

Appendix D

Guidelines for project-related gender analyses

A. Introduction

1. Chapter II, Part 2 (page 24) of the ITTO Manual for Project Formulation (2009 edition) states that a project proposal should include a stakeholder analysis that describes, *inter alia*, “the characteristics and size of the target and beneficiary groups (e.g. by age, gender and ethnic composition)”. The manual also specifies that the stakeholder analysis should include a gender analysis to:

- identify gender-based differences in resource access;
- determine how different members of target communities will participate in and be affected by project interventions;
- incorporate gender equity and empowerment in the project design process; and
- “gender” the logical framework by defining indicators relating to gender equity and empowerment.

2. As a component of the stakeholder analysis under Part 2.1 (“Rationale”), which in its entirety should not exceed three pages plus figures (see Table 2, page 18), the gender analysis should be no longer than one page.

3. This appendix provides additional guidance on conducting gender analyses as part of ITTO operations. It flows from the ITTO Policy Guidelines on Gender Equality and Empowering Women (GEEW) and supplements the Guidelines for Ensuring Stakeholder Participation in the Project Cycle contained in Appendix A of this document.

B. Gender analysis

4. Gender analysis is typically a subset of social analysis. It is a tool used to identify, understand and explain the roles and relations between males and females that exist in communities, countries, sectors and social segments and thereby to ensure that a project is “sensitive” to gender issues. Gender analysis is also used to identify the relevance of gender norms and power relations in a specific context (e.g. national, geographic, cultural, institutional or economic). In the ITTO context, a gender analysis will typically examine and document:

- the groups or communities of women relevant to a project (e.g. indigenous, local or professional), the spheres in which they operate (e.g. rural or urban, public or private), and the cultural context;
- differences in the status of women and men and their differential use of, access to and benefits obtained from forest-based assets, resources, opportunities and services;
- the influence of gender roles and norms on the division of time between paid employment in the forest sector and unpaid work (e.g. the collection of wood and non-wood forest products);
- the influence of gender roles and norms on leadership and decision-making in the public and/or private forest sector, constraints and opportunities, and entry points for narrowing gender gaps and empowering women; and
- the potential differential impacts—including negative impacts—of a project on men and women.

5. The gender analysis framework will vary depending on the nature, scope and scale of the proposed project (e.g. whether it focuses on tropical forest management, forest industry and/or the tropical timber trade, and at what level). Regardless of the type of project, the gender analysis will help ensure that projects not only “do no harm” but also promote equality and, where relevant, help close the gender gap.

6. A gender analysis should be undertaken early in the project planning phase. In this way, an understanding of gender roles and power relations can be built into projects and inform their design, objectives, interventions and desired outcomes. The results of a gender analysis will also help:

- ensure that the views of both men and women are taken into account in project formulation;
- ensure that projects “do no harm” and avoid unintended consequences that increase inequalities between women and men;
- identify data and knowledge gaps that the proposed project may wish to address; and
- develop performance indicators for gender where appropriate for project monitoring, reporting and evaluation.

7. Most gender analysis frameworks involve collecting quantitative and qualitative sex-disaggregated information and statistics on similar sets of issues, sometimes referred to as “domains”. Depending on the type and location of a project, sources of quantitative sex-disaggregated data may include national and international databases, non-governmental organizations, donor agencies, and the results of previous gender analyses in a country/locality or conducted on relevant topics. Qualitative information may be generated through interviews with potential stakeholders, both men and women, and project partners.

8. A gender analysis may take various forms depending on the project context, size, available resources, and existing sex-disaggregated data. It may be a stand-alone study or integrated into other project data collection and/or analysis processes, such as social and environmental risk and impact assessments.

9. Given its benefits, a gender analysis is generally considered highly cost-effective. According to the Green Climate Fund, gender mainstreaming and analysis does not necessarily signify additional project costs and may well increase project effectiveness and efficiency.¹

C. Examples of questions to be asked/answered

10. The specific issues or domains addressed in a gender analysis will vary depending on whether the project deals with the tropical forest resource base, forest industry development, or the international trade in tropical timber and whether it is local, national, regional or international in scale. Below are examples of the types of questions that could frame a gender analysis.² Questions should be adapted to fit the nature and scope of a given project, and some may not be applicable to all projects.

What is the project context?

- What demographic data —disaggregated by sex and income— are available?
- What are the respective roles, interests, needs and/or priorities of women and men?
- What is the legal status of women?
- What laws, policies and institutional practices influence the roles of men and women?
- What common beliefs, values and stereotypes exist related to gender?

Who has what?

- What are the levels of income and wages of women and men in the forest sector?
- What are the typical levels of education for boys and girls?
- What is the forest land-tenure and resource-use situation?
- Who controls access to, or owns, the forest?
- Do women have rights to forest land and resources?
- Do women and men have access to extension services, training programmes, etc.?

Who does what?

- What is the division of labour between men and women in the forest sector?
- How do women and men participate in the formal and informal forest-based economy?
- How are women represented relative to men in the forest-based workforce?
- What specialized knowledge and skills do men and women have related to forests?
- How do women and men participate in non-market uses of forest resources?

Who decides?

- Who controls/manages/makes decisions about forest-based resources, assets and finances?
- How do women and men participate in forest planning and decision-making and at what level?
- How much influence do women have in decision-making?
- Do men and women belong to forest-based cooperatives, trade unions or other types of economic, political or social organizations?

¹ Source: Mainstreaming Gender in Green Climate Fund Projects (2017)
https://docs.euromedwomen.foundation/files/ermwf-documents/7234_3.199.genderinclimatechange.pdf

² These sample questions are based on those commonly listed in gender analysis guidance documents, including Mainstreaming Gender in Green Climate Fund Projects (2017).

Who benefits?

- How will the project benefit women and men?
- Will the services/products of the proposed interventions be accessible to and benefit both men and women?
- Will the proposed interventions increase the incomes of both women and men?

D. Example of gender questions in the logical framework

11. When formulating projects, the project's logical framework (logframe) can offer an important opportunity for gender mainstreaming. Table 1 sets out key questions to ask when designing a project logframe of impacts, outcomes, outputs and activities.

Table 1: Examples of key questions on gender issues in the logframe

IMPACT	<ul style="list-style-type: none"> • Is gender equality an overall objective of the project? • Will men and women (of differing ages and socioeconomic groups) benefit equally from the project?
OUTCOMES	<ul style="list-style-type: none"> • Does the outcome include any clear reference to women and men and existing inequalities between them? • Does the intervention have the potential to improve women's access to self-provisioning and other productive resources, services, technologies, training and employment opportunities? • Does the intervention have the potential to improve women's decision-making on resources?
OUTPUTS	<ul style="list-style-type: none"> • Do the outputs respond to the different needs and priorities of men and women, as identified in the gender analysis? • Do the outputs challenge/redress existing gender inequalities and discriminatory norms and practices?
ACTIVITIES	<ul style="list-style-type: none"> • Are women and men given equal opportunities to plan, participate in and monitor the project's activities? • Do the planned activities take into account the roles and responsibilities of men and women in order to ensure equal opportunities for and benefits from participation?

(Source: FAO Field Guide to Mainstream Gender in Forestry, 2016; www.fao.org/3/a-i6610e.pdf)

E. Gender-sensitive versus gender-transformative projects

12. By incorporating a gender analysis in the project design phase, all ITTO project proposals are expected to be gender-sensitive—that is, aware of and sensitive to gender issues as they apply in the project context—and to seek gender co-benefits in project design and outcomes. Project proposals that go beyond gender sensitivity to actively enhance gender equality and empower women are referred to as “gender-transformative”.

13. Gender-transformative projects are those that critically assess and work to positively change gender roles, norms and relations in ITTO's work. They include one or more objectives that aim to raise awareness of gender roles and norms among women and men and to transform those norms through actions that close the gap in gender equality and promote women's rights, power, voice, economic opportunities, skills and benefit-sharing (see Table 2).

Table 2: Examples of gender-transformative project objectives

Topic	Project objective
Awareness raising and information	<ul style="list-style-type: none"> • Enhance recognition of the role of women in the sustainable management of tropical production forests, the use of forests for self-provisioning, and forest-based income generation, value chains and markets • Raise awareness of gender gaps and their negative impacts on the tropical timber economy • Generate improved information and data on the contributions of women to the forest sector and the timber economy at all levels • Increase women's awareness of their forest-based economic opportunities
Rights	<ul style="list-style-type: none"> • Strengthen forest-related policies and legislation to promote gender equality at the national, subnational and/or local levels • Enhance the implementation of applicable laws and policies • Strengthen women's rights to forest land tenure and ownership and access to forest resources • Resolve conflicts between statutory and customary rights
Economic empowerment	<ul style="list-style-type: none"> • Support women's forest enterprises at various levels • Improve women's access to financial services and capital, including microfinancing and credit • Improve women's access to forest-product markets • Improve women's access to enabling technology, including information and communication technology, and wood-processing techniques • Strengthen women's participation in forest value chains • Promote equal pay for women for equal work
Power and voice	<ul style="list-style-type: none"> • Facilitate women's participation in forest user groups • Enhance women's participation and influence in forest-related decision-making at the local, national and international levels • Promote women in management and leadership positions in forest institutions, national forest authorities, private companies and concessions • Strengthen women's forest-related networks at various levels • Monitor how actual practice reflects agreed procedures
Skills	<ul style="list-style-type: none"> • Improve women's access to forest-related education and training opportunities (technical, vocational, professional) • Improve women's access to extension services • Enhance women's employment and livelihood skills, including in value-added forest-based processing industries
Benefits	<ul style="list-style-type: none"> • Support the equitable distribution and sharing of benefits derived from forests for men and women • Support equity between women and men in the generation of benefits derived from forests