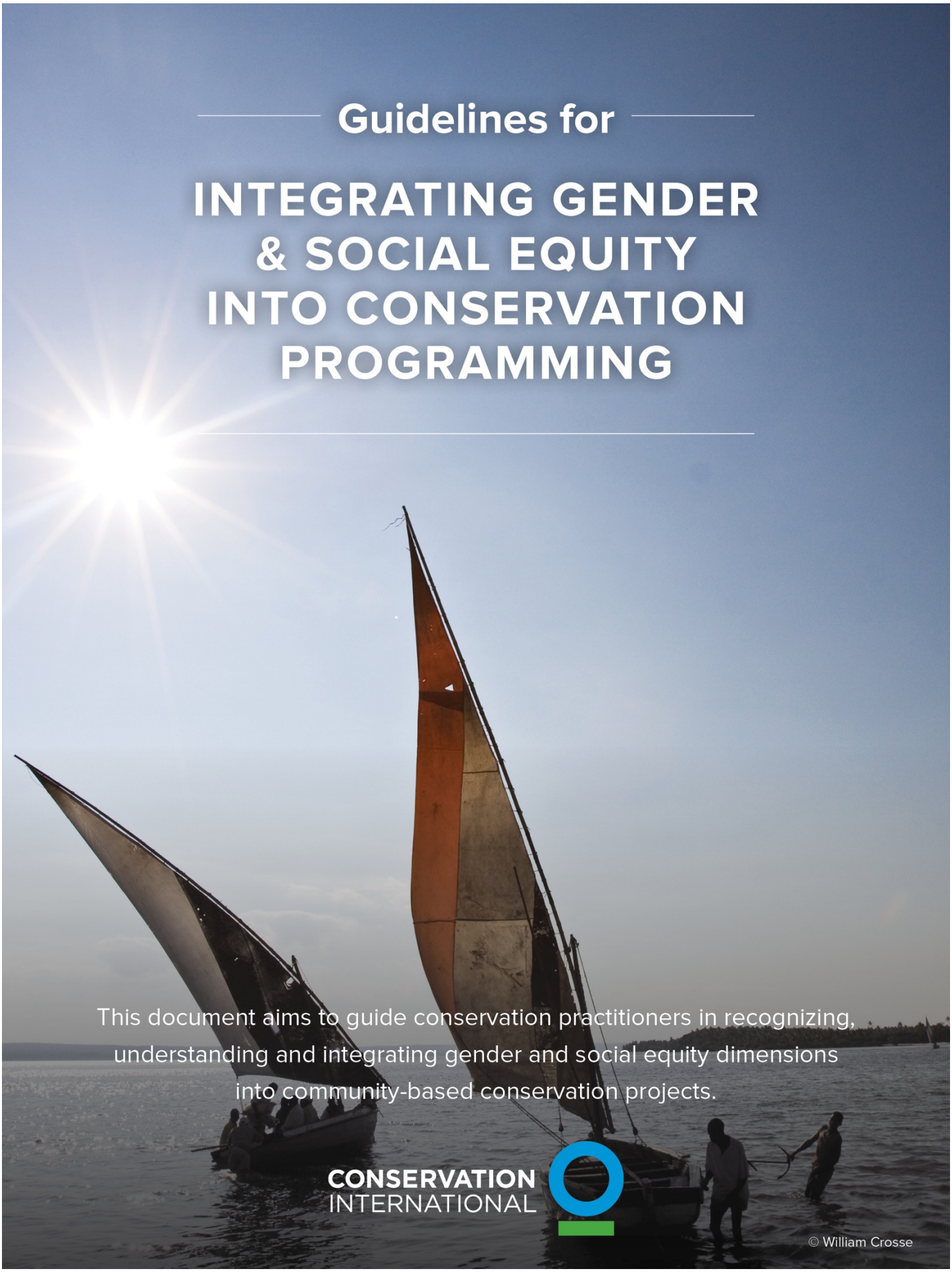
Guidelines for

INTEGRATING GENDER & SOCIAL EQUITY INTO CONSERVATION PROGRAMMING



This document aims to guide conservation practitioners in recognizing, understanding and integrating gender and social equity dimensions into community-based conservation projects.

CONSERVATION INTERNATIONAL

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INTRODUCTION TO THE GUIDELINES

These guidelines are a living resource, shaped by evolving best-practice and informed by Conservation International (CI)'s growing knowledge and experience. The precursor to these guidelines was tested in 16 of CI's field programs over several years with specific lessons incorporated into this updated version. A special thank you to CI teams in Bolivia, Colombia, Ecuador, Peru, Guyana, Suriname, Madagascar, Liberia, Timor-Leste, Cambodia, Philippines, Papua New Guinea, Indonesia, Solomon Islands and Samoa for piloting the original guidelines and championing gender in CI's field work.

These are general guidelines and they must be adapted for use depending on social and cultural realities, and the environmental or natural resource context of the project. Local norms and customs should be respected while collecting socioeconomic information and implementing projects. It is important to seek guidance from local contacts and community members to ensure this happens.

These guidelines are designed to be used by field-based conservation practitioners who have experience working closely with communities. Although there is some general information here (in Appendix 2), and the guidelines assume the user has experience in organizing and conducting key informant interviews, surveys and focus group discussions.

As an organization working in close partnership with communities around the world, CI has always understood the need to engage and strengthen the capacities of community members to ensure long-term program sustainability and uphold human rights. This is borne out in our mission "to empower societies…for the well-being of humanity". In 2012, CI adopted a Rights-based Approach (RBA) to conservation, a framework for integrating human rights norms, standards, and principles into conservation work. CI's RBA explicitly states that the organization will "respect and promote human rights and human well-being within conservation programs", as well as "protect the most vulnerable to infringements of their rights". Within this framework, CI adopted its Gender Policy in the same year, which compels CI to "actively work to incorporate gender issues and anticipate gender-related outcomes in our design and implementation phases". Since 2013, CI has had a focused initiative to build skills, knowledge, and examples within the institution to bring gender into the mainstream of conservation practice.

It is from this set of institutional priorities, policies and examples that these guidelines emerge, as practical advice and support for integrating gender and social equity into CI's programs around the world. Additional and supporting information can be found at the online Gender and Social Equity Library[1] site.

[1] https://conservation.sharepoint.com/teams/units/cep/gender-library/SitePages/Welcome.aspx

Relevance of Gender and Social Equity in Environmental Conservation

Gender is a social construct that refers to the relative roles between and among the sexes. It encompasses the economic, political, and socio-cultural attributes, constraints, 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 examined[2].

Gender, however, is but one (very significant) characteristic that influences a person's interaction with the environment and ability to participate in, and benefit from, conservation initiatives. Other social and cultural characteristics may include socio-economic status, ethnicity/race/indigeneity, age, profession, educational status, geographic location, disability or religion.

The broader concept of **social equity** in conservation focuses on the importance of fair distribution of the costs and benefits of conservation initiatives among different social groups and individuals. Social equity recognizes that various social groups and individuals (such as those identified above) have different social roles and uses of natural resources, and therefore have unique needs, interests, priorities, or rights to, and responsibilities over, natural resources[3]. Because of these differences, groups or individuals may experience different impacts from conservation initiatives. It is therefore critical to identify and respond to these differences in order to balance power, knowledge and decision-making in conservation to ensure that projects do not perpetuate inequalities. At the same time, different social groups and individuals may have separate and useful ecological knowledge or best practices which can open new opportunities for conservation.

Gender and social dimensions occur in many forms. In some countries, one's familial line is an important social dimension that impacts people's access to resources and how they interact with natural resources. In some places indigenous status is a key factor. Age and marital status are also important factors that impact people's relationship with natural resources. For example, older grandmothers may be impacted differently than married women and teen girls.

Analyzing these social dimensions, and making project adjustments based on those, can significantly increase a project's efficiency, effectiveness, positive impacts and sustainability, leading to economic and social gains, an improvement in conservation outcomes and sustainable use of natural capital, and increased participation of traditionally marginalized groups. Looking closely at gender dimensions should be part of a larger social or community assessment where other social identities are examined.

This document refers primarily to "men and women" as the two main distinct groups. This is because gender is one of the most profound social determinants of power and decision-making. However, this does not mean to imply that all men and all women are the same; instead, the term should be understood to refer to the diversity of men and women, with differing social characteristics (e.g. socio-economic status, ethnicity, age, profession) that combine to shape a group or individual's different use and control of natural resources.

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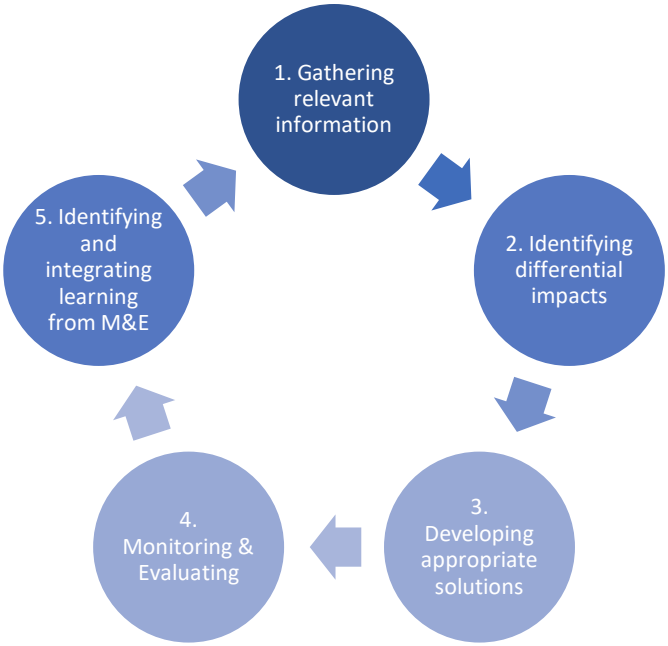
2 Gender can also refer to personal identification of one's own gender (gender identity).

3 For additional information and guidance specifically related to indigenous peoples and conservation, please see CI's guidelines on Free, Prior and Informed Consent, available online.

THE "HOW TO": GENDER AND SOCIAL EQUITY IN CONSERVATION PROGRAMS

Gender should be incorporated at all stages of a project or program, and while it is ideal to analyze gender and social issues at the beginning concept phase of a project, it is never too late to examine an ongoing project that can be adaptively managed. Gender and social equity challenges and opportunities should be revisited and addressed periodically throughout a project as a way to measure progress and ensure issues are being adequately addressed. Here, the five main steps are outlined.



Step 1: Gathering relevant information

A social analysis examines how different individuals and groups may affect a project or program, and how the project or program will affect them. The analysis collects, identifies, examines and analyzes information on the different roles, responsibilities, needs and interests of men and women of different social groups. In order to capture the nuances of various social characteristics, the data and analysis on men and women should be disaggregated by social categories relevant to the project, such as socio-economic status, ethnicity/race/indigeneity, age, profession, educational status, geographic location and religion.

Gather secondary information about the project area

Start first with online publications and data sets that can give a broad overview of the main gender and social considerations for your project. A simple online search should provide a lot of information, but some good places to start are:

- Demographic Health Survey: https://dhsprogram.com/
- World Bank Gender Statistics: http://datatopics.worldbank.org/gender/
- Social Institutions & Gender Index: https://www.genderindex.org/
- Concluding observations on states' reports to CEDAW
- World Economic Forum's Global Gender Gap

- USAID's country-level gender, social inclusion, economic growth and other assessments
- Relevant national, regional or local statistics or research institutions

In addition, draw upon experts and colleagues who may be familiar with the project context, for example by researching experts' writing or interviewing experts and colleagues. This exercise should give you a broad overview of some of the main gender and social vulnerabilities and opportunities that exist in your project site and which are the most relevant to the project context. This will also help you to understand what specific information you're still missing that may be necessary to gather at the project site.

Gather primary information in the project area

In many cases, you will still need to gather more specific information about how your project will engage with, and impact, men and women of different social groups. This is usually done through field-based data collection via focus groups, interviews or surveys in a method that follows Free, Prior and Informed Consent. Below are some sample questions that can be used to solicit information, however they will likely need to be adapted to suit your project's context and focus, and to fill in knowledge gaps.

It may be important to partner with local organizations (e.g., a non-profit development or environmental organization, a women's network, a university) in preparing for and implementing this step, especially in places where CI does not have existing projects and/or well-established relationships.

Key people to interview may include village elders, indigenous representatives, local government representatives, women's and youth groups or partner organization staff members. Be sure to interview both men and women of relevant social groups, different ages and different marital status, with questions targeted to each group. It is important to ensure meaningful participation and inclusion of the different social groups. This often means holding meetings and focus groups separately for women. It also requires holding meetings, surveys and interviews in a language, format, timeframe and location that is appropriate for each social group. The number of surveys, focus groups and interviews will depend on how many communities the project covers, and is a decision to be made based on time, money, and geographical project scope. Additional information about collecting data throughout and at the end of the project for monitoring and evaluation can be found in Step 4 of this document, while Step 5 discusses the importance of integrating ongoing data collection back into project implementation through adaptive management. Tips on conducting focus groups and interviews can be found in Appendix 2 of this document.

Also consider using other less formal methods of information gathering such as through role plays, games or other interactive activities. Many of these can be found online or try using CI's Activity Handbook[4] which explains several activities useful for gathering gender-related information.

[4] The Activity Handbook can be found at the Gender & Social Equity Library site

Purpose	Sample questions for focus groups, interviews or surveys
***Practices and participation**: peoples' behaviors and actions in life and how they vary by gender and social group*	• What are the main sources of livelihoods and income for men and women (disaggregated by age, income, location, etc.)? What about unpaid work or responsibilities? • When do men and women do (paid and unpaid) work? (per day, month, season) • How much time Is spent on domestic and care work tasks? Who is primarily responsible?
***Access to, and control of, resources**: one's ability to use financial and other resources or assets.*	• What natural resources (impacted by this project/program) do men and women have access to and use? Who has control over those resources? Do certain social groups have more or less access? • What other resources (land, credit, information, training, etc.) are available for men and women? Who uses these resources? Does this differ among social groups? • How do men and women access project information?
***Knowledge, beliefs and perceptions**: social norms of, and about, women, men, girls and boys*	• What barriers exist for men or women (of different social groups) to attend meetings/trainings or to participate in decision making? • Do women tend to voice their opinions during community decision making? Why or why not? • Do men and women share information they've gathered at a meeting/training with the household? Do they consult others in the household before making community-level decisions? • Are both boys and girls encouraged to attend school? Until what age?
***Legal rights and status**: how men and women are regarded and treated by the customary and formal legal codes and judicial systems.*	• What do formal codes say about men's and women's rights? Do the formal codes differ from customary codes? • Who can own natural resources, land or other property? • Who can enter into legal agreements or contracts? • Who can inherit property?
***Power**: the capacity to control resources and to make autonomous and independent decisions free of coercion.*	• Who has the ability/power to make decisions at the community level? Are men/women both involved? • At the household level, who controls/manages/makes decisions about resources, assets and finances? Do women and men have a share in decision-making? • Who determines when land, livestock or agricultural products are sold?

Impact: *How might the project impact men and women of different ages and status?*	• How might the project affect the daily lives of men and women of different ages and social groups? • What benefits does the community receive from this project? How are they shared between men & women of different groups? • What costs (e.g. time commitments, labor) does the community experience from this project? How are the costs shared between men & women or different social groups? • Are there any possible unintended negative consequences on a certain group (e.g. increased violence)? • Are there equal opportunities for men and women to participate in the project decisions and benefits? • What do men and women do with the project income? Is it spent in a way that supports human well-being? • What opportunities do you see for increasing the participation of traditionally marginalized groups?

Step 2: Identifying benefits, risks, barriers and opportunities

The information collected in Step 1 now must be analyzed and translated into a set of activities within the project to address the risks and opportunities identified and to maximize conservation benefits. Look through your data and pull out the main points:

- How might the project impact men and women of different social groups differently (in both positive and negative ways)?
- Do men and women have equal opportunities to benefit from the project (real and perceived)?
- Does the project's design respond to the interests, needs, and priorities of different men and women?
- Did any unforeseen opportunities or risks arise?
- What are some of the main barriers (e.g. cultural, social, political) identified that may limit men's or women's participation?

It may be useful to develop a table--such as the one below--to help think through how different groups may benefit, what risks may be involved, the barriers to participation or benefits, and opportunities for engaging each group. Your table should be adapted to your project's context and the specific social groups that are most relevant. In this example, we chose indigenous, youth, farmers and pastoralists.

		Indigenous	Youth + unmarried	Elders (including widows)	Farmers	Pastoralists
Women	Benefits					
	Risks/Costs					
	Barriers					
	Opportunities					
Men	Benefits					
	Risks/Costs					
	Barriers					
	Opportunities					

Across regions, cultures and social structures, several similar barriers to participation frequently arise, for example:

- Lack of time/competing priorities make it difficult for men and women to participate in project activities such as meetings or workshops. For men, this may tend to be paid work; for women, it may be household and care responsibilities, although this may vary across social groups.
- Inaccessibility/travel to activities can be difficult, particularly for remote women, youth or elders who are generally less mobile. Likewise, poorer households without transportation options will have more difficulty. If an activity will require an overnight stay away from home, this can raise additional challenges, especially for women due to household responsibilities, physical safety, and cultural norms that limit overnight options.
- Feeling uncomfortable about participating publicly in activities can be a major barrier for some groups, particularly women in cultures where they are not encouraged to lead (or youth or indigenous peoples, depending on context). This can be a combination of both lack of self-esteem or public speaking skills, along with limited knowledge about the conservation subject at hand. It can also stem from lack of community or family support to participate in project-related activities.
- Limited access to information is a challenge for many vulnerable groups, and includes issues of literacy, numeracy, spoken languages and accessibility to communication channels.
- Social issues around mixed-gender activities exist in many countries and is sometimes nuanced by marital status or age. Unmarried woman may not be permitted culturally to participate in group activities with other men.

Step 3: Developing appropriate solutions

This step requires very good knowledge of the project process and socio-cultural context of the project and should be done with as many knowledgeable stakeholders as possible (e.g. community members, project staff). Bringing in all relevant staff, partners and stakeholders will also help to create ownership of the process and produce better outcomes. These solutions will depend on local culture, the nature of the project, budget and staff availability. It is important that these solutions are developed *by* and *with* the community and other stakeholders (such as implementing partners) so that they are culturally appropriate and feasible. Exact solutions will depend on context, but some examples include:

Barrier/challenge/risk	Possible solution
Lack of time/competing priorities	• Find out what time of day/season men and women tend to be available and schedule activities then. Keep in mind that an activity may need to be implemented multiple times to accommodate all groups. • Provide child care during activities.
Inaccessibility/travel to activities is onerous	• Move activities closer to communities where you want to engage people. • Provide transportation (and even companions) to activities. • Understand cultural norms around overnight activities and work with households to identify appropriate ways to allow for both men's and women's participation. • Compensate people for their time and travel.
Feeling uncomfortable about participating publicly in activities	• Conduct separate activities (e.g. roundtables) with men and women (with same-sex facilitators) so that they feel comfortable. • Provide a 'foundational' workshop for individuals who have less background/experience on the subject so that they can be prepared and knowledgeable. • Encourage the facilitator to seek out opinions and contributions from quieter groups/individuals. • Be explicit in invitations to participate that you value the contributions of all voices and hope to see a diversity of community members. For example, even in activities mostly led by men, include specific invitations to all members of the family. • Ensure that activity discourse is conducted in the local language. • 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.
Limited access to information	• Create communication materials in languages (or with images) that everyone can understand. • Tailor messages for different groups through the most appropriate communication channels (radio, written, informal, community meeting, local forms of communication, etc.) depending on how each get their information.
Project design does not address gender/social equity	• Provide basic gender training and follow-up trainings, particularly for staff members who interact with the community. Budget an amount in the project allocated for gender activities and/or training. • Consult with local women's organizations, indigenous and youth groups, governmental entities, or conservation/development NGOs.
Project may increase work load (paid or unpaid) of a certain group	• Examine whether those with the increased workload are benefitting from the project: If yes, be sure that participants perceive the benefits to outweigh the cost of extra work . If no, you'll need to re-think your project to make sure that nobody is harmed
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. • Seek out partners and resources with this expertise.

Step 4: Monitoring and evaluation

Regular monitoring is needed to ensure that gender and social equity strategies are pertinent and achieving the desired outcome; it also enables responsive or corrective action if needed. Effective monitoring of progress in projects involves:

- Developing relevant indicators
- Assessing the baseline and identifying appropriate targets and goals/objectives
- Collecting and strategically using disaggregated qualitative and quantitative data

Disaggregated data is individually-collected and presented separately on distinct groups (e.g. 30% of attendees were men ages 25-40; 70% were women ages 25-40).

Indicators should be:

- Relevant to the activities
- Clearly defined
- Disaggregated by sex and other relevant social characteristics
- Easy to understand and use
- Agreed-upon with community embers

Developing relevant indicators

Indicators that measure people should be disaggregated by sex and other relevant characteristics (age, location, profession, indigeneity, etc.) and track changes over time of people's status and roles. While indicators can be used to count the number of people participating in different activities, it is much more impactful if they measure concrete effects of the project on men and women of different social groups. Indicators can be constructed as:

Quantitative: measures actual number of men and women participants and/or activities, for example:

- Participation of all stakeholders in project identification and design (attendance and level of participation disaggregated by sex and age)
- Measure of men's and women's inputs into project activities (labor, tools, money)
- Benefits from the project going to indigenous men and women

Many project indicators can simply be disaggregated to gather quantitative data, for example:

Ex. 1: Original indicator: Number of *community members* trained on protected area management
Better indicator: Number of *men and women* trained on protected area management

Ex. 2: Original indicator: Number of *households* benefiting from the conservation agreement
Better indicator: Number of *male-headed households vs. female-headed households vs. couple-headed households* reporting benefits from the conservation agreement

It is important to recognize that quantitative indicators have their limits; for example, an indicator may ask how many men and women participated in a project, but will not necessarily give information about the nature, degree or effects of their participation.

Qualitative: provides meaning to the numbers, for example:

- The *quality* of men's and women's participation
- How are rural women and men meaningfully participating in decision-making?
- How actively does the project influence participation and access to benefits for the most marginalized groups?

- What factors affect participation and equitable distribution of costs and benefits across groups? Are they being adequately addressed?

Assessing the baseline and identifying appropriate targets and goals/objectives

In order to begin measuring change or progress, it is important to know where you are starting from – your baseline. For example, if you want to track a change in the % of men and women participating in a project, you need to know what the baseline is to make an informed target. For example, *within this culture, do men and women often come together for meetings or trainings? Why or why not?* It is from this baseline that you can then set realistic targets. Targets are projected levels of progress measured using indicators the project intends to achieve in a given period of time based upon a work plan of activities, available budget and other resources. Targets must consider the realities of the socio-cultural norms in which the project operates and should be *ambitious yet achievable*.

Collecting data

Data will then need to be collected to measure change and evaluate the success of the project. It is important to consider how data is collected (through survey, focus groups, etc.), since a representative number of men and women of different social strata is needed to get a full picture. In many cases, simply talking to the head of the household will only give access to the male head – think about how to reach out to interview women, youth or elders. Using female-surveyors or focus group facilitators may also help to facilitate more honest interviews with women. Also, talking to specific groups or at events (such as a women's committee meeting or youth group) can provide a good place to gather information. Often quantitative data is collected during surveys, while qualitative data is collected during focus groups or interviews. Whichever approach to data collection is used, consideration of ethics in asking potentially sensitive questions of human subjects should be paramount and informed consent for participation in study should be given[5].

Key questions for data collection during a project:

- How do you know if things are improving or worsening?
- How will you collect the information?
- Who has the information?
- What would you have to observe, measure, or count to be able to gather the information?
- What are the barriers to gathering data (cultural, environmental or political)? How can you overcome these barriers?
- How frequently and who would gather data?
- How and where will the data be recorded?
- What will be done with the data?
- How will the data be shared – with the different groups within the community, and beyond?

Evaluation of the project

While monitoring collects data throughout the project for feedback and adaptive management, evaluation is concerned with assessing and judging the overall effectiveness of the entire project. For example, how did the project affect men and women (differently)? How well were gender concerns integrated into project design, implementation, and monitoring? How were outcomes of project activities, either positive or negative, distributed between different groups?

Evaluation can also serve as way to reflect on project approach, goals and objectives, and lessons-learned in order to inform more effective subsequent project planning and implementation. For example, what do we need to do differently when collecting data to ensure the voices of men and women of different social strata are represented? What are the challenges and successes from this project and how can we utilize this information to better the impact of our work? How might projects be designed to better consider the specific needs and

[5] If you are collecting personal identifiable information, be sure you are familiar with and adhere to CI's Research Ethics Policy.

perspectives of different men and women? Having a project debrief specifically related to the social and gender elements of the project would be beneficial in reflecting and learning and would support applying these lessons to future projects.

Step 5: Identifying and integrating learning from M&E

Data and learning during the project is an ongoing process that can, and should, help to inform implementation throughout the project's lifetime. When data is collected and analyzed during monitoring, and when new lessons are learned, it should be integrated back into the project through adaptive management.

For example, if your data shows that only a small number of project participants are women, try to understand why that may be happening (e.g. through talking with women and men) and adjust activities to make participation more attractive to women. If you're observing that young indigenous men are not engaging in trainings, understand why that might be and adjust your communications and engagement approach.

MOVING BEYOND PROJECT INTEGRATION: BROADER INSTITUTIONAL STEPS TOWARDS GENDER AND SOCIAL EQUITY INTEGRATION AND MAINSTREAMING

While following the above steps on a new or existing project is an effective way to begin building knowledge and capacity of staff to integrate gender and social equity concepts, broader strategies are needed for meaningful gender and socially-sensitive conservation programming. For this to happen, gender and social equity principles and practices must be incorporated into policies, strategies, programs, project activities, administrative functions, and the culture of an office or institution; this is called mainstreaming. Steps towards mainstreaming can include:

- *Building core gender/social equity capacities of staff*: make training in gender and social equity a key part of staff capacity building, with reinforcement over time. Connect with local NGOs or government entities to see if they can help with the training. Consider training partner organizations and local authorities or other key stakeholders. If budget allows, it may be good to hire someone who has experience on specific high-risk projects. Also consider changing hiring practices to include reviewing competencies in gender and social issues during interviews.
- *Design project accountability systems and procedures*: this will help to capture and document integration results across time and between different projects. Consider making a gender-integrated social analysis (such as outlined above) a standard procedure for all projects.
- *Seek out local expertise*: Aside from internal CI support, there are likely more local resources, such as government ministries or NGOs, that operate in the area. In many places, there may be specific women's organizations, youth groups, or indigenous groups, and perhaps a general development-focused NGO with some gender/social equity-expertise.
- *Incorporate funding for gender/social equity integration within project budgets:* ensuring that budgets adequately include gender and social equity elements will have significant impact on following through. Elements in a project that may need specific budgeting include:
    - Collection of disaggregated data
    - Training of project staff, partner organizations
    - Planning, monitoring and evaluation based on gender/social equity indicators
    - Staff time, or a consultant, to ensure gender and social equity is adequately addressed

DEFINITIONS

Gender refers to the economic, social, political, and cultural attributes and opportunities associated with being men and women. Gender is a social construct, which implies addressing the simultaneous consideration of both male and female roles and their interaction in society.

Gender integration refers to strategies applied in program assessment, design, implementation, and evaluation to take gender norms into account and to compensate for gender-based inequalities

Gender mainstreaming is the process of assessing and responding to the differentiated implications for women and men of any policies, strategies, programs, activities, and administrative functions, as well as the institutional culture of an organization.

Gender norms are behaviors or attributes that society attributes to a particular sex. Gender norms change from culture to culture and over time, since they're based on the expectations of societies that are constantly evolving.

Social analysis examines how the project will impact people, based on their social characteristics; a **gender analysis** is one type of social analysis and specifically examines differences in women's and men's lives, including those which lead to inequity, and applies this understanding to policies and programs.

Social equality means that all people – whatever their sex, caste, ethnicity, religion, age, marital status, physical condition, or lifestyle – receive the same treatment, the same opportunities, the same recognition, the same respect, and have the same rights and the same status. In many societies, certain groups (such as women) have different rights, different access to resources and information, and different decision-making powers.

Social equity is the process of being fair to different individuals or groups of people. To ensure fairness, measures must be taken to compensate for historical and social disadvantages that prevent certain groups from operating on a level playing field. The product of social equity is a state of affairs in which all people have the same status in certain respects, including civil rights, freedom of speech, property rights and equal access to certain social goods and services.

APPENDIX 1: REVIEW QUESTIONS FOR PROJECT PLANS

When reviewing project plans, these questions can help to identify where a project may be strong or weak in addressing gender and social equity.

Overall	• Make sure that people are not all lumped together as "community members" • Number of times key words are mentioned in project documents: gender, women, men, youth, elder, indigenous, etc.
Background & Justification	• Are specific gender and social-related aspects highlighted in the projects' background information section? • Does the justification include convincing arguments for gender mainstreaming and gender equality? • Are the different needs and priorities of men and women analyzed as part of the social context?
Goals Objectives	• Do the project goals and objectives reflect the needs of men and women of different social groups? • Do the goals contribute to correcting gender or social equity imbalances? • Have the goals been developed in partnership with the different social groups, to reflect their needs, priorities, goals and knowledge?
Target groups	• What should the gender and social balance be within the target group?
Activities	• Do planned activities involve both men and women of relevant social groups? • Are measures incorporated to ensure inclusion and participation of marginalized groups in project planning and implementation? Examples include: interviewing women or youth separately, specific capacity building for indigenous women, etc. • Do all activities have the Free, Prior and Informed Consent (FPIC) of the community?
Indicators	• Have indicators been developed to measure progress towards each objective? Do these indicators measure the gender or social aspects of each objective? • Are indicators disaggregated according to sex (and other relevant social criteria)? • Are targets set for ambitious yet achievable participation by both men and women in activities? • Have the indicators been developed in partnership with the different social groups, to reflect their needs, priorities, goals and knowledge?
Implementation capacity	• Do project staff members and partner organizations (if applicable) have adequate gender and social skills? • Will both male and female staff participate in project implementation?
Monitoring & Evaluation	• Does the M&E strategy include a gender perspective? • Is the framework disaggregated for baseline, monitoring, and impact evaluation?
Risks	• Has the greater context of gender and social norms within society been considered as a potential risk to project success? • Has the potential negative impact of the intervention been considered for different groups (e.g. increased burden on women or social isolation of men)?

	and where such negative impacts have been identified (including through honest discussions with the different social groups), have they been eliminated?
Budget	• Has the need to provide training or to engage short-term experts been factored into the budget? • Does the project explicitly allocate budget and resources for gender/social equity-related activities?
Communication strategy	• Does the project communication strategy for public dissemination consider the different ways that men and women of different social strata might access information?
Source: Energia - Adapted from UNDP, Gender Mainstreaming in Practice: A Handbook, 2002 and ToR, Review of gender mainstreaming in SDN projects, World Bank	

APPENDIX 2: TIPS FOR CONDUCTING FOCUS GROUPS AND INTERVIEWS

Separate focus groups or interviews with traditional village elders, women, men, and youth will likely be most appropriate. Consider other social dimensions that may affect the process, such as socio-economic class.

The focus group and interview portion should be conducted by project staff members who have familiarity with participatory approaches to gathering information such as facilitation of focus groups and conducting interviews. Additional guidance on participatory methods can be found online (see Appendix 3); a few tips to prepare include:

1. **Develop questions**: While these guidelines provide suggested questions, these can and should be adjusted for each situation to be the most effective and informative. Aim for around 10 questions per focus group but be prepared with more.
2. **Pilot test the questions** to ensure they are clear and solicit the type of information that is needed. This can be done first with colleagues at the CI office, followed by a small number of male and female community members. Adapt questions as needed based on the pilots.
3. **Identify and recruit focus group and interview participants**. Things to consider: will participants need to be compensated for their time? When and where will the focus groups and interviews be held? Remember that men and women may be available at different times of the day.
4. Be sure to take along a **note taker** who can record answers and discussion points.

Good facilitation techniques

The facilitator's role is to nurture discussion in an open and safe format (recognizing that gender and equity can be a sensitive topic), with the goal of generating different ideas and opinions from as many different people as possible. A few suggestions for a successful focus group:

- Be sure to explain the purpose of the focus group and how the information will be used; be sure everyone has understood and consented before continuing. Document this consent.
- Focus groups and interviews with women should be conducted by a female facilitator, while focus groups and interviews with men should have a male facilitator.
- Focus groups should be participatory, with open-ended questions. Facilitators should be prepared to ask leading questions such as: "Can you talk about that more? Can you give an example?"

Key informant interviews

Interview participants should be chosen carefully and consist of a representative group of the project's target population. Examples of people who should be interviewed include members of a local women's group or men's group, village elders and local leaders. Many of the same questions can be used as the focus group, although some may need adjustment or perhaps there is a set of new questions that should be asked.

Reporting back to the community

It is important to report back to the community about how their participation in the focus groups and interviews was important and what the information showed. Be prepared on a subsequent trip to the field to share general findings and explain what the project team is doing with the information, although make sure that individual responses are kept anonymous. Keep in mind the appropriate ways to communicate for each social group, as mentioned above (timeframe, format, language, location, etc.) and tailor communications to each social group accordingly. Give time for community feedback and document reactions and suggestions for improvement.

Be prepared – know what to expect

Gender and social equity are often sensitive topics. While facilitating a session on these issues, you may be confronted with challenging discussions. For example, issues of violence or other social unrest may arise. While this will always be a difficult discussion to have, being prepared can help. First, be very clear from the beginning about why you are asking these questions and the scope of your work. If a difficult topic arises and someone wants to talk, be empathetic and listen (but don't ask personal questions). Do some homework beforehand and create a referral list of other organizations or institutions that can provide support (such as local health facilities, social welfare resources, NGOs or government services).

APPENDIX 3: ADDITIONAL RESOURCES

Often, searching the internet for resources will turn up many useful documents. Here is a small collection of relevant resources:

General information on gender + environment

Global Gender and Environmental Outlook. UNEP (2016).
file:///D:/Documents%20and%20Settings/kwesterman/Downloads/GLOBAL%20GENDER%20AND%20ENVIRONMENT%20OUTLOOK.pdf

A Gender Perspective on Securing Livelihoods and Nutrition in Fish-dependent Coastal Communities. Wildlife Conservation Society (2012).
http://globalinitiatives.wcs.org/DesktopModules/Bring2mind/DMX/Download.aspx?EntryId=16651&PortalId=97&DownloadMethod=attachment

IUCN Global Gender Office: Environmental and Gender Information Platform:
http://genderandenvironment.org/egi/

Related to gender analyses

WCS Central Africa Gender Field Guide. Wildlife Conservation Society (2015).
https://portals.iucn.org/union/sites/union/files/doc/wcs_gender_assessment_guide.pdf

Pacific Gender and Climate Change Toolkit: tools for practitioners.
https://www.pacificclimatechange.net/sites/default/files/documents/Pacific_gender_toolkit_full_version.pdf

IUCN Global Gender Office: Framework for Conducting Gender-Responsive Analysis (2013).
http://cmsdata.iucn.org/downloads/framework_gender_analysis.pdf

Guidance for Gender Based Violence (GBV) Monitoring and Mitigation within Non-GBV Focused Sectoral Programming. Care (2014).
http://www.care.org/sites/default/files/documents/CARE%20GBV%20M%26E%20Guidance_0.pdf

Related to participatory data collection

St. Olaf College: Toolkit for Conducting Focus Groups. https://pages.stolaf.edu/2014psych-230/files/2013/08/focusgrouptoolkit.pdf

Bioversity International: Practical tips for conducting gender-responsive data collection (2013).
https://www.bioversityinternational.org/uploads/tx_news/Practical_tips_for_gender_responsive_data_collection_1658_02.pdf