

GUIDE/MANUAL FOR NGDOs

TOOL FOR THE SYSTEMATIC
INTEGRATION OF THE GENDER AND
ENVIRONMENT/CLIMATE NEXUS

Tool developed by the Directorate for Development
Cooperation and Humanitarian Affairs of the Luxembourg
Ministry of Foreign and European Affairs

LUXEMBOURG
AID & DEVELOPMENT



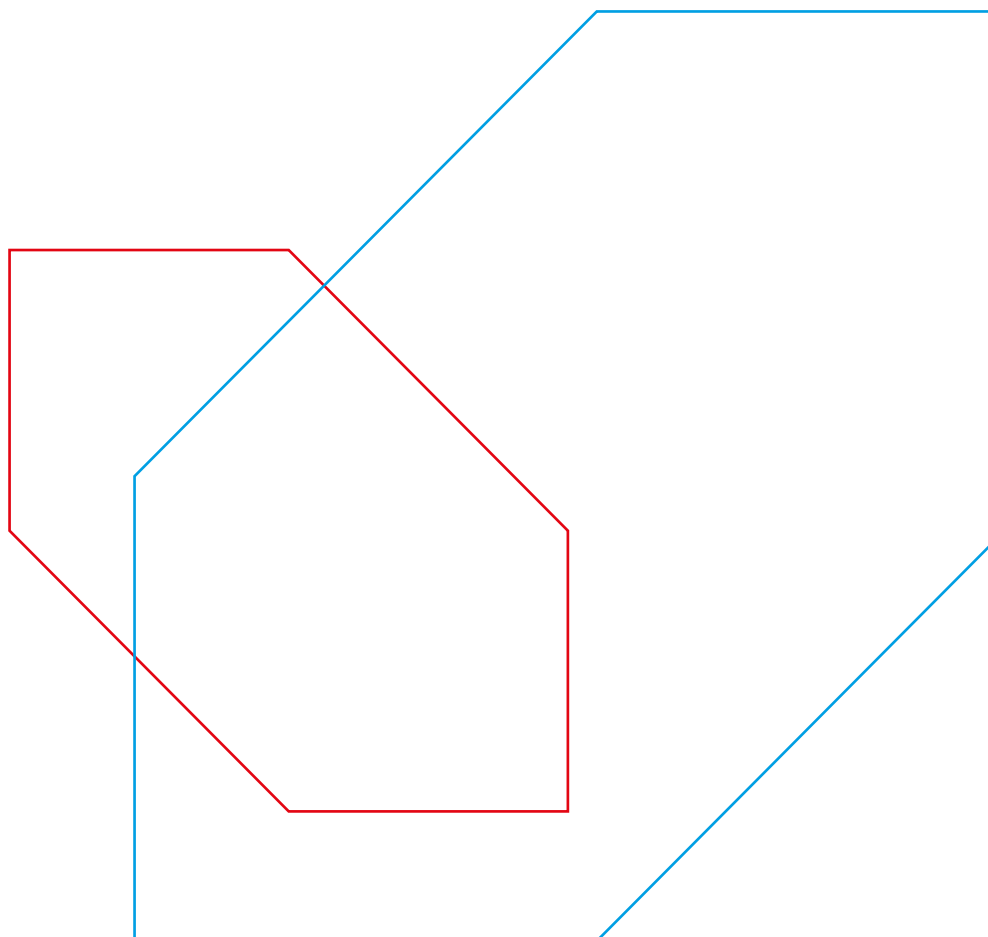
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PURPOSE OF THIS MANUAL

This manual, designed to be used mainly by civil society organisations approved by the Ministry of Foreign and European Affairs (**MFA**), is intended to provide the foundations required to operationalise Luxembourg Development Cooperation's new gender and environment/climate change (**env/CC**) strategies. It describes the questions to be asked and the elements to be considered at each stage in the project cycle to ensure that gender equality issues, environmental protection and climate change are mainstreamed in all projects delivered by non-governmental development organisations (**NGDOs**).

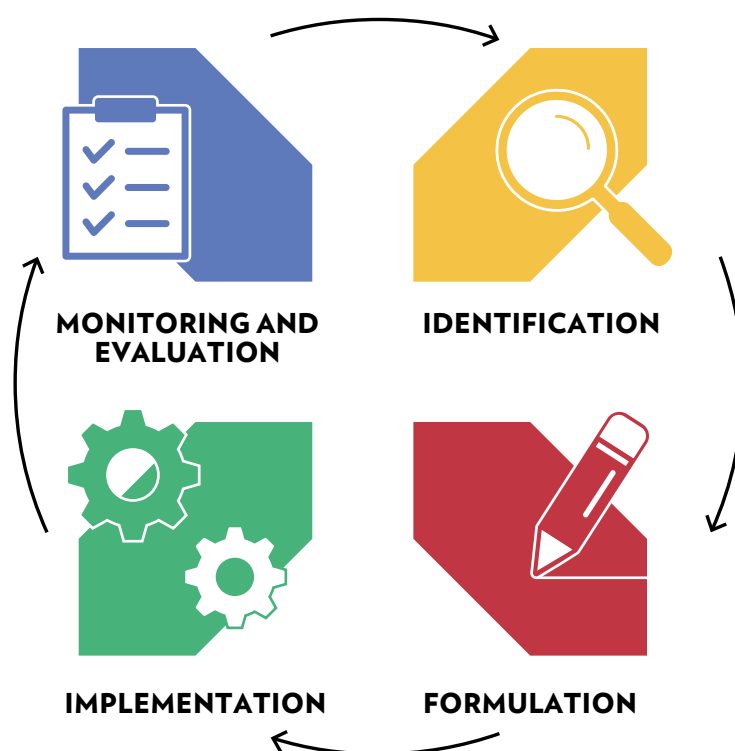
The manual is organised around the four project cycle stages, setting out, for each stage, a list of questions to consider for gender and environment/climate change, respectively. It is important to develop the habit of systematically asking these questions at each stage in the project cycle in order to remain vigilant: experience shows that, despite good intentions, gender/env/CC

issues can easily be forgotten when precise and clear objectives, supported by a monitoring system and key gender/env/CC-sensitive indicators, have either not been defined or are not explicit.

While it is essential to mainstream these themes systematically, the extent to which these cross-cutting themes are integrated will depend on the project type, the contexts in which they are to be implemented and the resources available within the NGDOs.

In addition to this manual, an OECD DAC Marking Guide has been developed, which provides specific guidance for the marking of gender, environmental aid and Rio markers (adaptation, mitigation, desertification and biodiversity), as well as examples of activities in Luxembourg Development Cooperation's priority intervention sectors. Sector-specific forms are also available to illustrate gender/env/CC issues specific to Luxembourg Development Cooperation's key sectors.

Mainstreaming in the NGDO project cycle



IDENTIFICATION

The identification of a project is a critical time for identifying the issues, constraints, risk factors and opportunities linked to these themes (gender and env/CC) that need to be considered when designing the project.

KEY QUESTIONS FOR GENDER

Whatever the project's stated objective in relation to gender equality, a gender analysis¹ must be systematically undertaken to ensure, as a minimum, that the project does not cause harm or exacerbate inequalities. The level of detail of the analysis will depend on the stated gender objective of the OECD-DAC Gender Marker². The analysis should be based, as far as possible, on existing studies and data available and should include the following elements:

— Key indicative questions to ask during gender analysis

- Who does what? (division of labour)
- Who is involved in decisions in the household?
- Who participates in public life? (speaking in public)
- Who controls the resources? (land, finance, etc.)
- Who has access to, and who controls access to, public space and public services?
- Are women in control of their own reproductive health?
- What degree of autonomy do women have in their life choices? (choice of partner, employment, etc.)

MARKER 0

In addition to a review of any gender laws and policies the country has, gender analysis includes a description of the roles and responsibilities of men and women in the project's sector, disaggregated statistical data and details on access to and control over the means of production (land, knowledge, know-how, capital, etc.).

MARKER 1

Gender analysis also includes identifying the practical³ and strategic⁴ needs of women in the sector.

MARKER 2

Marker 1 gender analysis is complemented by a power analysis⁴ to identify possible entry points for putting pressure on structures that maintain inequalities.

* Practical needs are those needs that, once met, improve women's practical lives without fundamentally changing roles or power relations. For example, the installation of running water or improved stoves reduces working time but does not change roles.

** Strategic needs are those that, once met, change power relations; promoting women's access to credit or land ownership allows them to gain autonomy and reduces dependency.³

*** A power analysis distinguishes between oppressive power and transformational power.⁴

Useful resources available

- [Notes on gender equality in Luxembourg Development Cooperation partner countries](#) (LuxDev, 2021)
- [Practical guide to conducting a gender analysis](#) (SDC)
- [African Development Bank's country gender profiles](#)

1 See https://senprof.education.sn/FORMATIONS/genre/activities/Analyse_genre.xhtml

2 For more information on the criteria underpinning the scoring of the Gender Marker, please see the MFA's manual on OECD-DAC scoring.

3 https://senprof.education.sn/FORMATIONS/genre/activities/Besoinspratiques_Interetsstrategiques.xhtml

4 Oxfam's Guide to Feminist Influencing <https://oxfamilibrary.openrepository.com/bitstream/handle/10546/620723/gd-oxfam-guide-feminist-influencing-070319-en.pdf?sequence=5>

KEY ISSUES FOR THE ENVIRONMENT AND CLIMATE CHANGE

The analysis of env/CC dimensions in a particular intervention context seeks to adapt the project design (if necessary) to optimise the exploitation of opportunities, manage risk and operate in line with the constraints imposed by the natural environment, including climate variability, climate change and the availability or scarcity of natural resources. The analysis should be based, as far as possible, on existing studies and data available and should include the following elements:

— Key indicative questions to ask during env/CC analysis

- What are the environmental pressures and the environmental degradation factors (natural resources and associated ecosystem services) in the project's intervention context?
- What are the main current and future climate risks in the project area (extreme events and gradual changes) likely to lead to negative impacts on beneficiary communities/populations and the ecosystems on which they depend?
- Is there a differentiated exposure and vulnerability to these risks for different categories/groups of people in the project's context? (in particular, for women and men)
- What are the national and/or local environmental and climate policy priorities in the specific intervention sector (in particular in the nationally determined contribution (NDC) and the national adaptation plan, if any)?
- What capacities do the project partners and beneficiaries have for dealing with any identified climate and environmental risks, pressures or shocks?

Resources and data available

- [Country climate risk profiles](#) (USAID)
- [Climate Change Knowledge Portal](#) (World Bank) – current and future climate data
- [Aqueduct | World Resources Institute](#) (wri.org) (water risks)
- [Think Hazard](#) (exposure to natural and climate risks)
- [INFORM](#) (Joint Research Centre, EU Commission): country profile/natural disasters
- [CEDRIG Light tool for rapid screening of climate risks and impacts](#) (SDC)

National biodiversity and climate policies

- [Country profiles](#) (Convention on biological diversity, CBD)
- [NDC Partnership](#) (country profiles)
- [Country NDCs](#) (UNFCCC)

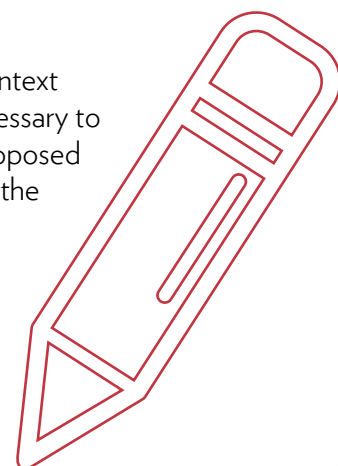
For more in-depth information

- [weADAPT Climate Change Explorer](#) (Stockholm Environment Institute (SEI): case studies and adaptation solutions by intervention area)
- [Climate vulnerability and capacity analysis handbook](#) (CARE NGDO)



FORMULATION

The outcomes and recommendations of the gender/env/CC analyses in the intervention context should feed into project formulation and be mainstreamed in the project document. It is necessary to think about mainstreaming in relation to the objectives, expected outcomes and activities proposed by the project, and these must be set out in the logical framework (or theory of change) and the monitoring and evaluation matrix. The difference between projects with DAC scores of 0, 1 or 2 lies in their intention. The questions to be asked are therefore generally the same, but the distinction lies in the level of detail in the answers provided.



KEY QUESTIONS FOR GENDER

Key questions to ask during formulation for gender⁵

	DAC 0	DAC 1	DAC 2
Does gender analysis include, as a minimum, the collection of basic information on gender in the sector/ sub-sector and an analysis of gender gaps and gender inequalities based on sex-disaggregated data?	X	X	X
Have the outcomes of the gender analysis (different lived experiences and situations experienced by women and men, different needs, different constraints) been used to define your objectives?	X	X	X
Have women and minorities been involved in a fair way in the selection of beneficiaries and in the decision-making process?		X	X
Have you conducted an analysis of the barriers and constraints to the participation of men and women in the project?		X	X
Do your goals take into account possible changes in: <ul style="list-style-type: none"> the working time of women and men in each of their social roles; the access of women and men to the resource, and to control of the resources; changes in the income level of women and men; the sharing of power and responsibilities; possible new forms of cooperation between women and men; the role of men, associations and mixed or non-mixed groups, working on stereotypes affecting men and acting on equality? 	(X) ⁶	X	X
Have project activities been tailored to be appropriate for the distinct needs of people of all genders who were identified in the analysis?	X	X	X
Does the budget include: <ul style="list-style-type: none"> a specific budget item for activities for gender mainstreaming: interventions by experts of all genders at headquarters and in the field, specific actions targeting different social groups (women, men, gender minorities), and evaluation of the project's impact on gender inequalities? budget items for training on gender inequalities for staff and partners? 		X	X
Have qualitative and quantitative indicators been defined in a sex-disaggregated manner?	(X)	X	X
Do the monitoring indicators mainly focus on immediate outcomes, or do they also try to measure longer-term effects on the living conditions of men and women and on changes in relations between men and women?			X
Are there any budget-related gender indicators that identify the share of resources dedicated to gender equality?			X

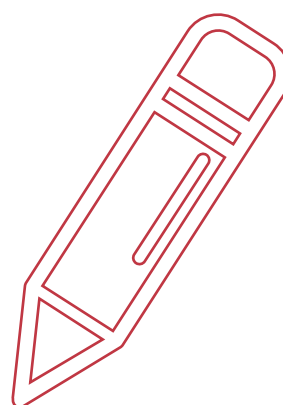
⁵ Source: list of questions adapted from form 8 in F3E's Gender and Development Guide, from the form in Oxfam's Guide to Feminist Influencing.

⁶ A cross in brackets means that the action is strongly encouraged but not necessarily required.

KEY ISSUES FOR THE ENVIRONMENT AND CLIMATE CHANGE

Key questions to ask during formulation for env/CC

	DAC 0	DAC 1	DAC 2
Have the outcomes of the env/CC analysis been used to inform the project design and is the intervention based on the “do no harm” approach?	X	X	X
Have the results of the analysis of env/CC issues, risks and opportunities been used in analysing problems and in defining project objectives?	X	X	X
Does the project take into account the negative impacts that its activities might have on env/CC? Have specific activities been identified to avoid, limit or mitigate these effects ⁸ (with a view to respecting the Luxembourg Development Cooperation principle of “do no harm”)?	X	X	X
Beyond the “do no harm” approach, does the project include measures designed to positively contribute to improving the state of the environment and the fight against climate change (co-benefits in terms of reducing GHG emissions, improved management of water/energy resources, waste, for example) or capacity building for partners and beneficiaries?		X	X
Does the project take into account the potential vulnerability of its activities to climate risks? Have adaptation measures been defined to reduce these risk factors in relation to the project?	X	X	X
Does the budget include: <ul style="list-style-type: none"> a specific budget item for activities to mainstream the environment and climate change: interventions by experts of all genders at headquarters and in the field, specific actions targeting different social groups (women, men, gender minorities), evaluation of the project’s impact on environmental protection and combating climate change? budget items for training/capacity building on the environment and climate change for staff and partners? 			X
Has the project identified any monitoring indicators relevant to its env/CC objectives, allowing short- and medium-term results to be measured as well as longer-term effects/impacts?		X	X
Are there any budget-related indicators that identify the share of resources dedicated to env/CC?			X



7 In terms, in particular, of pollution (air, water, GHG emissions); consumption of significant quantities of natural resources; use of chemicals (fertilisers, pesticides, etc.) and hazardous products; production of significant quantities of waste; degradation of soils and fragile ecosystems (forests, mangroves, coral reefs, etc.); introduction of invasive species; acquisition or conversion of large areas of land; lifestyle changes likely to increase pressure on natural resources and the environment; fair allocation and equitable sharing of natural resources and their benefits.

8 If the project presents some of the environmental risks identified, its design will need to be adapted to avoid such potential impacts, or, failing that, risk mitigation measures will need to be defined for those impacts that are unavoidable. A thorough environmental and social impact study (ESIS) may be necessary, depending on the project and its context, in the event that significant potential impacts are identified.

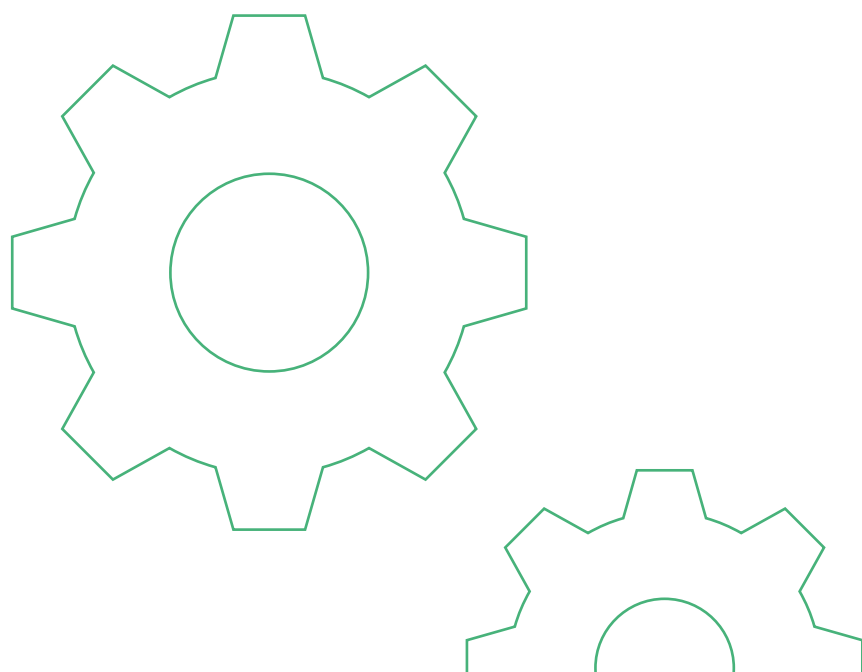
IMPLEMENTATION

Mainstreaming these themes requires particular vigilance throughout the implementation phase, in order to make sure they do not fade into the background. It is therefore useful to continue to reflect on the place of gender and env/CC issues in practice, and to adapt implementation in the light of the results of the monitoring.

KEY QUESTIONS FOR GENDER

Key questions to ask during implementation for gender

	DAC 0	DAC 1	DAC 2
Are the messages and information reaching all the project's beneficiaries (women and men) effectively?	X	X	X
Is the project managing to reach all the beneficiaries (including women), and if not what should be changed/adjusted in practice? (Meeting times and venues/facilitation techniques?)		X	X
Might women need specific support so they can participate in the activities (such as a crèche)? Might it be necessary to set up non-mixed working groups (groups of women, young people, single mothers, etc.)?			X
Do the project activities address women's practical or strategic needs (see definition above)? Or both?			X
Are women and gender minorities involved in an equitable way in the decision-making process?		X	X
Is the implementation team adequately aware of and trained in gender issues and power dynamics?		X	X
Have any possibly intimidating power relations between the implementation team and beneficiaries been taken into account?			X
Have any constraints/barriers encountered for the implementation of gender-related measures been identified and discussed with the project partners and beneficiaries? Does the project allow the identification of adjustment measures to circumvent/adapt to these constraints?		X	X
How can lessons learned from monthly/quarterly monitoring be taken into account to adjust project implementation in order to stay on track to meet gender objectives?			X



Key questions to ask about the project team⁹

	DAC 0	DAC 1	DAC 2
Is there a good balance between the number of men and women on the team but also in the division of responsibilities? Is there a good balance between men and women in the management, decision-making and project implementation teams?		X	X
Does the facilitation team include both men and women who are sensitive to local cultural norms and practices?		X	X
Have you conducted an analysis of the barriers and constraints to the participation of men and women in the project team?		X	X
Does the project have an egalitarian wage policy (equal pay for equal work)?	X	X	X
Are the communication tools (job offers, project information) sufficiently neutral (i.e. non-sexist)? Are they suitable for a diverse audience? (Local languages, diversity of tools, both audio and written)	X	X	X

Online resources and training

- [Gender and development MOOC](#) (AFD)
- [Training manual on gender and climate change](#) (IUCN, UNDP, UNEP)
- [Open online course on gender and environment](#) (UNCC)



KEY ISSUES FOR THE ENVIRONMENT AND CLIMATE CHANGE

Key questions to ask during implementation for env/CC

	DAC 0	DAC 1	DAC 2
Are project team members and partners aware of and trained in climate and environmental issues?		X	X
Does the project adopt a clean and “green” procurement policy (e.g. for the purchase of energy-efficient and sustainable equipment)?		(X)	X
Have any constraints/barriers encountered for the implementation of env/CC measures been identified and discussed with the project partners and beneficiaries? Does the project allow the identification of adjustment measures to circumvent/adapt to these constraints?		X	X
How can lessons learned from monthly/quarterly monitoring be taken into account to adjust project implementation in order to stay on track to meet env/CC objectives?			X

Online resources and training

- [Causes and challenges of climate change MOOC](#) (UVED)
- [Biodiversity MOOC](#) (UVED)
- [Disaster risk management](#) (Red Cross)

⁹ Source: list of questions adapted from form 8 in F3E's Gender and Development Guide, from the form in Oxfam's Guide to Feminist Influencing

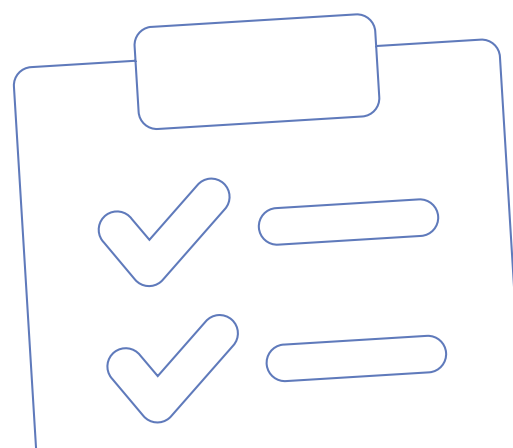
MONITORING AND EVALUATION

The data collected during monitoring will serve as a basis for answering the questions in the mid-term or end-of-project evaluation. For higher DAC markers, the formulation of evaluation questions and the focus on cross-cutting themes becomes more specific and sophisticated.

QUESTIONS FOR GENDER

Key questions to ask during monitoring and evaluation for gender

	DAC 0	DAC 1	DAC 2
Monitoring			
Is enough sex-disaggregated data collected?	X	X	X
Does the monitoring system incorporate a gender perspective, and if so, how? (annual reports, topic of discussion in the project's monitoring/steering committees, etc.)		X	X
Does the monitoring focus on changes in gender relations?			X
Evaluation			
Do the evaluation's terms of reference (ToR) focus on gender to an extent commensurate with the project's declared gender objectives?	X	X	X
Do the ToRs include gender-sensitive methodological guidelines? (for example, as a minimum):			
<ul style="list-style-type: none"> Is there provision for a balanced representation of the different beneficiary groups in interviews and discussion groups (men and women, but also grass-roots associations representing men and women, minority groups)? Are the proposed tools appropriate in view of local cultural conditions (e.g. women who cannot speak in front of men being interviewed separately)? Is it made clear how important it is, when arranging interviews, to choose times that fit in with the different schedules of men and women? 		X	X
Are there plans to include at least one person trained in gender issues in the evaluation team?		(X)	X
Is the budget allocated to gender-specific evaluation questions sufficient?		X	X
Do the evaluation questions have a gender focus?			
<ul style="list-style-type: none"> What positive or negative impact has the project had on gender equality? What have been the specific obstacles for men and women that could explain, if relevant, failure to achieve the expected results? What lessons and good practices can be learned concerning gender mainstreaming for future projects? 		X	X



KEY ISSUES FOR THE ENVIRONMENT AND CLIMATE CHANGE

Key questions to ask during monitoring and evaluation for env/CC

	DAC 0	DAC 1	DAC 2
Monitoring			
Does the monitoring system incorporate an env/CC perspective, and if so, how? (annual reports, topic of discussion in the project's monitoring/steering committees, etc.)		X	X
Are any measures to mitigate the environmental impacts of the project and climate risks effectively monitored and implemented?	X	X	X
Does the monitoring focus on strengthening the resilience of beneficiaries to environmental and climate shocks and pressures?			X
Evaluation			
Do the evaluation's terms of reference (ToR) focus on env/CC to an extent commensurate with the project's declared objectives?	X	X	X
Are there plans to include at least one person trained in env/CC issues in the evaluation team?		(X)	X
Is the budget allocated to env/CC-specific evaluation questions sufficient?		X	X
Do the evaluation questions have an env/CC focus?			
<ul style="list-style-type: none"> • What positive or negative impact has the project had on one or more Rio themes (climate, biodiversity, combating desertification)? • What have been the specific obstacles and difficulties encountered during implementation that could explain, if relevant, failure to achieve the expected results? • What lessons and good practices can be learned concerning the mainstreaming of env/CC issues for future projects? 		X	X

