <li>○ If no, you'll need to re-think your project to make sure that nobody is adversely affected.</li> </ul> </li> </ul>

Project may increase possibility of domestic violence or physical unsafety of some people

- Have an honest conversation with project participants to determine whether there are methods of project implementation that can eliminate this risk. Otherwise, the project should not continue.



## ANNEX C: WHAT ARE CEPF'S GLOBAL DONOR PARTNERS DOING ON GENDER?

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L'Agence Française de Développement adopted its own [gender strategy](#) in March 2014 after several years of gender integration. The [Crosscutting Intervention Framework on Gender and the Reduction of Inequalities Between Women and Men](#) aims to contribute to sustainable, inclusive and equitable development between women and men.

The gender policy for **Conservation International** (CI) states that gender will be addressed at all stages of the program design cycle, including planning, implementation, and monitoring and evaluation. (Useful references by CI are available on the next page of this document.)

The [strategy for equality between women and men](#) represents the **European Commission's** work program on gender equality for the period 2010-2015. It is a comprehensive framework committing the Commission to promote gender equality into all its policies.

The **Global Environment Facility's** (GEF) [gender equality policy](#) calls on the GEF and its partner agencies to mainstream gender into GEF operations, including efforts to analyze and address the specific needs and role of both women and men into GEF projects, as appropriate for each intervention.

In 2001, the **Japanese Government** established a Gender Equality Bureau tasked with planning and coordinating the policies pertaining to gender equality. It has a framework for the promotion of gender equality.

The **World Bank's** [gender strategy](#) (PDF – 29 MB) aims to reduce poverty and enhance economic growth, human well-being, and development effectiveness by addressing gender disparities and inequalities that are barriers to development.

## USEFUL REFERENCES FROM CONSERVATION INTERNATIONAL

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- [Activity Handbook: interactive methods for collecting gender-related information for conservation projects](#) (PDF – 1.3 MB)
- [Oops! Stories of Conservation Fails when gender is not integrated](#) (PDF – 230 KB)
- [Integrating Gender & Social Equity Into Conservation Programming](#) (PDF – 1.2 MB)
- [Integrating gender into funding proposals](#) (PDF – 648 KB)
- [Making the case for gender in conservation](#) (PDF – 228 KB)
- [Video: Introduction to Gender and Conservation](#)