Annex 1: Four Step Process for Stakeholder Analysis

STEP 1: Identify Key Stakeholders
Assess:
   a) Who are the potential beneficiaries?
   b) Who might be adversely impacted?
   c) Have vulnerable groups been identified?
   d) Have supporters and opponents been identified?
   e) What are the relationships between the stakeholders?

The first step of a Stakeholder Analysis is to identify the key stakeholders – whose participation will be sought – from the large array of institutions and individuals that could potentially affect or be affected by the proposed intervention.

This can be achieved by a simple list. When answering the questions above, consider the beneficiaries, affected groups, and other interested groups.

STEP 2: Assess Stakeholder Interests and Potential Impact of the Project on these Interests
Assess:
   a) What are stakeholder expectations of the project?
   b) What are the benefits likely to be for the stakeholders?
   c) What resources might stakeholders be able and willing to mobilize?
   d) What stakeholder interests conflict with project goals? (Who may be negatively impacted by the project or who may otherwise be opposed to its implementation)?
Once the key stakeholder groups have been identified, their possible interests in the project can be considered. Some stakeholders’ interests are less obvious than others and may be difficult to define, especially if they are hidden, multiple, or in contradiction with the stated aims or objectives of the organization or individual. The above questions can guide the inquiry into the interests of each stakeholder or group.

**STEP 3: Assess** **INFLUENCE** **and** **IMPORTANCE**

For each group, assess:

a) and status (political, social and economic)
b) degree of organization
c) control of strategic resources
d) Informal influence (e.g. personal connections)
e) power relations with other stakeholders

*Influence* refers to the power that stakeholders have over a project. It can be exercised by controlling the decision-making process directly and by facilitating or hindering the project’s implementation. This control may come from a stakeholder’s status or power, or from informal connections with leaders.

*Importance* relates to the degree to which achievement of project goals depends on the active involvement of a given stakeholder. Stakeholders who are important to a project are generally those whose needs the project seeks to meet as well as those whose interests may converge with the objectives of the project. Some stakeholders may be very important to a project but lack influence. These stakeholders may require special efforts to enable them to become active participants to ensure their needs will be met.

Both the influence and importance of different stakeholder groups can be ranked along simple scales and mapped against each other, as an initial step in determining appropriate strategies for their involvement. Both variables can be assessed in a
preliminary manner based on the knowledge of those familiar with the stakeholders concerned. More in-depth assessments of importance and influence would require direct consultations (for instance, to ask local-level stakeholders for their reactions to a proposed intervention).

It is important to note that any individual or organization that wants to be constructively involved with the project should be included in the listing, even if they may fall under the low influence or low importance categories.

**STEP 4: Outline a Stakeholder Participation Strategy**

Plan stakeholder involvement according to:

a) Interests, Importance and Influence for each group

b) Particular efforts needed to involve important stakeholders who lack influence

c) Appropriate forms of participation throughout the project cycle

On the basis of the previous three steps in the stakeholder analysis process, some preliminary planning can be done on how the different stakeholder groups can best be involved in subsequent stages of the project. As a rule of thumb, the appropriate approaches for involving stakeholder of differing levels of influence and importance can be as follows:

d) Stakeholders of *high influence and high importance* should be closely involved throughout to ensure their support for the project

e) Stakeholders of *high influence and low importance* are not the target of the project but may oppose the intervention; therefore, they will need, as appropriate, to be kept informed and their views acknowledged to avoid disruption or conflict

f) Stakeholders of *low influence and high importance* require special efforts to ensure that their needs are met and their participation is meaningful; and

g) Stakeholders of *low influence and low importance* are unlikely to be closely involved in the project and require no special participation strategies (beyond any information-sharing strategies aimed at the ‘general public’).
Annex 2: Gender Analysis

Introduction: Why Conduct a Gender Analysis?

The first step in determining OUTCOME indicators, as compared to OUTPUT indicators is achieved through a gender analysis. A rigorous gender analysis is important for the following reasons:

- firstly, it will generate a clear and concise understanding of the problems that men and women are faced with;
- second, it is important to understand the contribution that is made by both women and men to agricultural production, and that their contributions are dependent on the different roles and responsibilities they assume due to the socialization process;
- third, as a result of their different contributions to agricultural production, women and men have extensive and sometimes, specialized knowledge that results from their roles and responsibilities.

Q 1: WHAT IS THE PRESENT GENDER SITUATION?

<table>
<thead>
<tr>
<th>STEP 1</th>
<th>How to conduct a GENDER ANALYSIS?</th>
<th>How to Apply methods to specific sectors?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Apply the Activity Profile</td>
<td>Apply questions from Key Issues in each sector: Agriculture; Forestry; Livestock/fisheries; Irrigation</td>
</tr>
<tr>
<td></td>
<td>Apply the Access/Control Profile</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify Influencing Factors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What field tools to apply?</td>
<td>PRA tools</td>
</tr>
<tr>
<td></td>
<td>How to summarize problem?</td>
<td>Use the Problem Tree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Apply gender concepts</td>
</tr>
<tr>
<td></td>
<td>What gender concepts to apply in PROBLEM ANALYSIS?</td>
<td>Condition of women and men: refers to material status of women and men.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Position of women and men: refers to social status of women in relation to men</td>
</tr>
</tbody>
</table>

How to Conduct Gender Analysis?1

1 There are many frameworks and methods for diagnosing gender issues. Here we draw largely from the Harvard Analytical Framework and
The following methods from gender analysis will be applied:

- **The Activity Profile**: this tool identifies the different work responsibilities of women and men in a given community.
- **Access and Control Profile**: all agricultural production is related to resources, and the access and control profile shows who has access (use) to these resources, and who controls (decides) on them.
- **Influencing Factors**: the differential control over resources, and the work responsibilities for women and men are to a large extent determined by socio-cultural factors such as values, traditions and so on.

**The Activity Profile**

This tool identifies all relevant productive and reproductive tasks and addressed the question: **WHO DOES WHAT?**

How much detail you need depends on the nature of your project. Those areas of activity which the project will be directly involved in require the greatest detail. For instance, an activity profile for an agricultural project would list, according to the gender division of labor, each agricultural activity (such as land clearance, preparation, and so on) for each crop, or each type of field. Depending on the context, other parameters may also be examined:

- Gender and age denominations: identifying whether the adult women, adult men, their children, or the elderly carry out an activity;
- Time allocations: specifying what percentage of time is allocated to each activity, and whether it is carried out seasonally or daily;
- Activity locus: specifying where the activity is performed, in order to reveal people’s mobility. Is work done at home, in the family field, the family shop, or elsewhere (within or beyond) the community?

Activities can be grouped into three categories:

| Production | This includes the production of goods and services for income or subsistence. It is the work done which is mainly recognized and valued as work by individuals and societies, and which is most commonly included in national economic statistics. Both women and men perform productive work, but not all of this is valued in the same way. |
| Reproduction | This encompasses the care and maintenance of the household and its members, such as cooking, washing, cleaning, nursing, bearing children and looking after them, building and maintaining shelter. This work is necessary, yet it is rarely considered of the same value as productive work. It is normally unpaid and is not counted in conventional economic statistics. It is mostly done by women. |
| Community | This included all the community activities that household members engage in. These could include communal labor, attending religious ceremonies, marriages, political meetings, training workshops and so forth. |

**The Access and Control Profile – resources and benefits**

This enables users to list what resources people use to carry out the tasks identified in the Activity Profile. It indicates whether women or men have access to resources, who controls their use, and who controls the benefits of a household’s (or a community’s) use of

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resources. Access simply means that you are able to use a resource, but this says nothing about whether you have control over it. For example, women may have some access to local political processes but little influence or control over which issues are discussed and the final decisions. The person who controls a resource is the one ultimately able to make decisions about its use, including whether it can be sold.

**Influencing factors**

This allows you to chart factors which influence the difference in the gender division of labor, access, and control as listed in the two profiles above. Identifying past and present influences can give you an indication of future trends. These factors must also be considered because they present opportunities and constraints to increasing the involvement of women in development projects and programs.

Influencing factors include all those that shape gender relations, and determine different opportunities and constraints for men and women. These factors are far-reaching, broad, and inter-related. They include:

- Community norms and social hierarchies, such as family/community forms, cultural practices, and religious beliefs
- Demographic conditions
- Institutional structures, including the nature of government bureaucracies, and arrangements for the generation and dissemination of knowledge, skills, and technology
- General economic conditions, such as poverty levels, inflation rates, income distribution, international terms of trade, and infrastructure
- Internal and external political events
- Legal parameters
- Training and education
- Attitude of community to development/assistance workers

The purpose of identifying these influencing factors is to consider which ones affect women’s or men’s activities or resources, and how they, in turn can affect them. This tool is intended to help you identify external constraints and opportunities which you should consider in planning your development interventions. It should help you anticipate what inputs will be needed to make the intervention successful from a gender perspective.

**How to apply methods to specific sectors?**

While using the three profiles listed above, utilize the key questions provided for each sector: Agriculture; Forestry; livestock/Fisheries; Irrigation. Each sector has a specific set of issues that are relevant to their particular context, and hence, the questions for analysis will follow these specialized contexts. Here is a list of special or key issues and accompanying assessment questions that are specific to the following sectors:

- Crop production/agriculture
- Forestry
- Livestock and fisheries
- Agricultural water management/irrigation

The following are a list of sample questions for each sub-sector, but it should be noted that these questions are not exhaustive, and additional questions may be included depending on the context.

<table>
<thead>
<tr>
<th>Crop Production / Agriculture</th>
<th>Key issues</th>
<th>Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1: Gender and Crop choice</strong></td>
<td></td>
<td>What crops do women favor? What crops do men favor? What are women’s preferences that determine their crop/varietal choice? Do women have the same access as men to seed and other agricultural services?</td>
</tr>
<tr>
<td><strong>2: Gender and crop management tasks</strong></td>
<td></td>
<td>What are the different roles for women and men in agricultural production? What is the impact of male outmigration on women’s tasks/burden? How do women manage additional responsibilities? Do women have similar access to agricultural services, seed technologies etc. than men?</td>
</tr>
<tr>
<td><strong>3: Gender and knowledge differences</strong></td>
<td></td>
<td>How does women’s knowledge differ from men’s knowledge for different crops and varieties? If so, for which crops/varieties? Do planners of projects take this gender differentiated knowledge on crops/varieties into</td>
</tr>
</tbody>
</table>
consideration for appropriate project intervention?

### 4: Gender and access to information, organizations and markets

- Are gender-sensitive participatory methods widely adopted by extension staff, planners and project implementing staff during the situational analysis and design of the project?
- Are there sufficient women professionals in extension services? If so, are they technically qualified or do they largely occupy administrative positions?
- What are some of the key challenges for women to access markets?

### Forestry

#### Key issues
- **1: Non-timber forest products**
  - What forest products are harvested by women and by men?
  - How much does it contribute to household food security?
  - What forest products are harvested for sale/trade in the markets?
  - What are the roles of women and roles of men in marketing NTFPs?
- **2: Community/Village Forest Development Committee**
  - What systems of forest management are applied?
  - Are traditional, community management systems given recognition in the present and existing management system?
  - Are gender-sensitive participatory approaches used to design the forest management system?
- **3: Forests, natural disasters, and conflicts**
  - What alternative fuel, energy saving, and reforestation initiatives have been undertaken in the vicinity (nearby) temporary human settlements (e.g. displaced, migratory populations)
- **4: Additional questions for situational analysis in Forestry**
  - What forest related tasks are undertaken by men, women, boys and girls?
  - Who has access and the power to decide whether and how the resources are used, and how they are to be allocated?
  - How is knowledge of the forests and its resources different for women and for men?
  - Who has control over output or products from the forest? (e.g. men, women, local bodies, local governments etc)
  - Who has access (women, men, middle men etc) to which markets and why?

#### Questions

### 1: Women and Land and water ownership and tenure
- Do women have legal rights to land and water resources?
- What roles do women play in managing water resources?
- Do extension services (irrigation) include women in training and other services for water management?

### 2: Labor contribution to irrigated farms
- What are women’s and men’s role in household decision making?
- What types of items (s) do women spend money on? And what types of item (s) do men spend money on?
- If involved in wage labor, what do women earn? Is it the same as men?
- What are the sources of irrigation?
- Are women involved in the management decisions of water distribution systems?

### 3: Participation in water user organizations
- Do women have access and control of land?
- Do women actively participate in the Water User Associations? And if so, what are their roles in the management of the WUA?
- Were/are women’s needs and views taken into consideration during the design phase of the water management intervention?
- During the design of irrigation project in a given area, are poor and excluded men and women from nearby, but outside the community, also considered? Are their needs and views taken into consideration during the project design?

### 4: Domestic and other uses of water
- Do existing irrigation schemes consider the non-agricultural uses/needs of water of local communities (beneficiaries)?

### Livestock / Fisheries

#### Key issue

#### Questions

### 1: Access to and Control of Livestock and other assets
- What animals do women have control over?
- What animals do men have control over?
- Do women have access to credit and other inputs (extension services, new knowledge and technologies, training events) for livestock development?
- Is there national legislation related to land tenure (women allowed to own land in their own names)? If so, is it being applied in practice?
- Do customary laws apply to land tenure? And if so, what is the status of women’s land tenure?
### 2: Risks, responsibilities and decision making

- What roles do women assume in livestock production?
- How much time do women and men spend on livestock husbandry (practices)?
- To what extent do livestock projects / extension services integrate gender considerations in project planning? Specifically, what output and outcome gender indicators are integrated into the M&E system and project logframe?

### 3: Women and men as custodians of local knowledge and domestic animal diversity

- What are the common livestock disease categories used by the local community? Do they recognize disease symptoms, and do they have names for the various disease symptoms?
- Is women’s knowledge of diseases, its prevention and cure, different than men’s? If so, how and for what types of animals?
- What animals do women prefer, and what animals do men prefer? Why?
- To what extent are the gender preferences (for animals) determine breed selection by women and men?

### Additional Questions for livestock

| Policies | o Do the policies support or constrain women producers as compared to men?  
o Are the programs/projects you work on sensitive to gender issues, and do they target men and women equally? |
| Assets   | o Are there differences between men’s and women’s property rights? And if so, how do they impact women differently than men?  
o Do women have different livestock interests, priorities and needs (e.g. food security, income generation etc.)? |
| Markets  | o Do women and men have different decision making power in land designation mechanisms (what land to designate for which animals) and markets; livestock product markets? |
| Risk and vulnerability | o What are some regional issues that may affect livestock (e.g. climate change, disease spread, etc)? and are women and men affected differently by these issues? If so, how? |
| Information and organization | o Do women have different access to participation in decision making in livestock services (delivery and participation in trainings, development of new projects etc)? |
### Livestock / Fisheries

**FISHERIES:**

<table>
<thead>
<tr>
<th>Key issue</th>
<th>Questions</th>
</tr>
</thead>
</table>
| **1: Markets, Trade and Migration** | • What are the role of women in small scale fisheries?  
• Has/have (your) project / fisheries management and policy formation accounted for women’s contribution (e.g. post harvest and trading activities)?  
• Is there existing research/knowledge on fish value chains, and the role of women (and men)? |
| **2: Capabilities and well-being** | • Do women and girls in small scale fisheries communities have access to education and health facilities?  
• Is there research/knowledge on how changes in fish prices and input markets, climate change etc., impacts local community’s vulnerability (especially for women and girls)?  
• What are the coping strategies employed by women and men to such environmental and social changes? |
| **3: Networks** | • Are there any fisheries associations established at the local level?  
• If YES, what is the role of women in the Association’s decision making?  
• If NO, are there other informal links that between fishers within the community, and outside? |
| **4: Governance and Rights-based Fisheries** | • Do community-managed fishery regimes in existence? (as opposed to individual or household management regimes)  
• If YES, do women have equal access to membership/leadership in community-managed fishery regimes?  
• Do women have equal decision making power (both in community-managed regimes and/or household level) over resource use (e.g. Benefits, participation in training opportunities etc.)? |
| **5: Climate Change, Disaster, and Resilience** | • Is there a policy and institutional arrangement (e.g. disaster preparedness plans, post-disaster rehabilitation processes) in place in the event of large scale natural disaster such as storms, flooding etc.?  
• If YES, are women and men included in the decision making related to Mitigation and Adaptation options in fishing communities? |

### What field tools to Apply?

There are a series of participatory tools that can be used effectively to gather data on the problems within a given community. Some useful participatory tools are:

- Interviews/discussion
  - Individuals
  - Households
  - Focus groups, community meetings

- Mapping
  - Community maps
  - Resource maps
  - Institutional maps

- Ranking
  - Problem ranking
  - Preference ranking
  - Wealth ranking

- Trend Analysis
  - Historical diagramming
  - Seasonal calendars

### TECHNIQUE 1: Participatory Mapping

Maps are a useful tool to gather several types of information related to natural resources and the socio-economic conditions of the community. The maps can be drawn by the community members and the final map is recorded for use later in the analysis.

Maps can be drawn for various themes such as:

- Resource maps: women and men can be asked to draw separate resource maps. This will show which resources are important to them, what boundaries are there for women and men, and how they manage their resources.
- Social maps: will show different economic conditions within the community, such as wealth status of different households, levels of resource use, and so forth.
- Historical maps: are useful to documenting changes that the community has witnessed over a period of time.

**Participatory Mapping: Tips**

- First, decide what type of information is needed and what type of map to draw
- Ensure that the local participants involved in drawing the map has knowledge of the area and is willing to share this knowledge / experience
- Help the people get started but let them draw the map themselves. Be patient and don’t interrupt them. Its their map
- Do not interrupt participants who are drawing the maps. Let them decide what to draw first, what to draw larger, and what component of the map draws the largest response from those members who are watching.
- Once the map is drawn, ask questions about what is shown, and take note of issues to follow-up on in subsequent interviews
- Keep a permanent (paper) record, including mappers’ names to give them credit.

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3 Source: Gender and Fisheries: do women support, complement or subsidize small-scale fishing activities? Issues Brief / 2108. World Fish Center, (CGIAR) Malaysia
Focus Group Discussion

Focus Group Discussions are facilitated discussions held with a small group of people who share common concerns. The discussions usually last one or two hours and have many potential uses.

The size of the focus group depends on the skills of the facilitator. The facilitator uses group process skills to ensure that all participants can speak openly and to direct their discussions to the relevant topic. In addition to the facilitator, another member of the research team should be present to take notes on the discussion.

Focus Group Discussion: Tips
- Have a clear purpose for the group discussion, based on a few key topics
- Identify participants with the help of local leaders and key informants in the community. Ensure that women are equally represented in the group.
- After establishing a time when participants can attend, let people know well in advance
- Start the discussion with a brief introduction, explaining the purpose of the meeting
- Facilitate the discussion with enough authority to keep the meeting on track, but with enough sensitivity to include as many people as possible in the discussions. Make sure that women members are also participating in the discussions. However, take note that a single woman is not representing all the women. It is important to try and get the opinions of all the women in the group to be heard.
- Try to identify which issues are of general concern to the group and which issues are more controversial or personal in nature. For instance, do women demonstrate more interest in gender issues, while men show disinterest, or make jokes
- Look for potential "spokes persons" from different groups who could be asked to meet together to summarize the concerns of their groups and discuss differences among the groups

Semi-Structured Interviewing/Conversational Interviewing

This method is meant to be like a conversation rather than a ‘formal’ interview. The most important component of the semi-structured interview is to have a checklist of questions or interview guide already prepared to be used as a guide rather than a questionnaire as such.

This type of informal interview can be conducted with:
- Individuals from the community to learn about their own situation in detail, to discuss issues that would be difficult to address in group situations, and to reveal their personal perspective on particular topics. For example, one can conduct such interviews with women and men from different age groups, or different statuses etc. This will allow you to develop a deeper understanding of issues which may not necessarily reveal themselves in a group or more formal interview context
- Key informants, or people with specialist knowledge, to gain insights on a particular subject, or people who can represent a particular group or view point. For instance, women have specialized knowledge on crop choice, seed storage practices, harvesting NTFPs etc. Men on the other hand, may have special knowledge on markets since they are more likely to interact with external agents such as shop keepers and wholesalers from outside the community.

How to Summarize the Problem?

Use the Problem Tree to show the causes and effects of a given focal problem. The problem tree has three components:
- The tree trunk represents the PROBLEM
• The roots represent the CAUSES of the Problem
• The branches in the canopy represent the EFFECTS

Time: 2-3 hours

<table>
<thead>
<tr>
<th>What is it?</th>
<th>It is a drawing of a tree which shows the main problem identified, along with its causes and effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is it for?</td>
<td>It allows us to identify the causes and effects of a given problem</td>
</tr>
<tr>
<td>What kind of information does it contain?</td>
<td>It includes the problem that has been identified (trunk), the causes (roots) and the effects (branches)</td>
</tr>
<tr>
<td>How is it done?</td>
<td>1. Draw a tree trunk. Then groups should discuss and identify 2 or 3 main problems 2. Then draw the roots. Identify the main causes of the problem 3. Then draw the branches. Identify the main effects or impacts of the problem</td>
</tr>
</tbody>
</table>

What gender concepts to apply in the Problem Analysis?
The critical overall questions that will guide the problem diagnosis are:
1. how and to what extent do project / program activities you propose will contribute to improving the conditions of women and of men
2. how and to what extent do project / program activities you propose contribute to improving women’s position in society?

CONDITION: This term describes the immediate, material circumstances in which men and women live, related to their present workloads and responsibilities. Providing clean water or stoves for cooking for example, may improve the condition of women by reducing their workloads

POSITION: This concept describes the place of women in society relative to that of men. Changing women’s position requires addressing their strategic gender interests, including equal access to decision making and resources, getting rid of discrimination in employment, land ownership and so on. In order to change women’s position, we must address the way gender determines power, status, and control over resources.

General Example of Problem

| Problem | Women contribute extensively to agricultural production, yet their roles are often unrecognized by extension services and planners |
| Problem | Due to their roles in production, household and community activities, women are overburdened. |
| Problem | Women have little decision making ability at household and community levels |

Examples of Problems by Sector

<table>
<thead>
<tr>
<th>Problem</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>Despite women’s knowledge of seed selection, they have little or no access to Extension Services</td>
</tr>
<tr>
<td>Forestry</td>
<td>Lack of decision making by women in Forestry User Groups</td>
</tr>
<tr>
<td>Irrigation</td>
<td>Women lack access to irrigation services</td>
</tr>
<tr>
<td>Livestock</td>
<td>Lack of women’s participation in large animal breeding programs</td>
</tr>
</tbody>
</table>

TOOL BOX

Tool 1: Examples of the Activity Profile by Sector

Introduction

The identification of the gender division of labor is crucial because it defines men’s and women’s socio-economic opportunities, constraints and incentives. Such a profile may be drawn up for the macro, meso, or micro level, as appropriate to the development activity under consideration.

The main questions to ask are:

- who does what?
- where do men and women work?
- when do men and women work and for how long?

Agriculture


Adapted from Gender Issues in the World of Work: Gender Training Package, ILO, Geneva, 1995 and Arja
### ACTIVITIES

#### Production Activities
- Seed selection
- Seed Storage
- Seed bed preparation
- Seed sowing
- Land preparation
- Plowing
- Transplantation
- Weeding
- Watering
- Harvesting
- Crop storage
- Marketing
- Attending trainings on seed management etc

#### Reproduction Activities
- Cooking
- Value adding for markets

#### Community Activities
- Attending harvest ceremonies
- Making religious offerings of first crops
- Cooking and serving others

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### Forestry

#### Production Activities
- Collecting timber for house-building
- Collecting grasses for fodder
- Collecting NTFPs
- Value adding to NTFPs
- Marketing NTFPs
- Attending meetings of Forest user group/committee
- Attending trainings on forest management, Energy savings schemes, afforestation, marketing etc

#### Reproduction Activities
- Adding value to NTFPs (e.g. cooking, bottling, canning, packaging)

#### Community Activities
- Providing labor for community building projects like temple, community hall etc)

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### Livestock

#### Production Activities
- Selection of animal breeds (big and small)
- Grazing of bigger animals
- Feed selection
- Feed preparation
- Feeding and watering animals
- Collecting fodder from forests
- Buying items for animal shed
- Building animal sheds
- Negotiating for animal sale
- Selling animals at home
- Selling animals in the market
- Attending trainings for animal management
- Etc

#### Reproduction Activities
- Special meat preparation for different occasions like religious offering, sick people, weddings etc.

#### Community Activities
- Attending animal welfare/sacrifice ceremonies
- Responsibility for joint grazing of animals in common areas
- Preparing food (meat) for community feasts or events

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### Irrigation and Water Management

#### Production Activities
- Clearing the land before construction of irrigation canal

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<table>
<thead>
<tr>
<th>Activities</th>
<th>X</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Digging irrigation canals</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Transporting gravel/rocks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transporting water for mixing with cement</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Cementing the canal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular cleaning of canal</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Opening/shutting the water lever</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance of water source</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Opening/shutting the water lever</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attending meetings of water user groups or organizations</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Attending trainings on water management for irrigation, water hygiene for home consumption, group management etc</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Fetching water for home consumption</td>
<td></td>
<td></td>
</tr>
<tr>
<td>etc</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reproduction Activities</strong></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Contributing free community labor for canal construction,</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Contributing free labor for construction of water taps for home consumption etc</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Community Activities</strong></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Contributing to community work related water ceremonies</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
**Tool 2: Example of the Access and Control Profile by Sector**

Men and women do not have the same access or control over productive resources or benefits accruing from them. This gender-based inequality can have implications for the design and implementation of development interventions. In doing gender analysis, planners therefore need to obtain information about the gender-based patterns of access to and control over resources and benefits in the given community. The resources and benefits profile is a tool to help identify these gender-based patterns.

### Agriculture

<table>
<thead>
<tr>
<th>Resources</th>
<th>Access</th>
<th>Control</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Land rights</td>
<td></td>
<td></td>
<td>- Outside income</td>
</tr>
<tr>
<td>- Agricultural Equipment</td>
<td></td>
<td></td>
<td>- Asset ownership</td>
</tr>
<tr>
<td>- Labor</td>
<td></td>
<td></td>
<td>- Basic needs</td>
</tr>
<tr>
<td>- Cash</td>
<td></td>
<td></td>
<td>- Control of cash depends</td>
</tr>
<tr>
<td>- Trainings</td>
<td></td>
<td></td>
<td>(control of cash depends on decision</td>
</tr>
<tr>
<td>- Extension services</td>
<td></td>
<td></td>
<td>making between woman and man)</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>X (by</td>
<td>- Exposure to new ideas and knowledge</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>X (law</td>
<td>- Increased decision making</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>equal</td>
<td>capability</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>land</td>
<td>- Political power/prestige</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>rights,</td>
<td>- Other</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>may</td>
<td></td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>vary</td>
<td></td>
</tr>
</tbody>
</table>

### Forestry

<table>
<thead>
<tr>
<th>Resources</th>
<th>Access</th>
<th>Control</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Forest land rights</td>
<td></td>
<td></td>
<td>- Outside income</td>
</tr>
<tr>
<td>- Markets for NTFPs</td>
<td></td>
<td></td>
<td>- Asset ownership</td>
</tr>
<tr>
<td>- Labor for NTFP collection</td>
<td></td>
<td></td>
<td>- Basic needs</td>
</tr>
<tr>
<td>- Cash from NTFP sales</td>
<td></td>
<td></td>
<td>- Control depends on what type of land it is</td>
</tr>
<tr>
<td>- Trainings on forest</td>
<td></td>
<td></td>
<td>(private, local community, or local government</td>
</tr>
<tr>
<td>management and marketing</td>
<td></td>
<td></td>
<td>etc)</td>
</tr>
</tbody>
</table>

- Other
<table>
<thead>
<tr>
<th>Livestock</th>
<th>Resources</th>
<th>Access</th>
<th>Control</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-Land rights</td>
<td>X</td>
<td></td>
<td>-Land rights granted by law, but need to assess in practice</td>
</tr>
<tr>
<td></td>
<td>Markets for animal products</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Labor for animal care</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Cash from sale of animal products</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Trainings on animal disease prevention and care, animal breeding and marketing</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Irrigation and Water Management</th>
<th>Resources</th>
<th>Access</th>
<th>Control</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-Legal rights to land and water</td>
<td>X</td>
<td></td>
<td>-Legal rights to land and water granted by law, but need to assess in practice</td>
</tr>
<tr>
<td></td>
<td>-Labor</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Cash</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Trainings on water management, hygiene, etc</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Outside income
- Asset ownership
- Basic needs (food, clothing, shelter etc)
- Exposure to new ideas and knowledge
- Increased decision making capability
- Political power/prestige
- Other
Tool 3: Example of Influencing Factors

This tool helps construct a profile about the constraints and opportunities in the environment that can potentially influence gender-related development efforts in the area.

<table>
<thead>
<tr>
<th>INFLUENCING FACTORS</th>
<th>CONSTRAINTS</th>
<th>OPPORTUNITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>community norms &amp; social hierarchy</td>
<td>Resistance to new ideas and social change</td>
<td>National policy for gender equality</td>
</tr>
<tr>
<td>demographic factors</td>
<td>Low capacity of community members to implement new knowledge</td>
<td>Innovative training programs</td>
</tr>
<tr>
<td>institutional structures</td>
<td></td>
<td>Funds for programs etc.</td>
</tr>
<tr>
<td>economic factors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>political factors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>legal parameters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>attitude of community to development workers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Gender Concepts

Sex: refers to the biological difference between women and men. Men produce sperm; women bear children and breast feed them. Such sexual differences exist in all societies of the world.

Gender: this refers to the socially constructed differences in roles and responsibilities between women and men in a given cultural context. The concept of gender is different in each culture. Gender identity determines how women and men are perceived and how women and men are expected to behave in a given context. However, the concept of gender can change over a given period of time.

Gender relations: Gender relations refer to the distribution of power between women and men and they define the way in which roles and responsibilities and control of resources are allocated in a given society. Gender relations also vary over time and space.

Production: This includes the production of goods and services for income or subsistence. It is the work done which is mainly recognized and valued as work by individuals and societies, and which is most commonly included in national economic statistics. Both women and men perform productive work, but not all of this is valued in the same way.

Reproduction: This encompasses the care and maintenance of the household and its members, such as cooking, washing, cleaning, nursing, bearing children and looking after them, building and maintaining shelter. This work is necessary, yet it is rarely considered of the same value as productive work. It is normally unpaid and is not counted in conventional economic statistics. It is mostly done by women.

Access to, and Control over, Resources
When considering the way in which resources are allocated between women and men (the ‘gendered’ allocation of resources), it is important to look at the difference between access to resources and control over them.

- **Access**: This is defined as the opportunity to make use of a resource
- **Control**: This is the power to decide how a resource is used, and who has access to it.

Women often have access but no control.

Condition and position

- **Condition**: This term describes the immediate, material circumstances in which men and women live, related to their present workloads and responsibilities. Providing clean water or stoves for cooking for example, may improve the condition of women by reducing their workloads
- **Position**: This concept describes the place of women in society relative to that of men. Changing women’s position requires addressing their strategic gender interests, including equal access to decision making and resources, getting rid of discrimination in employment, land ownership and so on. In order to change women’s position, we must address the way gender determines power, status, and control over resources.

Practical needs: this term refers to the immediate material needs of women and men. If these needs are met, they will lead to an improvement in the material condition of women and men.

Strategic interests: this refers to the change in the relationship between women and men (if they are unequal) or to the change in the decision making ability of the community vis a vis external agencies like your proposed project. If these interests are met, the existing relations of unequal power between women and men, or between community and external stakeholder would be changed. In gender terms, strategic interests refer to gender division of labor, power, and control over resources. It should be noted here that very often, women may not recognize their strategic needs and view unequal relations as part of the norm. It is only through an effective facilitation process can women be enabled to realize their strategic need in a given gender relationship.

Men also have strategic interests; they may aim to transform their own roles (eg in order to be able to take part in child care or to resist conscription into a fighting force) or, on the other hand, they may resist women’s demands for more control over their own lives.

**Gender Mainstreaming**: according to the UN Economic and Social Council, it is the “…process of assessing the implications for women and men of any planned action, that includes legislation, policies or programs in all areas and at all levels. It is a strategy to make women’s as well as men’s concerns and experiences integral in the design, implementation, monitoring and evaluations of policies and programs in all areas.”

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political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality".  

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### Annex 3: DO-NO-HARM INDICATORS

<table>
<thead>
<tr>
<th>Domain</th>
<th>Indicator</th>
<th>What to look for/examples</th>
<th>Means of verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income &amp; Assets</td>
<td>The project has not directly or indirectly caused the household (i.e. neither women nor men) to lose income or assets (not less than 90% of both women and men)</td>
<td>Forced to sell assets such as livestock/jewelry (vs. planned sale of assets for investment purposes) to maintain new technology; time needed to operate new technology or participation in project activities has affected participation in income-earning activities/gainful employment; If the project has generated employment, there has been no increase in the gender gap in earnings;</td>
<td>Sample survey (a straight YES/NO answer to a question such as: &quot;Has this project in any way caused any member of the household to lose income or have to sell household assets? (Note: enumerators to be trained in what to look for so they can explain the question)</td>
</tr>
<tr>
<td>Time</td>
<td>Not less than 90% of both women and men report that the project has not caused any unwelcome and non-remunerated increase of time spent or either productive or reproductive activities (on daily activities excluding leisure time) (check for risks of increased labor for children)</td>
<td>Women’s net labor inputs may have increased due to need to collect dung for biogas without corresponding reduction in time to collect firewood or cook; On the other hand: women may have secured jobs and thus have extra commuting time, but the financial benefits offset the increased time; Time increases may give returns and thus not be considered unwelcome; e.g. time saved for firewood collecting may be used for an income generating activity. Labor inputs have increased but both women and men and gaining valued economic benefits from that activity;</td>
<td></td>
</tr>
<tr>
<td>Education and knowledge</td>
<td>The communication and training activities implemented under the project have not included women</td>
<td>Possible gender inequalities in providing training which increased the knowledge gap between women and men</td>
<td>Same</td>
</tr>
<tr>
<td>Leadership</td>
<td>There are no women in leadership positions in groups/bodies created by (in the context of) the project</td>
<td>Retailer groups for production of improved cooking stoves do not include women in leadership positions; Biogas users associations do not include women in leadership positions.</td>
<td>Same</td>
</tr>
<tr>
<td><strong>Food security</strong></td>
<td>The project has directly or indirectly had a negative impact on household food security (availability, access, quality).</td>
<td>Availability (e.g., production of food crops has decreased; or larger % of food crops have been sold to pay for maintenance and repair; less time available for food production due to involvement in project activities; negative environmental impact of project) Access (e.g., the household has less money to buy food since they have to pay for maintenance and repair, or pay off a debt incurred due to the project); Quality: e.g., consumption of more nutritious food has decreased, due to less income available to buy food or to cultivate crops</td>
<td>Same</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>The project has directly or indirectly had a negative impact on the health of women, their families and/or the project community.</td>
<td>Exposure to health hazards (e.g., from use of harmful materials to operate energy plant; harmful working conditions; increased drudgery, especially for women; project-related income loss has limited access to health services; quality of water declined)</td>
<td>Same</td>
</tr>
</tbody>
</table>
Annex 4: Output and Outcome indicators with Scoring System Examples

This table of indicators provides examples only. Each project scenario will be unique and indicators should be identified which are responsive to local conditions and issues. Project Implementers should use information obtained through stakeholder consultations and baseline setting to identify appropriate indicators and their respective outcome measurement. These are only provided as an illustrative reference.

<table>
<thead>
<tr>
<th>Desired outcome</th>
<th>Much worse</th>
<th>Somewhat worse</th>
<th>Worse</th>
<th>Same</th>
<th>Improved</th>
<th>Somewhat improved</th>
<th>Much improved</th>
<th>Total score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income and assets</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Income generated and controlled by women increased</td>
<td>Evidence of asset seizure in more than 25% of women in project area.</td>
<td>Evidence of asset seizure in more than 10% - 25% of women in project area.</td>
<td>Allegations of asset seizure of women in project area. Evidence of up to 10% of women suffering asset seizure.</td>
<td>No income increases reported; cannot decide independently on any expenditure item or sale.</td>
<td>Women report 1-10% income increases; Can take independent decision on use of that income for some household expenditures (such as food).</td>
<td>Women report 10-25% income increases; Can take independent decision on use of that income for most household expenditures.</td>
<td>Women report above 25% income increases; Can decide independently if needed on all types of expenditure, from household needs to inputs for production; Can sell crops or livestock.</td>
<td></td>
</tr>
<tr>
<td>Women’s assets increased (land, trees, equipment, livestock)</td>
<td>Women have no title to land or property. Ownership limited to small stock and jewelry.</td>
<td>Women report 1-10% increases in title to land or property. 1 – 10% now own some larger animals and small household items.</td>
<td>Women report 10 to 25% increases in title to land or property. 10 - 25% now have title to some land, trees or property, own larger animals and farm and household items.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women’s economic standing and businesses strengthened</td>
<td>No bank account. No savings. Keeps no records of accounts.</td>
<td>1 to 10% of women report holding bank accounts. 1 to 10% of women report access to or experience with borrowing from savings and credit club. 1 to 10% of women report some record of accounts</td>
<td>10 to 25% of women report holding bank accounts. 10 to 25% of women report access to or experience with borrowing from savings and credit club. 10 to 25% of women report some record of accounts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>More than 25% of women report holding bank accounts. More than 25% of women report access to or experience with borrowing from savings and credit club. More than 25% of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Reduced drudgery</td>
<td>Increased discretionary time</td>
<td>Increased sharing of work that is normally considered that of women</td>
<td>women report some record of activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reduced drudgery</td>
<td>25% of women of project area now undertake on a daily basis tasks so strenuous as to cause physical harm (injury, illness)</td>
<td>25% of women in project area report greater time burdens</td>
<td>More than 25% of women in project area report additional demands in reproductive tasks (cooking, childcare, care for sick and elderly)</td>
<td>Strenuous activities decreased by 25% or more.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 – 25% of women of project area now undertake on a daily basis tasks so strenuous as to cause physical harm (injury, illness)</td>
<td>Up to 10% of women of project area now undertake on a daily basis tasks so strenuous as to cause physical harm (injury, illness)</td>
<td>Up to 10% of women in project area report greater time burdens</td>
<td>Up to 10% of women in project area report greater time burdens</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No change in daily strenuous activities</td>
<td>Women report a 10% reduction in activities considered to be strenuous</td>
<td>No change in time available for women</td>
<td>Women report a 10% increase in discretionary time available</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women report a 10% to 25% reduction in activities considered to be strenuous</td>
<td>Women report no change in how much men share in reproductive tasks (cooking, childcare, care for sick and elderly)</td>
<td></td>
<td>Women report a 10% to 25% increase in men sharing reproductive tasks (cooking, childcare, care for sick and elderly)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No change in daily strenuous activities</td>
<td>Women report no change in men sharing reproductive tasks (cooking, childcare, care for sick and elderly)</td>
<td>Women report no change in discretionary time available</td>
<td>Women report a 10% to 25% increase in discretionary time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women report a 10% to 25% increase in discretionary time</td>
<td></td>
<td></td>
<td>Women report a 10% increase in discretionary time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 25% of women in project area report men share reproductive tasks (cooking, childcare, care for sick and elderly)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased perception of well-being</td>
<td>and elderly)</td>
<td>and elderly)</td>
<td>Women have no perception of changed well-being for their family</td>
<td>Women report family well-being has improved (examples: increased time spent happily together, improved respect between family as reported)</td>
<td>10 to 25% of women report family well-being has improved (examples: increased time spent happily together, improved respect between family as reported)</td>
<td>At least 25% of women report family well-being has improved (examples: increased time spent happily together, improved respect between family as reported)</td>
<td></td>
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<td>-------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased knowledge</td>
<td>More than 25% of women report decreased exposure to new ideas, access to information, or educational opportunities.</td>
<td>10 to 25% of women report decreased exposure to new ideas, access to information, or educational opportunities.</td>
<td>Up to 10% of women report no change in exposure to new ideas, access to information, or educational opportunities</td>
<td>Women report increased exposure to new ideas, access to information, or educational opportunities</td>
<td>Up to 10% of women report increased exposure to new ideas, access to information, or educational opportunities</td>
<td>More than 25% of women report increased exposure to new ideas, access to information, or educational opportunities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase in skills</td>
<td>Women report no change in literacy,</td>
<td>Up to 10% of women report improvements in</td>
<td>Up to 10 to 25% of women report</td>
<td>More than 25% of women report</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadershi p</td>
<td>Increased decision-making roles for women</td>
<td>More than 25 fewer women in governance or leadership roles</td>
<td>More than 25% fewer women in executive positions.</td>
<td>More than 25% of Women’s groups report decreased membership and influence.</td>
<td>10% to 25% fewer women in governance or leadership roles.</td>
<td>Up to 10% fewer women in executive positions.</td>
<td>Up to 10% of Women’s groups report decreased membership and influence.</td>
<td>No change in % of women in governance or leadership roles.</td>
</tr>
<tr>
<td>Food security</td>
<td>Decreased food insecurity (goal to decrease under and malnutritio n)</td>
<td>25% or more decrease in number of months of food security.</td>
<td>25% or more decrease in diversity of nutritious.</td>
<td>10 to 25% decrease in number of months of food security.</td>
<td>Up to a 10% decrease in number of months of food security.</td>
<td>Up to a 10% decrease in diversity of nutritious.</td>
<td>No change in number of months of food security.</td>
<td>No change in levels of crop and vegetable/fruit production.</td>
</tr>
<tr>
<td>Health</td>
<td>crops and vegetables/fruits grown</td>
<td>crops and vegetables/fruits grown</td>
<td>crops and vegetables/fruits grown</td>
<td>No change in diversity of nutritious crops and vegetables/fruits grown</td>
<td>vegetables/fruits grown</td>
<td>and vegetables/fruits grown</td>
<td>and vegetables/fruits grown</td>
<td></td>
</tr>
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<td>-----------------------------</td>
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<td>-----------------------------------------------------------------------</td>
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<td>-----------------------------</td>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Improved health</strong></td>
<td></td>
<td></td>
<td></td>
<td>Women report no change in air or water quality (safety/cleanliness, availability)</td>
<td>Up to 10% of women report improvements in air or water quality (safety/cleanliness, availability)</td>
<td>10 to 25% of women report improvements in air or water quality (safety/cleanliness, availability)</td>
<td>More than 25% of women report improvements in air or water quality (safety/cleanliness, availability)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Women report no changes in household or public sanitation.</td>
<td>Up to 10% of women report improvements in household or public sanitation.</td>
<td>10 to 25% of women report improvements in household or public sanitation.</td>
<td>More than 25% of women report improvements in household or public sanitation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Women report no change in access to health services.</td>
<td>Up to 10% of women report improvement s in access to health services</td>
<td>10 to 25% of women report improvements in access to health services</td>
<td>More than 25% of women report improvements in access to health services</td>
<td></td>
</tr>
</tbody>
</table>
Annex 5: Complaints, Disputes and Appeals Process

Overview

The WOCAN Board includes a W+ Standard Oversight sub-committee to which the W+ Standard Coordinator also reports. The Oversight Committee serves to resolve any complaints or potential conflicts of interest.

A record of all complaints, disputes and appeals is maintained internally and reviewed by the W+ Standard Coordinator, the WOCAN Executive Director, W+ Standard Oversight sub-committee and the W+ Advisory Council, annually.

Complaints may be registered with the W+ Standard Coordinator at: coordinator@wplus.org

Examples of possible complaints include: concerns about the completion of certification requirements, issues with the certification process, misuse of the certification marks, misleading marketing related to certification, timeliness, consistency or completeness of W+ information, timeliness, consistency or completeness of W+ accredited verifiers, availability and accuracy of W+ website.

Complaints should include specific information about the issue, circumstances and parties involved as would be necessary to resolve the problem.

The W+ Standard Coordinator is responsible for coordinating a response to the complaint, tracking and documenting the resolution of the issue to closure.

If the complaint is about the W+ Standard Coordinator, the complaint may be filed with the Executive Director of WOCAN.

Receiving Complaints:

The W+ Standard Coordinator will:

- Determine whether the complaint refers to a new, completed or ongoing project.
- Acknowledge receipt of the complaint and provide information about how the complaint will be handled.
- Document all correspondence and progress including dates and any relevant information.
- Evaluate whether the complaint is valid and if resolution of the complaint falls within WOCAN’s scope and authority to address.
- Coordinate an initial response to the complaint within five working days of the receipt of a complaint.
- Have an overall understanding of the complaints received, perform root
cause analysis, and if needed, propose corrective actions and check on the implementation of corrective actions.

**Investigating and Responding to Complaints**

The W+ Standard Coordinator is responsible for pursuing a complaint to its conclusion. That role includes:

- Deciding if an immediate or corrective action is needed, considering other complaints received
- Informing relevant persons
- Acting if appropriate to the W+ Standard Coordinator’s scope, or otherwise planning an appropriate course of action
- Recording actions taken
- Responding to the complaining party

If the complaining party does not accept the W+ Standard Coordinator’s response, she/he will be advised of the appeals procedure. Information related to the handling of complaints shall be kept confidential.

**Disputes**

Disputes may be registered with the W+ Standard Coordinator by a W+ Standard Applicant (a Project Implementer) or a Verifier. Examples of disputes include a disagreement regarding the interpretation of a certification requirement or a disagreement regarding a verification outcome.

Disputes are to be handled as follows:

- If the dispute relates to non-fulfillment of a clear requirement, the dispute shall not be considered a dispute.
- If the dispute relates to the interpretation of a requirement, the W+ Standard Coordinator will first mediate the dispute, if additional interpretation is needed, the W+ Standard Coordinator will seek the input of the Standard Committee of the Advisory Council
- The W+ Standard Coordinator will document the interpretation and communicate the response to all parties involved in the dispute.
- If the disputing party does not accept the interpretation, they may avail themselves of the appeals procedure.

**Appeals**

Appeals may be registered with the W+ Standard Coordinator by any interested party with a valid complaint

Examples of appeals include an appeal of certification outcome, and other
disputes that could not be resolved as indicated above. Appeals received by the W+ Standard Coordinator are handled as follows:

- The W+ Standard Coordinator shall promptly engage the WOCAN Executive Director who will act as the representative of the appellant to the WOCAN Board of Directors.
- The W+ Standard Coordinator is responsible for the documenting, monitoring and the coordinating a formal, written response.
- The appellant will be informed by the W+ Standard Coordinator of the receipt of the appeal, the appeal handling process, including their option to present their case to the WOCAN Board of Directors personally, and the persons engaged in the appeal process.
- All WOCAN personnel involved in the appeal process shall ensure that no discriminatory action occurs to the appellant because of the appeal.

The decision reached by the WOCAN Board of Directors shall be communicated to the appellant in writing by someone not previously involved in the subject of the appeal and will be final.

If the appeal has the potential to lead to legal or financial consequences for WOCAN, then legal staff shall be notified as soon as possible.

The appellant will be provided reports and a formal notice of the outcome of the appeal. Information related to the handling of appeals shall be kept confidential.

**Corrective Action**

The W+ Standard Coordinator, in consultation with the WOCAN Executive Director, shall review the outcome of all complaints, disputes, and appeals on an annual basis and, where appropriate, initiate action to prevent repetition and achieve improvements in the delivery of service.
## ANNEX 6 - W+ PROJECT DESIGN DOCUMENT (PDD) – CHECKLIST FOR REVIEW

<table>
<thead>
<tr>
<th>Issue/PDD section/s</th>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Partially</th>
<th>Comment</th>
<th>Recommendation</th>
<th>Project Developer feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Context and rationale (1.9, 2.1, 2.2 and overall)</strong></td>
<td>Is the information and data provided in Conditions Prior to the Project’s Initiation of Activities (PDD Template 1.9) (including sex-disaggregated data) adequate to demonstrate the added value of the Project activities for women’s empowerment (in selected W+ domains)?</td>
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<td></td>
<td>Does the PDD provide evidence that representative women from the project area have been consulted (see Program Guide, Annex 1), as well as key informants with knowledge of the situation? (PDD Template 2.2)</td>
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<tr>
<td></td>
<td>Is the information on the Stakeholder Analysis (2.1) and Consultations (2.2) adequate to identify the actions and inputs needed to empower women, as well as the obstacles and risks?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Document Number</td>
<td>TITLE</td>
<td>DOCUMENT MANAGER</td>
<td>APPROVAL</td>
<td>FILE LOCATION(S)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
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</tbody>
</table>

Based on the above - and as described in the PDD - are identified project activities (1.7) relevant and do they have the potential to empower women?
<table>
<thead>
<tr>
<th>Relevance (1.7; 3.1 and overall)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Based on the results of the gender analysis and consultations, and activities described in the PDD, is the choice of Domain/s (3.1) appropriate?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Target group/s (1.8)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Is it clear how many women will be targeted (or have been involved if/where back-crediting is being applied) and who they are (by age, socio-economic category, ethnicity, etc. when relevant)? (PDD 1.8)</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Women’s empowerment results chain (3.2)</th>
<th></th>
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<tbody>
<tr>
<td>Is the progression from immediate to intermediate and end outcomes for women’s empowerment adequately described (section (3.2))?</td>
<td></td>
</tr>
<tr>
<td>Are the related indicators SMART and appropriate?</td>
<td></td>
</tr>
<tr>
<td>Document Number</td>
<td>TITLE</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------</td>
</tr>
<tr>
<td>2.0</td>
<td>W+ Program Guide Version 1.3</td>
</tr>
</tbody>
</table>

**DOCUMENT MANAGER**
W+ Standard Coordinator

**APPROVAL**
W+ AC/Standard Committee

**FILE LOCATION(S)**
W+/W+ Program Guide/W+ Program Guide 2017 and [https://www.wplus.org/requirements/](https://www.wplus.org/requirements/)

<table>
<thead>
<tr>
<th>Do-no-harm Requirements (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the PDD identify indicators and mitigating measures if needed to limit and measure risks for women, in line with W+ Do-no-harm requirements?</td>
</tr>
<tr>
<td>Revenue-sharing mechanism (4)</td>
</tr>
<tr>
<td>-----------------------------</td>
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<tr>
<td>Implementation capacity</td>
</tr>
</tbody>
</table>
ANNEX 7:

W+ Logo and Trademark Use Application

Parties requesting permission to display the W+ Logo and Trademark must complete the Logo and Trademark Use Application, which includes terms for using the mark, and submit a signed copy to the W+ Coordinator (coordinator@wplus.org) together with sample(s) of proposed use(s) of the mark(s).

Upon approving an application, the W+ Coordinator will prepare a trademark use agreement with pre-approved use(s), the W+ Logo and the Trademark Style Guide. There is no fee for using the mark(s), but all uses require prior approval.

The W+ Coordinator may place restrictions on use of the mark(s) or reconsider a usage approval at any time.

Part 1: User Type
Applicants must indicate type of user by identifying themselves with one or more of the following categories:

- W+ Registered Project: Owner or legal representative of a project registered on the W+ Projects Registry.
- Project Applicant: Owner or legal representative of a project submitting a Project Idea Note (PIN) or Project Design Document (PDD).
- Projects utilizing more than one standard: Owner, project developer or legal representative of a project applying the W+ Standard to an existing project utilizing another standard (such as VCS).
- Retailer/Broker: A third party holding, trading or selling active W+ Credits or W+ Labeled Credits created using a Buyer: A third party holding or owning retired VCUs or having VCUs retired in its name.
- Validation/Verification Body or Individual: A third party who is accredited to validate projects and/or methods.
- Registry Provider: An entity who has signed a registry agreement with WOCAN to issue, track and retire W+ Credits.
- Partner/Service Partner: A third party with whom WOCAN has signed a service partnership agreement related to the administration or application of the W+ Standard.
- Joint Marketing Partner or conference organizer (please describe):
• Other, non-commercial user (please describe):
Part 2: Terms of Use

WOCAN requires that all parties using or displaying the W+ logo and trademark agree to the following Terms of Use (Terms):

The W+ logo and trademark are the exclusive property of WOCAN. Acceptance of these Terms is mandatory and any use without prior acceptance of these Terms will be treated as a violation of WOCAN’s intellectual property rights. WOCAN may authorize a third party to use or display the W+ logo and trademark within online or print materials which are produced or maintained by or on behalf of an Authorized User, in connection with their services.

Authorization to use or display the W+ logo and trademark is contingent upon pre-approval by the W+ Coordinator of samples of the proposed use(s) of the logo and trademark. The Authorized User acknowledges that the ownership of all rights to the W+ logo and trademarks remains with WOCAN. WOCAN may, in its absolute discretion, restrict, amend or cancel its authorization to use or display its trademarks, by written notice to the Authorized User, who shall within [14] days, comply with the restrictions, modifications or cancelation.

Authorized Users shall only use or display the trademarks as defined by these Terms and by the WOCAN/W+ Style Guide. WOCAN and the W+ Standard Coordinator may monitor compliance with these Terms. Upon reasonable request, an Authorized User shall promptly provide WOCAN or the W+ Standard Coordinator with copies of the electronic print and other materials on which the W+ logo and trademark are or will be displayed.

Authorized Users shall always act in good faith and abstain from engaging in misrepresentations or fraud in any transaction, particularly transactions involving the W+ Program. Authorized Users are to refrain from any behavior that could reasonably be expected to damage the reputation of WOCAN and the W+ Standard.

Style Guide

Authorized Users shall uphold all WOCAN and W+ guidelines, requirements and prohibitions for using their logo and trademark, including, but not limited to, the following:

• The W+ logo and trademark shall not appear in any placement, online or in print, in association with projects that have not been registered on the W+ Project Registry (or another registry with whom the W+ may have established a formal relationship).
• The marks shall not appear in any placement, online or in print, which would be reasonably expected to be construed to imply that WOCAN or the W+ endorses or approves any activity, product or organization that it has not explicitly endorsed or approved by the WOCAN Board of Directors or Executive Director;
• The marks shall not be used in association with or in proximity to any false or misleading marketing claims;
• Unless certified by WOCAN and W+ (and any other collaborating organization, as applicable), the W+ logo and trademark shall not be used on or in proximity to any certificate or online database in such a way that would be reasonably be inferred that such certificate is a W+ Credit or a W+ labeled credit associated with collaborating standard;
• When used online, the W+ logo and trademark shall not appear on the home page or in the header, footer or menu bar of a user’s website;
• When used online, the W+ logo and trademark shall include a hyperlink to the W+ website (www.wplus.org) embedded in the image.
• When used in print, the W+ logo and trademark shall be accompanied by the URL of the W+ website (www.wplus.org) and with the following disclaimer, on the same page, and in a font size of 9pt or greater.
• When using the W+ logo and trademark: “W+ is a certification standard owned by WOCAN, applied to diverse types of projects to quantify women’s empowerment and provide benefits to women and women’s groups in project communities. WOCAN does not oversee retail markets and doesn’t certify or endorse any retailer or broker of W+ Credits.”
• Upon certification or verification of a project applying the W+ Standard, the project proponent, and any affiliates, shall provide the W+ Standard administrator with a signed Terms of Use agreement (see the following).

I hereby accept these Terms of Use for use and display of the W+ logo and trademark.

Company (provide full corporate name)

Jurisdiction of Incorporation

Street Address/City/State/Country/Postal Code

Web Address and Email

Owner, Director or Chief Executive (Name and Title)

Telephone and Email (of Owner, Director or Chief Executive) __________________________

Signature: __________________________ Date: __________________________

These Terms of Use must be signed and submitted together with samples of the proposed use(s) of the W+ logo and trademark by email to: coordinator@wplus.org