

REFERENCE MATERIAL FOR GENDER MAINSTREAMING IN THE NATURAL ENVIRONMENT CONSERVATION SECTOR

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Reference Material for Gender Mainstreaming in the Natural Environment Conservation Sector

The Japan International Cooperation Agency (JICA) aims to achieve gender equality and women's empowerment through gender mainstreaming in its development projects. Gender mainstreaming in development projects refers to the incorporation of a perspective that promotes gender equality and women's empowerment in all stages of a project (i.e., planning, implementation, and monitoring and evaluation). Gender mainstreaming enhances the effectiveness of the JICA's projects by addressing different issues and needs of the people of any gender and hence contributes to the realization of an inclusive society, where everyone can fulfill their potential. Activities to conserve natural resources in terrestrial and coastal areas are critical to protect the livelihoods of all people including women and girls, and to promote sustainable development because the natural resources, such as food and water are essential for daily life and can maintain and strengthen production infrastructure. It is therefore important to understand the current situation, issues, and needs of various people in society, and to incorporate perspective and initiatives that address these issues into projects of the natural environment conservation sector.



Gender is a term that refers to socially and culturally constructed attributes associated with being female or male. Many societies not only categorize humans as "female" or "male" based on biological features but also give specific values to each and prescribed their respective roles and behaviors. Thus, gender not only refers to "sex" in a biological sense but also associates sex with specific roles and behaviors expected to women and men by society.



A perspective of gender (or gender perspective) is a perspective that focuses on gender issues, needs, and impacts arising from the different social roles and power relations of women and men in all spheres of the society, including policies, programs, institutions, and organizations. In development projects, this perspective is indispensable to deliver equitable benefits to women, girls and all other beneficiaries regardless of their gender.

Purpose of Reference Material

The Reference Material serves as a guide for all stakeholders of JICA's projects to understand gender issues, the importance of gender mainstreaming in the natural environment conservation sector, and sample methods of how to incorporate a gender perspective into each stage of a project cycle.ⁱ The Material especially focuses on the following two sub-sectors selected in accordance with JICA's project strategies and priority issues.

(1) Terrestrial sustainable natural resource management

Examples of major activities: reduction of greenhouse gas emissions by controlling deforestation and degradation of forests and wetlands, conservation and restoration of

ⁱ It must be noted that involvement of men is important for addressing gender issues, and also gender issues faced by men must be addressed in the efforts for transforming patriarchy. Capturing and addressing gender issues faced by other genders (other than 'women' and 'men') are also important in gender mainstreaming.

ecosystems, mitigation of landslides and flood damage, and introduction of agroforestry and alternative livelihoods

(2) **Coastal sustainable natural resource management**

Examples of major activities: ecosystem conservation and restoration through integrated management of the natural environment in coastal areas (such as mangrove forests and coral reefs), reduction of greenhouse gas emissions, and mitigation of tsunami and storm surge damage

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Chapter 1. Major gender issues and their causes in the natural environment conservation sector

This chapter outlines four major gender issues and their causes that must be understood for gender mainstreaming in the natural environment conservation sector.

- (1) Women are more likely to be excluded from decision-making processes related to conservation activities, including participation in associations.
- (2) Women are not being paid properly for their labor owing to restrictions on their access and control over natural resources.
- (3) Limited access of women to resources for economic activities limits their entrepreneurship and business opportunities.
- (4) The burden of women's domestic work is increasing owing to the destruction of the natural environment.
- (5) Destruction of the natural environment increases women's risk of becoming victims of sexual and gender-based violence (SGBV).

(1) Women are more likely to be excluded from decision-making processes related to conservation activities, including participation in associations.

Despite women's knowledge and experience with the state of terrestrial and coastal natural resources and their sustainable use and management,ⁱⁱ they are often excluded from the decision-making processesⁱⁱⁱ related to natural environment conservation activities, such as forest and wetland conservation and coastal ecosystem conservation and restoration, owing to gender-based divisions of roles. For example, men tend to have decision-making power in important matters, such as crop and tree species selection, timing of harvesting and gathering crops, and the use and sale of natural resources. In fact, a survey of 20 REDD+^{iv} (REDD+ stands for "Reducing Emissions from Deforestation and forest Degradation") sites in six countries reported that women have little information on REDD+ and are less involved in institutional design and decision making.¹ Moreover, women's participation in forestry and fishery associations is sometimes limited. It has also been reported that, when women participate in groups that manage natural resources, such as forestry associations, forest conservation and management outcomes improve.² The lack of women's participation in decision-making processes means that women's knowledge and experience in natural environment conservation are not effectively utilized. This results in negative impacts on the protection of forests, wetlands, and coastal resources, leading to the decline and degradation of natural resources.

ⁱⁱ Women tend to have more experience in the management, conservation, and use of natural resources owing to their traditional use of natural resources, and have more knowledge about the diversity of natural resources and indigenous ecosystems. (Reference: JICA (2018) Sustainable Natural Resource Management and Gender Handbook)

ⁱⁱⁱ Decision-making power is important because it determines the use of natural resources, planning, and membership and leadership of organizations related to natural environment conservation and livelihood improvement, and influences the distribution of roles and benefits among women and men, within households and communities.

^{iv} REDD+ is a climate change measure that provides incentives for developing countries to reduce greenhouse gas emissions or increase absorption by reducing deforestation and forest degradation and by sustainable forest management. (Reference: JICA website What is REDD+?

https://www.jica.go.jp/activities/issues/natural_env/platform/reddplus/about/index.html) (Accessed March 8, 2022)

(2) Women are not being paid properly for their labor owing to restrictions on their access and control over natural resources

Women play an important role in the processing, marketing, and sale of forest and fishery products. For example, a study conducted in Ghana reported that women are actively involved in wood processing, financing, and marketing, particularly in the marketing of wood products.³ While the women's labor force plays a significant role, the harvesting and marketing of forest products of high economic value is mainly managed by men, and the economic benefits available to women tend to remain relatively low due to social conventions^v (gender norms/social norms) such as region-specific culture, traditions, and customs. For example, a study conducted in Vietnam reported that women were paid 60% less than men for similar forestry jobs.⁴ In addition, when women sell forest products on behalf of migrant workers, women's products are sometimes bought at lower prices. Thus, owing to the stereotyped gender-based division of roles, women's role in the forestry value chain is often neglected, and as a result, women are not compensated commensurate with their labor.

(3) Limited access of women to resources for economic activities limits their entrepreneurship and business opportunities

Women tend to have limited access to social and economic resources compared to men; therefore, they do not receive adequate services or support for entrepreneurship and business management.⁵ This affects their means of livelihood and businesses that utilize resources in forests, wetlands, etc. For example, customary laws that do not recognize women's land tenure or lease rights to plantations often prevent women from fully utilizing natural resources, such as forests and coastal mangrove forests, making it difficult to reap the benefits that would otherwise accrue from these natural resources. In addition, when women's land tenure rights are not recognized, their access to financial services such as bank loans secured by land is limited. In addition, women's limited access to means of obtaining information often prevents them from obtaining new information about finance and markets in a timely manner. As a result, women tend to have more limited opportunities to participate in economic activities and improve their livelihoods than men do. In addition, limited access to these resources often forces women to choose informal or precarious forms of employment, which in turn leads to lower income.

(4) The burden of women's domestic work is increasing due to the destruction of the natural environment

Women often harvest and collect foodstuffs, fuel, and other resources from the natural environment, such as forests and wetlands, because of the gender division of labor.^{vi} However, when the natural environment is destroyed,^{vii} women need to travel further to find food and fuel,

^v Social conventions are rules and customs that are supposed to be followed in social life, but are often formed based on the male perspective.

^{vi} Gender role is a stereotyped view of the roles of women and men, in which men are the heads of households, men make important decisions, and women are responsible for household chores. For example, forestry and fishing, which are economic production activities, are considered men's work, while women are often responsible for subsistence production and manual labor in production activities, in addition to unpaid domestic and care work.

^{vii} Between 2010 and 2015, the world lost 3.3 million hectares of forests, and with the rapid deterioration of ecosystem soundness, about 1 million species of plants and animals are threatened with extinction, many of them within a few decades. Women tend to rely on natural resources and ecosystems for their livelihoods, and women are more vulnerable than men to the effects of the decline and degradation of forest resources and other natural

which increases the time and effort required and thus the labor burden on women. In addition, when men migrate to urban areas in search of jobs as a short-term response to reduced sources of income owing to the impact on forestry and fisheries caused by the decline of forest resources such as tropical forests and the deterioration of the natural environment in wetlands and coastal areas, the working hours and workload of the women remaining behind tend to increase.⁶

(5) Destruction of the natural environment increases women's risk of becoming victims of Sexual and gender-based violence (SGBV).

The increased scarcity of natural resources owing to environmental degradation has led to increased sexual and gender-based violence (SGBV).⁷ For example, in Eastern and Southern Africa, there have been reported cases of fishery operators forcing women to engage in sexual acts when selling marine products to women as a result of the decline in marine resources, which has increased their scarcity.⁸ There have also been reports of women being beaten and sexually harassed by forest guards and owners when collecting forest products from protected areas and private forests.⁹

Furthermore, the decrease and degradation of forest resources increase women's travel distances, as indicated in (4), which also increases their risk of becoming victims of SGBV. If the scarcity of resources increases further in the future owing to ongoing development, overexploitation, and climate change, women may be at an even greater risk of SGBV when collecting food, water, firewood, and other resources.

resources and the destruction of ecosystems. (Reference: IPBES (2019) Summary for policymakers of the global assessment report on biodiversity and ecosystem services of the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services. https://ipbes.net/sites/default/files/2020-02/ipbes_global_assessment_report_summary_for_policymakers_en.pdf, and Green Climate Fund <https://www.greenclimate.fund/projects/gender>) (Accessed November 10, 2021)

Chapter 2. Importance of gender mainstreaming in the natural environment conservation sector

Following the gender issues and their causes presented in the previous chapter, this chapter explains the importance of a gender perspective in development projects from two aspects: realization of gender equality and women's empowerment, and increase of development effectiveness. It also outlines international frameworks for achieving gender equality in the natural environment conservation sector.

2-1 Why is gender mainstreaming important in the natural environment conservation sector?

(1) Contributing to the realization of a fair society where everyone can fulfill their potential

As stated in the gender issues in Chapter 1, women are often more disadvantaged than men. Therefore, by improving women's position, economic opportunities, physical safety, and health conditions through gender mainstreaming, projects can contribute to developing a fair society where everyone can demonstrate their abilities and live with dignity.

For example, through the elimination of gender-based restrictions on participation in forestry and fishery associations, women can take part in the decision-making process, thereby making the most of their knowledge and experiences.

In addition, by reducing gender gaps in access to economically valuable natural resources, land, financial services, and information, women can own or lease land and acquire these economic resources in the same manner as men.

Furthermore, by addressing risks of SGBV in labor and business, and by addressing discriminatory situations that result in relatively lower sales when women are the sellers, women can protect their own physical safety and health in various situations including at work and during business meetings. They can also start and run businesses more easily and can make a profit on an equal basis with men.

In addition, women can enhance their economic strength by shifting their time from unpaid domestic and care work, including searching for food and fuel, to productive work.

(2) Promoting women's participation in decision-making processes has the potential to contribute to mitigating the destruction of the natural environment.

Owing to the stereotyped gender division of labor, women are often primarily responsible for securing water, food, and fuel, and are often highly dependent on terrestrial and coastal natural resources. Therefore, women often have a wealth of knowledge and experience regarding the condition, use, and sustainable management of natural resources.¹⁰ For example, women know which trees burn easily as firewood and where they tend to grow, and can apply this knowledge to the selection of saplings and planting of trees. As women are often responsible for the care of saplings, their knowledge and experience can also be of great help in the cultivation of trees.

However, gender norms, discriminatory laws, and institutions based on men's perspective have limited women's participation in decision-making processes, and as a result women's knowledge has not been utilized in conservation activities. It has been pointed out that equal participation of women and men is necessary to effectively mitigate the destruction of the natural environment and adapt to the adverse impacts of climate change.¹¹ For example, a study in India reported that women's participation in forest projects contributed to improved local natural resource

governance and forest conservation activities and increased the potential for reforestation by 28%.¹² A study of 290 forest groups in Bolivia, Kenya, Mexico, and Uganda showed that female-led forest groups harvested less wood and collected more fuel.¹³

Thus, promoting women's participation in decision-making processes and mainstreaming gender in the natural environment conservation sector has the potential to make a significant contribution to effective conservation activities.

(3) Improving women's access to natural resources leads to improved livelihoods and sustainable resource use

Many rural women in developing countries use forest resources such as non-timber forest products or sell them to provide household income. For example, women tend to seek cash income from harvesting non-timber forest products, such as hardwoods for firewood and fodder, edible mushrooms, fruit trees, aromatic plants, and fragrant and medicinal herbs. A study conducted in rural areas of north-central Nigeria concluded that more than 60% of rural women derive more than 50% of their income from forest resources, and that there is a positive correlation between women's access to forest resources and the income they generate from selling these resources.¹⁴ Another study reported that women's access to natural resources in coastal areas resulted in more sustainable use of coastal resources owing to selective fishery harvest; furthermore, waste was reduced when women were eligible for technical assistance training.¹⁵ Thus, improved access to terrestrial and coastal natural resources for women not only contributes directly to improving women's livelihoods but also to improving the efficiency of industries that depend on natural resources, and has the potential to make a significant contribution to promoting a green economy.^{viii}

(4) Empowerment of women leads to improved health and education in household, and livelihood in community.

Women are often responsible for harvesting and selling non-timber forest products because of the gender division of roles, and their income supports the family's livelihood. It can be argued that an increase in women's income due to women's empowerment can have a positive effect on family life. In fact, it has been reported that an increase in women's total annual income increases the percentage they spend on food and their children's education.¹⁶ This may be because women are often responsible for livelihoods such as food and health for their families.¹⁷ In addition, by gathering food, medicinal herbs, fruits, and other nutritious non-timber forest products, women underpin the health and welfare of their families.

Women play an important role in natural environmental conservation measures in local communities. For example, women are often directly engaged in work that affects community greenhouse gas emissions, such as organic waste management and tree replanting.¹⁸ It has been noted that male-centered approaches to addressing climate change tend to leave out the need for community infrastructure^{ix} for livelihoods. For example, a joint report by the Food and Agriculture

^{viii} A report by the United Nations Environment Programme (UNEP) defines the "green economy" as an economic way of improving the quality of human life and reducing social inequalities while reducing the risks and ecological losses associated with environmental problems. (Reference: White Paper on the Environment)

^{ix} Community infrastructure refers to low-cost, small-scale basic structures, technical equipment, and systems built primarily at the community level. These small-scale infrastructures are deeply connected to community livelihoods and are seen as essential lifelines for the community. (Reference: Global Facility for Disaster Reduction and Recovery [GFDRR] (2017) Post-Disaster Needs Assessments Guidelines Volume B, Community Infrastructure,

Organization (FAO), International Fund for Agricultural Development (IFAD), and International Labour Organization (ILO) provides examples^x of how a gender focus has improved the durability and maintenance of community infrastructure and enhanced living conditions.¹⁹ In addition, the United Nations World Food Programme (WFP) reported that degraded ecosystems in Pakistan were restored by building a climate-resilient community infrastructure such as windbreaks and soil protection systems using trees and shrubs that reflects the needs of diverse populations, including women, children, and persons with disabilities.²⁰

Thus, promoting the economic and social empowerment of women, who play an important role in the natural environment conservation sector, is also an important initiative for improving living conditions at the household and community levels.

2-2 International frameworks to achieve gender equality in the natural environment conservation sector

(1) The 2030 Agenda for Sustainable Development and Sustainable Development Goals (SDGs) (2015)

Gender equality and women's empowerment are considered a prerequisite for achieving the Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development. In other words, gender equality and women's empowerment are the means to realize all 17 goals and 169 targets, and actions for achieving gender equality and women's empowerment are required.

Among the 17 goals, Goal 5, which addresses gender equality and women's empowerment, aims to empower women and eliminate gender-based discrimination and build a society in which all people equally enjoy their rights and opportunities, and share responsibilities. The following is a list of targets of Goal 5, which is related to the natural environment conservation sector. Relevant points are highlighted in orange.

- 5.1 End all forms of discrimination against all women and girls everywhere.
- 5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.
- 5.4 Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate.
- 5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.
- 5.a Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws.
- 5.c Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels

<https://www.gfdr.org/en/publication/post-disaster-needs-assessments-guidelines-volume-b-1> (Accessed April 30, 2022)

^x For example, in a project that supported road construction and maintenance at rural villages in Bangladesh, women's employment was promoted by building concrete blocks for road construction in the villages, and poor women were assigned community infrastructure maintenance tasks, which promoted their participation in productive activities. As for the impact of the project, development of women's networks, increased women's mobility, and increased women's school attendance by 40%-80% were reported.

The table below shows other Goals, Targets and Global indicators relevant to both the natural environment conservation sector and gender equality and women's empowerment, except for Goal 5.

Goal	Target	Global indicator
Goal 13: Take urgent measures to mitigate climate change and its impacts	13.b Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities	13.b.1 Number of least developed countries and small island developing States with nationally determined contributions, long-term strategies, national adaptation plans and adaptation communications, as reported to the secretariat of the United Nations Framework Convention on Climate Change
Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development	14.b Provide access for small-scale artisanal fishers to marine resources and markets	14.b.1 Degree of application of a legal/ regulatory/policy/institutional framework which recognizes and protects access rights for small-scale fisheries
Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss	15.9 By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts	15.9.1 (a) Number of countries that have established national targets in accordance with or similar to Aichi Biodiversity Target 2 of the Strategic Plan for Biodiversity 2011–2020 in their national biodiversity strategy and action plans and the progress reported towards these targets; and (b) integration of biodiversity into national accounting and reporting systems, defined as implementation of the System of Environmental-Economic Accounting
	15.c Enhance global support for efforts to combat poaching and trafficking of protected species, including by increasing the capacity of local communities to pursue sustainable livelihood opportunities	15.c.1 Proportion of traded wildlife that was poached or illicitly trafficked

* Highlights in orange indicate relevance to achieving gender equality and women's empowerment.

Reference: Prepared based on the information

<https://www.mofa.go.jp/mofaj/gaiko/oda/sdgs/statistics/index.html> (Accessed April 20, 2022)

(2) United Nations Framework Convention on Climate Change (UNFCCC) 1992 (Lima Work Programme on Gender (LWPG), Paris Agreement, Gender Action Plan (GAP))

In 1992, the United Nations Framework Convention on Climate Change (UNFCCC)^{xi} was adopted as the international framework. At the 20th Conference of the Parties (COP20) to the UNFCCC in 2014, ratifying countries, including Japan, approved the Lima Work Programme on Gender^{xii} (LWPG) to mainstream gender in activities at all levels. COP21 in 2015 adopted the Paris Agreement with the importance of gender equality and women's empowerment in combating climate change enshrined in its preamble. COP22 in 2016 extended the LWPG for three years, and COP25 in 2019 adopted a new five-year LWPG for another five years. In addition, COP23 in 2017 adopted the two-year Gender Action Plan^{xiii} (GAP) to mainstream gender in climate change measures and support gender activities in the UNFCCC process, and COP25 in 2019 adopted a five-year GAP^{xiv} as well as the LWPG.

(3) Convention on Biological Diversity (CBD) 1992

The Preamble to the Convention on Biological Diversity (CBD)^{xv} recognizes the important role women play in the conservation and sustainable use of biodiversity and affirms the need for their full participation in the implementation of the CBD. The Aichi Biodiversity Targets, set at COP10 in Aichi, Japan, in 2010, require the international community to take effective and urgent action by 2020, and set out 20 goals, of which Goal 14 addresses the need to take into account the needs of women, indigenous peoples, local communities, the poor, and vulnerable groups for the conservation of ecosystems.²¹ COP15 in 2021 will seek to achieve a common vision of living in harmony with nature by 2050. To realize this vision, the need for the proper recognition of gender equality, women's empowerment, youth participation, gender-responsive approaches, and the full

^{xi} UNFCCC is an environmental treaty adopted at the 1992 Earth Summit in Rio de Janeiro, Brazil, that establishes an international framework for global warming issues. UNFCCC aims to stabilize atmospheric greenhouse gas concentrations, formulate and implement greenhouse gas reduction plans, publicize actual emissions, and promote financing and technology transfer to developing countries.

^{xii} LWPG primarily sought to: review the implementation of gender-related mandates by the UNFCCC Secretariat; train and raise awareness of representatives on gender-responsive climate policy; provide training for women participants; appoint a senior gender focal point at the UNFCCC Secretariat. (Reference: European Capacity Building Initiative (2020) Pocket Guide to Gender Equality under UNFCCC)

^{xiii} GAP emphasizes the need for gender mainstreaming in climate change in order to take into account the needs and ideas of all those affected by climate change, and calls for increased women's participation in national delegations and negotiations at the international level and in ministers and governments at the national level.

^{xiv} The enhanced GAP defines activities with the aim of increasing knowledge and understanding of gender-responsive climate action, ensuring consistent gender mainstreaming in the activities of Parties, the Secretariat, UN agencies and stakeholders at all levels, as well as the full, equal and meaningful participation of women in UNFCCC processes under five priority areas: 1. capacity building, knowledge management and communication; 2. gender balance, participation and women's leadership; 3. coherence; 4. gender-sensitive implementation and means of implementation; and 5. monitoring and reporting. (Reference: UNFCCC website, <https://unfccc.int/topics/gender/workstreams/the-gender-action-plan>) (Accessed December 6, 2021)

^{xv} CBD was adopted at the Convention Negotiating Conference held in Nairobi, Kenya in May 1992, and signed by 157 countries including Japan at the United Nations Conference on Environment and Development held in Rio de Janeiro, Brazil in June of the same year.

and effective participation of indigenous peoples and local communities was reaffirmed, with a broad range of actions to be implemented.²²

(4) Green Climate Fund (GCF) 2010

The Green Climate Fund (GCF), which was established at COP16 of UNFCCC in Mexico in 2010, places gender mainstreaming at the center of its objectives and guiding principles. In 2015, the GCF Board adopted the Gender Policy and Action Plan, which affirms that in order to implement climate-resilient development, both women and men are to be involved in decision-making and that a gender responsive approach is essential. In 2017, the GCF Board, partly due to the growing recognition that gender mainstreaming is a means to implement evidence-based policymaking and business planning, has made the submission of a Gender Assessment based on a gender analysis and a Gender Action Plan a mandatory requirement for funding requests. Among the considerations that must be taken into account are that gender issues be reflected in all feasibility studies and environmental and social impact assessments, that gender experts be included in the study team, and that gender-disaggregated data be collected prior to the start of the project.²³

GCF and JICA: In 2021, the GCF Board approved JICA's application to the GCF for a "Community-based Landscape Management for Reduction of Deforestation and Strengthening of Climate Resilience of Local Livelihoods in the Important Watersheds" in Timor-Leste as JICA's first collaborative project.²⁴ The project's "Funding Proposal," "Gender Assessment," and "Gender Action Plan" are available on the GCF website.²⁵

Chapter 3. Mainstreaming gender perspective in project cycle

Gender mainstreaming in a project means integrating a gender perspective in all the stages of the project: planning, implementation, monitoring, and evaluation. This Reference Material presents the following five practical steps to mainstream a gender perspective in a project.

- **Step 1 “Social and gender analysis”**: Conduct a social and gender analysis. Specifically, identify gender issues through analyzing related policies, structures, organizations, and different experiences, challenges and needs of women and men in the region, in view of promoting gender equality and women’s empowerment.
- **Step 2 “Formulation of an activity plan”**: Formulate a plan of activities to address the gender issues identified at Step 1.
- **Step 3 “Setting gender indicators”**: Set quantitative and qualitative indicators to objectively measure the effects of the activities.
- **Step 4 “Implementation and monitoring with a gender perspective”**: Establish a gender-responsive implementation structure. With a gender perspective, implement activities, and monitor the progress, results, and impacts (unexpected positive and negative effects of project implementation).
- **Step 5 “Evaluation with a gender perspective”**: Evaluate implemented activities that had incorporated a gender perspective, and their results and impacts.

The table below shows the five steps for gender mainstreaming applied in three project phases: project formulation phase, project implementation phase, and after project completion. Step 1 to 3 fit into the project formulation phase, Step 4 is the project implementation phase, and Step 5 is the phase after project completion. Although a gender perspective must be incorporated throughout all phases, it is particularly important to mainstream a gender perspective in the project formulation phase (Step 1 "Social and gender analysis" to Step 3 "Setting gender indicators").

Project formulation phase			Project implementation phase	After project completion
Step 1 Social and gender analysis	Step 2 Formulation of an activity plan	Step 3 Setting gender indicators	Step 4 Implementation and monitoring with a gender perspective	Step 5 Evaluation with a gender perspective

The following table indicates where to refer in the Reference Material according to the project cycles of technical cooperation, Official Development Assistance (ODA) loan and ODA grant.

Scheme	Project cycle	Where to refer in the Reference Material
Technical Cooperation	At the time of preparing the Terms of Reference (TOR) for the data collection survey, detailed design study and basic design study	Step 1 (Analysis)
	At the time of drafting Main Point Discussed in the Record of Discussion (R/D) (activities related to gender), PDM, and Ex-Ante Evaluation document	Step 2 (Activity planning), Step 3 (Indicators)
	At the time of preparing the TOR of the project, implementing the project, and reviewing a monitoring sheet	Step 4 (Implementation and monitoring)

ODA loan	At the time of preparing the TOR for the data collection survey and Preparatory Survey, and drafting Project Planning Documents (1)	Step 1 (Analysis)
	At the time of preparing Minutes of Discussion (M/D), Project Planning Document (2)/(3), Records of hearings, and drafting Ex-Ante Evaluation document	Step 2 (Activity planning), Step 3 (Indicators)
	At the time of supervising the project and reviewing Project Status Report	Step 4 (Implementation and monitoring)
ODA grant	At the time of preparing the TOR for the data collection survey and Preparatory Survey, and drafting Project Planning Record (1)	Step 1 (Analysis)
	At the time of preparing Minutes of Discussion (M/D), Project Planning Document (2)/(3), and Ex-Ante Evaluation Document	Step 2 (Activity planning), Step 3 (Indicators)
	At the time of supervising the project and reviewing Project Monitoring Report	Step 4 (Implementation and monitoring)


Details of Steps 1 to 5 are explained in the following sections.

Step 1. Social and gender analysis


The first thing to perform in gender mainstreaming of a project is to identify gender issues through social and gender analysis. Specifically, a survey is to be conducted to collect and analyze gender-disaggregated data and related information in the target countries and areas to understand the current situation and issues of each gender. It is especially important to understand 1) behaviors and actions of people of different genders and their beliefs and values, 2) social and cultural norms and practices affecting those people, and 3) issues that they face based on their gender.


The table below is a "List of Survey Items and Contents for Social and Gender Analysis" to be referred to when preparing a survey. It shows exemplary survey items with respective survey questions. The list also includes 'Basic information' that helps better understand the current situation and issues related to gender in the sector and the sub-sectors. Furthermore, since every project is expected to contribute to Goal 5 of the SDGs, including the elimination of sexual and gender-based violence (SGBV), it is desirable to collect and analyze a wide range of data; thus, the survey items include those related to Goal 5. It should be noted that these survey items and contents are examples. Thus, in accordance with the purpose and scope of the project, survey items and contents should be modified or added.

List of survey items and contents

Survey items	Survey contents
Policies and systems	
<ul style="list-style-type: none"> • Laws, systems and policies on terrestrial and coastal natural environment conservation and gender • Positioning of gender equality and women's empowerment on relevant policies and plans 	<input type="checkbox"/> Are there any items/content with a gender perspective in laws and systems related to forest and wetland management such as tropical forests, restoration of arid and semi-arid lands, and conservation of the natural environment in coastal areas? (e.g., promoting gender-based participation in associations related to natural resource management, women's roles as users and managers of natural resources, and participation of stakeholders, including women, in decision-making) <input type="checkbox"/> How is the promotion of gender equality and women's empowerment positioned in policies and plans in the natural environment conservation sector? <input type="checkbox"/> What laws and systems stipulate gender equality and women's rights? Are there any items/content related to natural environment conservation? <input type="checkbox"/> Is there a difference in land tenure and use rights ^{xvi} between women and men? How are they defined by statute? <input type="checkbox"/> Are there any inequalities (e.g., gender-based discrimination or bias) in customary law (e.g., land tenure, inheritance, authority of the head of household)? <input type="checkbox"/> Are there any provisions in the labor law regarding active employment of women (e.g., a certain percentage of women employment) and application of equal pay for women and men?
 It should be noted that even if the statutory law describes gender equality rights, there is still the possibility of discrimination based on customary law.	
Organizational structure	
<ul style="list-style-type: none"> • Degree of women's participation in 	<input type="checkbox"/> What is the number and percentage of personnel (general, technical, and managerial) by gender in the implementing agency?

^{xvi} Examples of land tenure include government ownership, community ownership, indigenous ownership, and individual ownership, and it is necessary to check whether both women and men have ownership and use rights to those lands.

<p>decision-making process</p> <ul style="list-style-type: none"> • Decision makers' experience of participating in gender training • Level of understanding regarding gender among stakeholders • Existence or absence of gender focal point • Gender mainstreaming activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Are steps being taken to increase the number of female employees? What measures are being taken? What outcomes have been achieved? <input type="checkbox"/> Are the recruitment criteria gender-equal? <input type="checkbox"/> To what extent do women participate in decision-making in the implementing agency? <input type="checkbox"/> Does the implementing agency have a gender focal point? If so, what is her or his role? <input type="checkbox"/> What is the number and percentage of participants in the gender training by gender? <input type="checkbox"/> In the implementing agency, have decision makers participated in gender training? <input type="checkbox"/> What is the level of understanding of gender training participants and stakeholders? (e.g., results of post-training tests on understanding and gender awareness, good practices in using lessons-learned in work, changing behavior, sharing lessons-learned with others, etc.) <input type="checkbox"/> Are there any gender mainstreaming activities in the implementing agency or local government offices? If so, what are they?
<p>Diverse stakeholders (collaboration)</p>	
<ul style="list-style-type: none"> • Existence or absence of gender-related institutions (e.g., Ministry of Women's Affairs) • Possibility of collaboration with authorities, international and regional organizations, NGOs, etc. working on gender 	<ul style="list-style-type: none"> <input type="checkbox"/> Is there an agency (e.g., Ministry of Women's Affairs) that has a role in promoting gender equality and women's empowerment? If so, what policies, strategies and action plans do they have? <input type="checkbox"/> Is there any collaboration with a government agency in charge of promotion of gender equality? If so, what kind of cooperation? <input type="checkbox"/> Are there international organizations [e.g., World Bank, Asian Development Bank (ADB), UNEP, International Tropical Timber Organization (ITTO), International Union for Conservation of Nature (IUCN)], bilateral aid agencies [e.g., United States Agency for International Development (USAID), Foreign and Commonwealth Department of Development (FCDO)] , civil society organizations (e.g., international NGOs, policy advocacy groups) , academic institutions, foundations, or private companies (e.g., social enterprises, financial institutions) working in the natural environment conservation sector? If so, how do they collaborate with the implementing agency and relevant ministries and agencies? Among them, are there any collaborations with a gender perspective? <input type="checkbox"/> Are there international organizations [UN Women, UNFPA, etc.], bilateral aid agencies (USAID, FCDO, etc.), civil society organizations (women's groups, rights advocates, etc.), academic institutions, foundations, or private companies (social enterprises, financial institutions, etc.) that are engaged in gender activities? If so, how do they collaborate with the implementing agency and relevant ministries and agencies? Among them, is there any collaboration in the natural environment conservation sector?
<p> It is important to conduct interviews with relevant government ministries and regional offices, international organizations, bilateral aid agencies, experts and NGO members who are familiar with the local situation, key local people (women's group leaders, community leaders, union leaders, religious leaders, etc.) and key informants (women and men), and to deepen understanding of the gender situation in the target country or region, especially the current situation and issues faced by women, and the factors behind them.</p>	
<p>Basic Information</p>	
<ul style="list-style-type: none"> • Population distribution by gender and vulnerable groups • Gender-specific indicators on education and employment 	<ul style="list-style-type: none"> <input type="checkbox"/> What is the population distribution by gender? <input type="checkbox"/> What is the population distribution of vulnerable groups with respect to access to natural resources (e.g., female heads of households, elderly persons, persons with disabilities, people living in informal settlements, migrant workers)? <input type="checkbox"/> What are school enrollment and literacy rates by gender? <input type="checkbox"/> What are Science, Technology, Engineering, and Mathematics (STEM) education enrollment rates by gender? <input type="checkbox"/> What are labor force participation and unemployment rates by gender?
<p>Gender division of labor</p>	

<ul style="list-style-type: none"> • Gender division of roles and behavior patterns • Gender division of roles in unpaid domestic work, such as collection of natural resources for water and food • Gender gap in participation in economic activities using natural resources 	<ul style="list-style-type: none"> <input type="checkbox"/> Who is responsible for unpaid domestic work, childcare, and unpaid care work for elderly persons, persons with disabilities, and sick people? <input type="checkbox"/> Who within the household collects the terrestrial and coastal natural resources and how? Are there differences by gender? <input type="checkbox"/> Are there any health risks associated with collecting those resources? (e.g., mental and physical strain from traveling longer distances to find food and fuel) <input type="checkbox"/> Is there any impact on school attendance (education) and employment owing to taking on responsibility for domestic work? (e.g., unable to attend school due to increased burden of household chores) <input type="checkbox"/> How are natural resources used in economic activities? Who uses what natural resources for what activities? Are there differences by gender?
 Depending on the diverse attributes of women (age, class, ethnicity, religion, disability, education level, gender of the head of the household, marital status, number of children, income level, etc.), the situation, issues faced, needs, and impacts of the development projects are different. Therefore, it is important to understand what types of women live in the project target area.	
Access to resources	
<ul style="list-style-type: none"> • Women's access to natural resources and natural environment • Women's access to natural environment conservation-related resources (land, information, equipment, financial services, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Do women have access to terrestrial natural resources (e.g., timber, non-timber forest products) and coastal natural environments (e.g., mangrove forests, coral reefs)? If not, why not? <input type="checkbox"/> Do women have access to natural resource-rich areas and lands such as forests, wetlands, and coastal areas? If not, what is the reason behind? <input type="checkbox"/> Do women have access to information on natural environment conservation and related activities (training, seminars, etc.)? If not, what is the reason behind? <input type="checkbox"/> Do women have access to the necessary materials and equipment for harvesting and processing natural resources such as timber? If not, what is the reason behind? <input type="checkbox"/> Do women have access to financial services, including loans for economic activities derived from natural resources? <input type="checkbox"/> Are the criteria and conditions for providing financing to women entrepreneurs less favorable than those for male entrepreneurs? (e.g., women cannot receive loans due to their inability to own land as collateral)
Participation in decision-making	
<ul style="list-style-type: none"> • Women's participation and decision-making in natural environment conservation 	<ul style="list-style-type: none"> <input type="checkbox"/> Are women participating in the development and management of conservation-related plans within the community or household? If so, what roles do women play? If not, what is the reason behind? <input type="checkbox"/> What are the numbers and percentages of members/leaders of forest management associations, fishery associations, etc. by gender? <input type="checkbox"/> Is there a mechanism to reflect women's opinions in the development and implementation of the plans related to natural environment conservation? If so, what kind of mechanism? What kind of opinions have been reflected in the past? (e.g., rules that regulate the participation of women group representatives at the planning stage, regulations for the minimum percentage of the participation of women members in forest management associations, etc.) <input type="checkbox"/> Are women able to participate in activities (training, seminars, etc.) related to natural environment conservation? If not, what is the reason behind? <input type="checkbox"/> Who within the household decides how natural resources are used and managed? <input type="checkbox"/> Who within the household decides the timing of the sale and the sale price? <input type="checkbox"/> Who decides how the entire household's income, including income from economic activities that utilize natural resources, is spent? <input type="checkbox"/> How many women participate in community gatherings related to natural environment conservation and how strong their voices are?



[Tips on survey methodology]

Social and gender research methods include literature review, interviews (including Key Informant Interviews and Focus Group Discussions), field observations, and inspections. It is also useful to use "gender analysis tools" (referred to the attached list of reference materials at the end of the document) specifically developed to gain more accurate understanding of gender relations, such as gender division of roles and labor, and access and control over resources. Other points to be considered in conducting surveys are as follows.

- * Interview both women and men to see if there are differences in their perceptions.
- * When forming groups for interviews or discussions, carefully assess if target groups should be gender-mixed or single-gender. It depends on the cultural practices and social norms of the target country/area as well as the content and purpose of the information to be gathered. If women have difficulties expressing their opinions in front of men, it is desirable to interview women and men separately. On the other hand, mixed group discussions may provide the participants with an opportunity to deepen their discussions while understanding each other's perceptions.
- * Girls and boys may also have different needs and perspectives, thus make an effort to collect their voices.
- * For sensitive contents such as SGBV, it is preferable that staff of local NGOs with experience and expertise conduct individual interviews rather than group interviews. Carefully protect anonymity and confidentiality of the respondents.

In order to identify gender issues based on the collected data and information, the following points should be taken into account during the analysis.

- Division of labor: Are there any stereotyped gender division of labor?
- Access: Are there any gender disparities in the access to resources, services and the benefits derived?
- Control: Who manages and owns resources and services? Who controls benefits (are there any gender-based biases)?
- Decision making: Are there any gender-based biases in participation in decision-making?
- Organizational capacity: Do relevant institutions have policies, experience, and capacity to promote gender equality and women's empowerment?
- Sexual and Gender-Based Violence (SGBV): Are there any SGBV within the scope of the natural environment conservation sector?
(Example: risk of SGBV owing to long distances travel on foot to fetch natural resources such as food and fuel)

In addition, to ensure the project help the promotion of gender equality and women's empowerment, consider the following points:

- Will the benefits from the planned project be equally enjoyed by all beneficiaries regardless of gender? If there are any possibilities that they may not be equally beneficial to all, what are the reasons? What should be done to make them equally beneficial?
- What are the entry points for eliminating inequalities, such as gender-based prejudices, and social, cultural, and institutional constraints, and further promoting gender equality in a society?

Against the gender issues identified in Step 1, Step 2 and the subsequent Steps propose effective activities and present some points to keep in mind during implementation: Step 2 lists up gender-responsive activities for helping develop Activities section of a Project Design Matrix (PDM) (see "List of Effective Activities for Solving Gender Issues" in Step 2), and Step 4 introduces tips for the implementation of the activities set in Step 2.

Step 2. Planning gender-responsive activities

In order to address gender issues identified in the previous Step, an activity plan needs to be developed and reflected in the PDM. In planning activities, it is important to take into account all three of the following aspects.

(1) Actions to strengthen agency of women and girls (Agency)

Actions to empower women and girls to overcome their relatively disadvantaged positions through strengthening their capabilities and increasing their opportunities.

(Examples: participation of women in training on natural environment conservation, and strengthening the capacity of women by training leaders of forest management associations)

(2) Actions to change people's mindset, attitudes and behaviors (Relations)

Actions to transform gender power relations by addressing patriarchal social norms, people's attitudes and behaviors.

(Examples: activities to raise awareness and promote understanding (through discussions, training, advocacy campaigns, and involvement of stakeholders in projects) among women and men including members of forest management associations, influential members of the community, and women's families.)

(3) Actions to transform policies and institutional mechanisms (Structure and systems)

Actions to review and develop relevant policies and institutional mechanisms to promote gender equality and women's empowerment.

(Examples: institutional reform related to natural environment conservation, developing policies and improving organizational structures to promote an increase in women administrators, researchers, and engineers, and introducing a quota system^{xvii} for women in executive positions in organizations)



These three aspects are interrelated, and it is necessary to work on all these three when promoting gender mainstreaming activities to address the identified gender issues. For example, given the absence of women and the lack of gender perspective in groups responsible for decision-making on nature conservation in forests, wetlands, and coastal areas, human resource development to enhance the capacity of women should be undertaken by providing leadership training. Simultaneously, it is necessary to educate members of the groups, their families, local communities, and others on the importance of gender equality and women's participation in the groups, to reduce aversion and opposition to women's participation in the groups, and to encourage their positive acceptance of such participation. It is also important to promote women's participation from an institutional perspective, for example, by introducing rules such as a quota system for women in the groups such as forest management associations. By working from these three

^{xvii} A quota system is one of the methods to achieve equal opportunity by fixed allotments such as providing special openings within a certain range to those who are disadvantaged owing to social or structural discrimination. For example, gender quotas in the political arena are a system to allocate the ratio of women or men to women on the basis of gender, with the aim of correcting gender disparities in parliament. (Reference: Cabinet Office website https://www.gender.go.jp/research/kenkyu/pdf/gaikou_research/2020/05.pdf) (Accessed January 11, 2022)



aspects to resolve issues, the project must reflect women’s voices in the decision-making process of natural environment conservation and make the process sustainable.

Below are the examples of effective activities to tackle gender issues.

List of useful measures to tackle gender issues

Identified gender issues	Useful strategies and measures (example)
Policies and systems	
<ul style="list-style-type: none"> • The promotion of gender equality and women's empowerment is not positioned in policies and plans in the natural environment conservation sector. 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct awareness-raising and training on gender equality and women's empowerment as an effort to change gender awareness and behavior of the implementing agency, related organizations, and local government offices in the natural environment conservation sector (e.g., introduction of policies, plans, and good practices in Japan and other countries through training in Japan and third countries). <input type="checkbox"/> Conduct public consultation on natural environment conservation-related policies and plans for local communities, NGOs, and businesses, including diverse populations such as women (including women's groups, women heads of households, etc.), the poor, persons with disabilities, and LGBTQIA+^{xviii}. <input type="checkbox"/> Integrate measures with a gender perspective into policies and plans related to natural environment conservation through cooperation with ministries and agencies with roles in promoting gender equality and women's empowerment (e.g., Ministry of Women's Affairs). <input type="checkbox"/> In cooperation with the Ministry of Women's Affairs, women's groups and men's groups motivated to promote gender equality and women's empowerment, develop, implement and monitor a gender action plan that clarifies responsibilities of monitoring officers within the implementing agency in the natural environment conservation sector.
 In advocating for policies and systems, it is important to secure a budget from the viewpoint of feasibility. It is necessary to fully understand the financial situation and budgeting possibilities within the partner government and relevant ministries and agencies, and to discuss budget allocations.	
 It is not easy to set quantitative indicators such as the number or percentage of women participating in the training, but this could be set based on the scale of the project and the anticipated benefits. It would be helpful to refer to reports of projects that have been implemented in the countries or in the vicinity of the target region, if available.	
Organizational structure	
<ul style="list-style-type: none"> • A system and environment to promote gender equality and women's empowerment in the natural environment conservation sector are not in place. • Educational and employment 	<ul style="list-style-type: none"> <input type="checkbox"/> Establish systems and structures to promote gender equality and women's empowerment at the national and local levels. (e.g., assignment of gender officers and formation of working groups and task forces composed of focal persons and representatives from the implementing agency, relevant agencies, Ministry of Women's Affairs, regional offices, women's groups, NGOs, local communities, etc.) <input type="checkbox"/> Through training and working group activities, promote the employment and promotion conditions, and workplace environments with a gender perspective. (e.g., develop and provide separate toilets and break rooms, and changing spaces for women and men in the workplace, "all-user toilets," ; draw up a code of conduct; conduct awareness-raising on sexual harassment; promote the employment of women in technical and professional posts such as experts in natural environment conservation; provide workplace training; and establish the percentage of women in employees and management positions)

^{xviii} LGBTQIA+ is an umbrella term for lesbian, gay, bisexual, transgender, queer, intersex, asexual, and others who have different variations of gender identity, gender expression, sexual orientation, and sex characteristics, which are often different from those of the majority in a society. The acronym for the umbrella term can be different, such as 'LGBT,' 'LGBTI,' and 'LGBTQ,' but we use 'LGBTQIA+' in this reference material, aligning OECD (Reference: OECD, '[Gender Equality and the Empowerment of Women and Girls: Guidance for Development Partners](#),' accessed on Jan 23, 2023)

<p>opportunities for women to acquire expertise and skills related to natural environment conservation are limited.</p>	
<p>Gender division of labor</p>	
<ul style="list-style-type: none"> • Women are considered to be responsible for securing and collecting natural resources in terrestrial and coastal areas, as well as caring for children, elderly persons, and persons with disabilities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct awareness training on gender equality and women's empowerment at the community level. <input type="checkbox"/> Work with women's groups and men's groups motivated to promote gender equality and women's empowerment to advocate local communities about gender equality and the important role of women. <input type="checkbox"/> In cooperation with the Ministry of Women's Affairs and other ministries, support the improvement of policies and institutions that discriminate against women or limit women's participation in productive activities through the presentation of statistical data and good practices. (e.g., statistics on women's unpaid work, good practices on how respite care services^{xix} have reduced women's workloads, etc.)
<p> Training contents of gender training include what is gender, the impact of gender bias on organizational operations and systems, the significance of gender mainstreaming (e.g., sound organizational operations, higher project results and sustainability), creating action plans to promote gender mainstreaming, and response to harassment and SGBV.</p>	
<p> Advocacy for men on the important role of women can also be effectively carried out by men's groups motivated to promote gender equality and women's empowerment.</p>	
<p>Access to resources</p>	
<ul style="list-style-type: none"> • Women tend to have less access to natural resources and natural environment. • Women have limited access to resources related natural environment conservation (e.g., land, information, vocational training, financial services, etc.) and are unable 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct seminars and training to promote improved access to terrestrial natural resources (timber, non-timber forest products, etc.) and coastal natural environments (mangrove forests, coral reefs, etc.). <input type="checkbox"/> Create a forum (e.g., workshops, working groups, etc.) to discuss natural resources and the natural environment managed by forest management associations, etc., and whether women have access to them. If not, identify the underlying reasons. <input type="checkbox"/> Support to strengthen women's social and economic activities (below is an example). <ul style="list-style-type: none"> - Work with the Ministry of Women's Affairs, women's groups and men's groups motivated to promote gender equality and women's empowerment to lobby for a review of systems and practices related to land tenure that inhibit women's access to financial services. - Create a local support system for women who lack means of transportation and information gathering. (e.g., create a mechanism for women's groups and men's groups motivated to promote gender equality and women's empowerment to share information with women in need, as well as a mechanism for lending and sharing means of transportation and information gathering) - Provide opportunities to interact and exchange ideas with women entrepreneurs who have established businesses that utilize natural resources. Share information on the career paths and initiatives of female role models.

^{xix} Respite care services are services primarily to prevent caregivers from becoming tired and worn out by providing short-term support for elderly persons, persons with disabilities, etc. at home or in medical facilities. (See: <https://www.nia.nih.gov/health/what-respite-care>) (Accessed April 30, 2022)

to participate in related social and economic activities.	<ul style="list-style-type: none"> - Provide vocational training for women on alternative livelihoods to promote conservation of the natural environment. - Improve access to materials and equipment used for processing natural resources. (e.g., gender training for male heads of households and other owners of equipment and materials, training for women in machine operation, promotion of women's participation in planning and procurement of equipment and materials, etc.) - Improve women's access to financial services by incorporating financial literacy training into the project.
Participation in decision-making	
<ul style="list-style-type: none"> • Decisions about the management and use of terrestrial and coastal natural resources are often made by men. 	<ul style="list-style-type: none"> <input type="checkbox"/> Promote gender-equal decision-making at all stages of project cycle such as planning, implementation, monitoring, and evaluation of natural environment conservation-related activities in the region through gender training and advocacy for natural resource managers and associations (e.g., forest and fishery cooperatives, heads of households). <input type="checkbox"/> Assign female natural resource managers. (ensure that managers are not biased toward any particular gender, e.g., by setting gender ratios.) <input type="checkbox"/> Encourage consultation and collaboration with women's groups and men's groups motivated to promote gender equality and women's empowerment when developing natural resource management and utilization plans. <input type="checkbox"/> Meet with community leaders and ethnic and religious leaders to discuss women's participation in natural resource management-related associations, improving women's use of natural resources, and women's land tenure. <input type="checkbox"/> Promote awareness and behavior change among men and community leaders through advocacy activities and the media. <input type="checkbox"/> Encourage households to manage and sell natural resources, purchase goods, and manage income from natural resource-related businesses, which reflects the needs of women.

Good practices in gender mainstreaming

The following shows good practices in gender mainstreaming relating to two or three of the above aspects.

Example of JICA's projects 1: India, "Tripura Forest Environmental Improvement and Poverty Alleviation (TFIPAP)", Fiscal Year 2007, ODA loan

Project Summary: This project aims to contribute to the improvement of the local environment and poverty reduction through reforestation, support for slash-and-burn farmers, and biodiversity conservation with the participation of local residents, thereby restoring forests and generating income for local residents.

Gender-responsive activities

- **Establish and strengthen self-help groups with attention to gender balance**

The project supported livelihood development, including processing and marketing of non-timber forest products, through the establishment and strengthening of women's self-help groups (SHGs), particularly to promote women's participation and strengthen their leadership, and to improve their social and economic capacities. 1,543 SHGs were formed, of which 392 (25%) are women-only SHGs, 352 (23%) are men-only SHGs, and 799 (52%) are mixed-gender SHGs, with women holding positions such as group leader and deputy group leader in about half of the mixed-gender SHGs.

- **Empowerment of women through training aimed at acquiring skills and improving livelihoods with women's participation**

Under the project, training on gender was conducted for personnel of forest district and range^{xx} as well as field staff. Training on income generation activities of SHGs, agroforestry, community nurseries, etc. was also conducted for Joint Forest Management Committees (JFMCs) and SHG members, with an overall participation rate of about 55% for men and 45% for women. The project used a variety of media to provide information, including videos, pictorial posters, and skits in local languages, and women could easily access and understand the information. In addition, most of the training for SHGs was conducted in the villages to address restrictions on women's mobility. As a result of the project activities, in addition to improved women's leadership and access to forest resources such as water, food, and fuel, many women were empowered within their communities and households^{xxi}. For example, prior to the implementation of the activities, very few women members of SHGs had personal accounts in financial institutions, but after the implementation of the activities, some women members opened accounts and received small loans from the JFMCs. This approach through the establishment and strengthening of SHGs has also been incorporated in India's national programs.

Example of JICA's projects 2: India "Project for Sustainable Catchment Forest Management in Tripura (SCATFORM)", FY2018, ODA loan

Project Summary: This project aims to improve the quality of forests, forest ecosystems, and the livelihoods of local residents by implementing sustainable forest management, water and soil conservation activities, and livelihood improvement activities.

Gender-responsive activities

- **Activities with a gender perspective through the development of gender action plan**

This project is positioned as the second phase of TFIPAP and plans to enhance the collection and analysis of sex disaggregated data, analysis of gender issues, securing a state-level gender budget, regular monitoring of gender indicators, institutional strengthening, and collaboration with relevant agencies. The project takes gender perspective in a more systematic manner than the first phase, including the formulation of an action plan. It is also reported that ownership of the Tripura Forest Department is increasing, the number of female officials working in the department has increased, and the officials become increasingly aware of gender.^{xxii}

Examples of other donors' project 1: Asian Development Bank (ADB), Lao PDR "Greater Mekong Subregion (GMS) Biodiversity Conservation Corridor Project", FY2016

Project Summary: This REDD+ project supported the scaling up of sustainable forest management activities targeting for 2,300 households and 3,900 ha of forest.²⁶

Gender-responsive activities

- **Promoting women's participation in training and improving their livelihoods through the establishment of gender indicators**

The project emphasized the importance of promoting women's participation with a gender perspective, and included performance indicators such as "50 provincial, 75 district, 800

^{xx} Range is a subordinate management unit of the Forest Division or Wildlife Division. Sub-units of the Range include Sections and their subordinate Beats, which are staffed with management personnel.

^{xxi} From online interviews with project stakeholders on January 18, 2022.

^{xxii} From online interviews with project stakeholders on January 18, 2022.

village-level persons trained in REDD+ activities with at least 30% of trainees being female" and "at least 420 additional households receive cash and technical support to improve productivity and income from livelihoods, with at least 40% of beneficiaries being female".²⁷

- **Empowerment of women through implementation of gender action plans**

To ensure women's access to forest resources, the action plan also included women's participation in meetings on forest plotting and the preparation of community forest development plans. The implementation of the action plan with gender indicators has strengthened women's role in forest resource management and business development, and increased women's economic opportunities and voice.

Step 3. Setting gender indicators

After considering activities with a gender perspective, indicators (gender indicators) will be set to measure expected results (changes) of such activities. When setting indicators, set quantitative indicators as much as possible to objectively assess the status of the changes. If it is difficult to set quantitative indicators, qualitative indicators can be set to measure the progress of change. Examples of gender indicators are indicated below.

List of gender indicators

Policies and systems
<input type="checkbox"/> Number of gender training, awareness-raising, training in Japan and a third country, and public consultations held, number and percentage of participants by different genders (including number and percentage of participants from poor, female-headed households, and women with disabilities), and their level of understanding and satisfaction <input type="checkbox"/> Number of natural environment conservation policies, plans, guidelines, etc., formulated with a gender perspective <input type="checkbox"/> Existence or absence of the Gender Action Plan <input type="checkbox"/> Number of natural-environment-conservation-related projects of the partner government that incorporate gender-responsive activities, outcomes, indicators, targets, and budgets, as well as project evaluation results. <input type="checkbox"/> Number of monitoring and evaluation with a gender perspective, and their results
Organizational structure
<input type="checkbox"/> Existence or absence of working groups or task forces that promote the empowerment of women and vulnerable groups in the natural environment conservation sector, and the number and percentage of members and leaders by gender <input type="checkbox"/> Number and percentage of staff and managers by gender in ministries and agencies in charge of natural environment conservation, and whether they have a quota system <input type="checkbox"/> Employment and promotion conditions and workplace environment of ministries and agencies in charge of natural environment conservation <input type="checkbox"/> Number and percentage of trained professionals in the natural environment conservation sector by gender <input type="checkbox"/> Existence or absence of women's groups, self-help groups involving women, and men's groups motivated to promote gender equality and women's empowerment; number and percentage of members/leaders by gender
Gender division of labor
<input type="checkbox"/> Number of training sessions conducted to encourage sharing of workload and changes in attitudes and behaviors so that the burden is not placed on only certain gender groups; number and percentage of participants by gender; and their level of understanding and satisfaction <input type="checkbox"/> Number and frequency of advocacy activities conducted to promote changes in attitudes and behaviors among men and community leaders, and degree of their changes (comparison before and after activities through questionnaires) <input type="checkbox"/> As a result of training and awareness-raising activities, the number and percentage of respondents by gender who indicated in the monitoring and evaluation process that there was a change in attitudes and behaviors (e.g., unpaid domestic and care work were shared between women and men) <input type="checkbox"/> Number and percentage of people by gender who are able to go to school and start economic activities as a result of reduced unpaid domestic and care work <input type="checkbox"/> Number and percentage of people by gender within households and communities that have taken on a greater role in natural environment conservation than in the past
Access to resources
[Access to natural resources and the natural environment] <input type="checkbox"/> Number and percentage of people by gender with access to natural resources and the natural environment, and increase of their satisfaction levels identified through pre- and post-activity comparisons of questionnaires, etc. [Access to resources related to natural environment conservation (e.g., training, information, land, financial

<p>services, vocational training, equipment, etc.)]</p> <ul style="list-style-type: none"> <input type="checkbox"/> Number of seminars and training conducted to promote improved access of women to natural resources (timber, non-timber forest products, etc.) and the natural environment (mangrove forests, coral reefs, etc.), and number and percentage of participants by gender and their satisfaction levels <input type="checkbox"/> Number of discussions in workshops, working groups, etc., on access to natural resources and the natural environment, and the number and percentage of participants by gender and satisfaction level <input type="checkbox"/> Number and percentage of people engaged in economic activities that utilize natural resources by gender <input type="checkbox"/> Number and percentage of people by gender with access to land and financial services for natural environment conservation related activities and projects <input type="checkbox"/> Number and percentage of people by gender with increased income due to improved access to natural resources and the natural environment <input type="checkbox"/> Number and percentage of people by gender who participated in vocational training on alternative livelihoods to promote conservation of the natural environment, and number and percentage of the participants by gender whose income increased as a result of the participation <input type="checkbox"/> Number and percentage of people by gender who were able to use new means of transportation and information gathering for natural-environment-conservation-related activities (e.g., selling forest resources by cell phone) <input type="checkbox"/> Existence or absence and details of local support systems for women who lack means of transportation and information gathering <input type="checkbox"/> Number and percentage of people by gender who owned or used materials and equipment for harvesting, collecting, and processing natural resources <input type="checkbox"/> [Impact of improved access] <input type="checkbox"/> Number and percentage of women with reduced burden of securing and collecting natural resources in terrestrial and coastal areas <input type="checkbox"/> Number and percentage of women with increased roles (rights, dignity, etc.) in each stage of the forest products and agroforestry value chain (afforestation, harvesting and logging, processing, marketing, etc.) and in each stage of the fisheries value chain (fishing, processing, marketing, etc.) <input type="checkbox"/> Number and percentage of women whose income increased as a result of natural-environment-conservation-related activities (e.g., participation in economic activities, land tenure stability, etc.)
<p>Participation in decision-making</p> <p>[Women's participation and decision-making in projects]</p> <ul style="list-style-type: none"> <input type="checkbox"/> Number and percentage of managers and leaders by gender involved in the planning, implementation, and monitoring of natural-environment-conservation-related activities and projects utilizing natural resources. <input type="checkbox"/> In the monitoring and evaluation, number and percentage of respondents who answered that women's opinions were incorporated in the planning and implementation of natural-environment-conservation-related activities and projects utilizing natural resources <p>[Women's participation and decision-making in projects]</p> <ul style="list-style-type: none"> <input type="checkbox"/> Number and percentage of managers (e.g., forestry extension workers, forest guards, wetland conservationists, and other responsible persons for terrestrial and coastal natural environment conservation and ecosystem conservation and restoration) by gender <input type="checkbox"/> Number and percentage of members and leaders by gender participating in natural resource related associations such as forest management associations and fishery associations <input type="checkbox"/> Existence or absence and number of women's groups and men's groups motivated to promote gender equality and women's empowerment involved in consultations for management and utilization planning of natural resource and preparation of guidelines (e.g., forest and wetland management guidelines, mangrove ecosystem restoration guidelines, transplantation guidelines for reef-building corals), and details of those consultations and collaborations <p>[Impact of improved women's participation and decision-making]</p> <ul style="list-style-type: none"> <input type="checkbox"/> Number and percentage of people by gender who can decide how to use their income in the household <input type="checkbox"/> Number and percentage of people by gender who can determine the sales timing and price of sales in the household <input type="checkbox"/> Number and percentage of contracts signed with women for the provision of certified seedlings <input type="checkbox"/> Average land area owned by gender
<p>Impact</p> <p>[Gender division of labor]</p> <ul style="list-style-type: none"> <input type="checkbox"/> Number and percentage of women who feel respected by their husbands or partners

- Number and percentage of people by gender participating in unpaid domestic and care work
- Number and percentage of people by gender recognize women's competence
- [Access to resources]
- Percentage of income inequality between women and men corrected
- Number and percentage of people who were able to borrow from financial institutions, by gender
- Number and percentage of small savings and loan group members and leaders by gender
- Number and percentage of respondents who have a bank account in their name or have opened a new bank account, by gender
- [Women's participation and decision-making]
- Number and percentage of participants/leaders in community activities, by gender
- Number and percentage of respondents who reported active participation in community activities, by gender
- Number and percentage of community activities led by women
- Number and percentage of civic forums that achieved the quota target of women participants.
- Percentage of students going on to higher education, by gender
- Number and percentage of people newly employed (because of improved access to natural resources), by gender
- Number and percentage of workshops on gender issues in the workplace
- Number and percentage of people by gender who feel that the participation of women in decision-making has improved (compared to previous years) in sectors other than the natural environment conservation sector.
- Number and percentage of vulnerable groups (e.g., children, elderly persons, persons with disabilities, LGBTQIA+, indigenous peoples, migrant workers, etc.) by gender who feel their participation in decision-making has improved (compared to previous years) in the natural environment conservation sector
- [Safety and violence]
- Number and percentage of occurrences of SGBV, including domestic disputes and domestic violence (DV)

Step 4. Gender responsive project implementation and monitoring

A project should also include actions to respond to situations of the stakeholders of different gender, including their gender issues and needs identified in Step 1.

In monitoring, gender-disaggregated data and gender indicators set in Step 3 help understand the implementation status of the activities, including the participation rates of women and men, and assess if the expected results are being achieved.

If unexpected gender issues have been identified during the monitoring, effective solutions should be formulated, assessed on the compatibility with the project scope and progress, and added in the project as new activities. Where the situation allows, it is desirable to revise project plans, such as Project Design Matrix (PDM) and Plan of Operation (PO) accordingly.

The table below illustrates points to keep in mind during project implementation and monitoring.

Points to remember for gender-responsive project implementation and monitoring

Category	Points to remember
Implementation structure	<ul style="list-style-type: none"> ● Except where there is a specific reason, check the gender balance of the Counter Part (C/P) and consider measures to achieve balance if there is a bias. ● Conduct gender training for C/Ps, project staff, and Japanese experts prior to and during implementation. If, at the time of training, it is found that there is a lack of understanding and awareness of gender, continuously consider ways to change attitudes and behaviors. ● When hiring project staff, clearly communicate clauses prohibiting sexual harassment and sexual exploitation of beneficiaries and have them sign a consent form. ● In view of the culture and customs of the target countries/regions and the responses to sexual exploitation, abuse, and harassment in the field of international cooperation, Japanese experts should exercise caution and remind each other not to unintentionally engage in discriminatory language or behavior. ● Set up a consultation window and route that can be used by all parties concerned, including the project team and beneficiaries, to respond to cases of SGBV and harassment. ● Assign international and local gender experts as needed. ● Encourage discussion and collaboration with women's groups and men's groups motivated to promote gender equality and women's empowerment when developing natural environment conservation plans. ● Create a community support system for women and socially vulnerable groups who lack means of transportation and information gathering (e.g., create a mechanism for women's groups and men's groups motivated to promote gender equality and women's empowerment to share information with women, and a mechanism for lending or sharing means of transportation).
Implementation of activities	<ul style="list-style-type: none"> ● Ensure that consideration is given to the time and place of activities so that women, who are busy with unpaid care and domestic work, can easily participate in activities. Moreover, check to see that participation in activities does not increase the burden on particular persons/groups ● If the literacy rate of women is low, devise ways to convey information and skills through training and technical guidance (e.g., explanations using illustrations and photographs rather than text, group learning), and continuously monitor participation to ensure that those who need the information and skills are attending the training. ● Create an environment in which it is easier for women to participate and speak out, paying attention to factors such as the composition of members and the way meetings are conducted, so that women always participate in the decision-making process and their voices are reflected.

	<ul style="list-style-type: none"> ● Pay attention to diversity among women, as their circumstances, challenges, needs, and impacts from development projects differ according to gender, age, social class, ethnicity, disability status, education level, family/household type, and other factors. ● Engage and promote understanding among boys, men, and community members. (Where gender norms and discrimination are strong at the project site, the understanding and cooperation of influential community leaders, religious leaders, and others is especially important.)
Monitoring	<ul style="list-style-type: none"> ● If participation in natural environmental conservation project activities and benefits from the project are biased toward either men or women without justifiable reasons, identify the causes and factors and consider implementing necessary measures. (e.g., participation in training, lower proportion of women in employment compared to men) ● Monitor if the time and place of activities are set to promote the participation of women, who are busy with unpaid care and domestic work. Moreover, monitor if participation in activities does not increase the burden on particular persons/groups. ● If differences in the practice and retention of introduced skills owing to gender or other reasons are found, identify the contributing factors and address them. ● Check for any positive or negative impacts that were not anticipated at the planning stage. If they do exist, consider ways to maximize positive impacts and minimize negative impacts. (Positive: women's participation in natural environment conservation activities has strengthened awareness throughout the household. Negative: women's participation in activities related to natural environment conservation has increased domestic violence by men who do not want women to stay away from home.)

Step 5. Gender mainstreaming evaluation

In the evaluation phase, project achievements, implementation process, outcomes, and impacts should be assessed with a gender perspective, while evaluating the project in accordance with a prescribed project evaluation framework (ex-post evaluation) and evaluation methodology (DAC six evaluation criteria). When identifying the outcomes and impacts, attention needs to be paid to signs of emerging outcomes and impacts as well as already achieved outcomes and impacts. If there is difference in benefits received by women and men, details of the difference and its causes should be analyzed.

It should be noted that during the evaluation, whether be it quantitative or qualitative, gender-disaggregated data and information should be collected, whenever possible, and analyzed. When conducting interviews, attention should be given to gender balance and attributes of the survey participants. Group formation (either single-gender or mixed-gender) will be decided depending on the content of the interview. Gender composition of an evaluation team should also be decided after thorough consideration.

The following shows gender-responsive evaluation questions listed in accordance with the DAC six evaluation criteria.

Check points for gender-responsive evaluation

OECD DAC 6 evaluation criteria	Check points
Relevance	<p>Development policies and needs of the target country</p> <ul style="list-style-type: none"> - Are the gender-responsive activities of the project consistent with priorities of gender equality policies and natural environment conservation policies? <p>Inclusion of people with special needs</p> <ul style="list-style-type: none"> - Do specific gender or groups occupy the majority of beneficiaries? - Prior to beneficiary selection, was information collected from women and women's groups? - Did the project promote the participation of female-headed households, women with disabilities, and elderly women? <p>Appropriateness of the plan and approach</p> <ul style="list-style-type: none"> - Have methods been taken that do not exclude certain gender groups? - Did the project take an approach to benefit diverse people? - Have methods been taken that ensure no increase in the workload of a particular gender group? - Did the project made any revision based on the monitoring results?
Coherence	<p>Coherence between global goals and initiatives such as SDGs and global norms and standards</p> <ul style="list-style-type: none"> - Did the gender-responsive project activities align with global initiatives? - Did the aforementioned activities contribute to achievement of global goals such as SDGs?
Efficiency	<ul style="list-style-type: none"> - Did the project make use of knowledge and experiences of women and vulnerable groups, and collaborate groups of women and persons with disabilities to realize effective project implementation? (e.g., were initiatives taken to disseminate information related to natural environment conservation to women by utilizing the networks of women's groups?) - Are the training participants in Japan and the third countries gender-balanced?
Effectiveness	<ul style="list-style-type: none"> - Did the gender-responsive activities achieve the expected results? - Did the aforementioned activities contribute to achievement of the project objectives and outcomes?
Impact	<p>Did the gender-responsive activities facilitate positive impacts? (e.g., women's leadership, equal participation in all decision-making processes, and supporting government review systems, improving mechanisms to reflect women's opinions, reducing domestic violence</p>

	<p>and SGBV against women, etc.)</p> <ul style="list-style-type: none"> - If there are any negative impacts, are there any differences in impacts depending on people's attributes such as gender and age? (e.g., women's workload increased, increase in domestic violence and SGBV against women, etc.)
Sustainability	<ul style="list-style-type: none"> - Will women and girls be able to continue their activities without difficulty? - Will women and girls be able to participate in natural environment conservation-related activities continuously and contribute to the sustainability of project effectiveness? - Will the role and contribution of women and girls in the community and households be recognized and will there be continued cooperation between women and men in natural environment conservation-related activities? - Will relevant agencies keep implementing gender mainstreaming? - Will relevant agencies keep facilitating women's participation in decision-making? - Will the voices of women and girls continue to be reflected in policies, measures, and institutions of the natural environment conservation sector? - Will activities with gender perspective be reflected in the natural environment conservation sector policies and plans? - Will activities with gender perspective be reflected in the budget of the natural environment conservation sector?

Regarding effectiveness (outcomes), impact, and sustainability, identify how gender-responsive activities have contributed to the promotion of gender equality and women's empowerment, taking into account the three aspects of agency, relations, and structure and systems (see Step 2). Specifically, "agency" refers to what women have become able to do as a result of the implementation of the activities (including not only their own abilities but also changes in the external environment surrounding the women). "Relations" refers to how the activities have helped transform the gender relations among stakeholders and in societies. As for "structure and systems," the scope of evaluation includes how the activities have been integrated into policies and systems, as well as operational policies and plans of the implementing agencies, and how gender equality has been promoted in the organization. If a negative impact is identified, lessons learned should be extracted as much as possible for reflecting in future projects.

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