

Guidelines for Assimilating Gender into Integrated Environment Assessments (IEA)

1. Why these guidelines?

Environmental degradation has severe consequences on all humanity; it particularly affects women, who constitute majority of the world's poor. These guidelines will offer a better understanding on how to ensure the needs of women and men are addressed during integrated environment assessments. The guidelines offer direction on how men and women can equally access, participate, and benefit from the integrated environment assessments process and how gender inequalities are reduced or eliminated right from the IEA start-up till Evaluation stage.

The guidelines provide step by step guidance on how to address gender in the IEA process and a simple checklist for individuals or group involved in the IEA process as outlined in the IEA training manual (UNEP 2009).

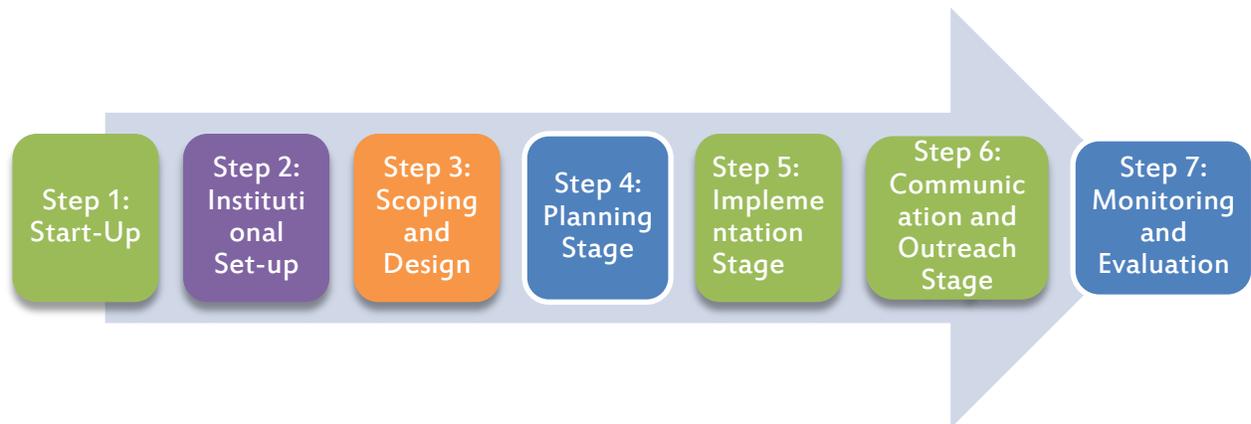
2. Who is the target audience for these guidelines?

These guidelines for assimilating gender into IEA process are intended for individuals or groups involved in the IEA process. These include national and local counter-parts, practitioners (private and public sectors), agencies, academia (universities and research centers), who are keen to apply a gender perspective in their assessments in an integrated and participatory way. Governments that are reporting on environment trends are also able to use these guidelines in their work.

3. Stages for the integrated environment assessments process

The IEA guidelines identified seven stages of a generic national IEA process. We offer an explanation of what is involved from a gender perspective. We then offer relevant questions to be asked in each stage to ensure gender integration. These stages are as follows:

- Step 1: Start-up
- Step 2: Institutional set-up
- Step 3: Scoping and Design
- Step 4: Planning
- Step 5: Implementation
- Step 6: Communication and Outreach
- Step 7: Monitoring, Evaluation and outreach



| Introduction | | |
|---|---|--|
| Stage in the IEA process | Gender responsive approach | |
| <p>STEP 1: Start-up</p> <p>The first step which is the start-up stage, involves initial contacts between organizations involved in the IEA process, also determining which institutions need to be involved in the process, as well as who will manage the process. Identifying the vision of the assessment, determining the needs of the assessment by conducting a needs assessment, securing the necessary mandate and establishing the scale and feasibility of securing funding to carry out the work.</p> | <p>The responsibilities and expectations concerning the gender aspects in the project need to be clearly stated out in project documents, agreements or contracts (OSCE 2009)</p> <p>Conducting a needs assessment. During the needs assessment, the questions to ask include:</p> <ul style="list-style-type: none"> - Have you undertaken a gender analysis at the beginning of the IEA process? - How are men affected by environmental factors? - How are women affected by environmental factors? - Was the consultation process organized to maximize input from women and gender equality advocates? <p>Budgetary allocations. Ensure that there are sufficient funds set aside to achieve the expected results that support gender equality.</p> <p>Gender questions to ask:</p> <ul style="list-style-type: none"> - Have there been any attempts to prepare these budgets from a gender perspective? - How do the budgetary allocations impact men and women? - Are there sufficient funds to include women’s and men’s differentiated needs and consider them in the assessment? | |

| | |
|--|--|
| | <ul style="list-style-type: none"> - Is there a budget set aside for a gender expert to be included on the project team? Alternatively, does the budget include funds for those involved in the IEA process to take gender and environment courses offered? |
| <p>STEP 2: Institutional Set-up</p> <p>It is important to identify suitable institutions with properly defined roles in the IEA process. The leads are responsible for ensuring cross-cutting issues, include gender issues are addressed in a complete and coherent manner and reflect the latest information.</p> | <p>Choosing the lead organization and partner institutions</p> <p>It is important to choose a lead organization and partner institutions that have a proven history of taking gender into account.</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> - Has an awareness of the gender dimensions and importance been communicated to all partners and institutions involved? - Does the lead organization have a policy or strategy for gender equality? - How is the capacity of partner institutions developed to work with a gender perspective and promote women’s participation at all levels? - Do the partner institutions have gender equality as a policy and practice? - Have government institutions responsible for gender equality been involved and consulted? <p>Choosing a team</p> <p>Ensure equal opportunities for women and men in the management and implementation of the IEA. For example create TORs for lead Project Managers that include gender sensitive as a component or include incentives for women to apply.</p> <p>Gender questions to ask:</p> <ul style="list-style-type: none"> - Is gender a defined priority of the IEA team? - Is there gender balance in the IEA team? - Have the distinct capacities and skills of both women and men been considered and utilized? - Is there equal voice among women and men in the decision-making process of the project? - Have the teams been trained on gender integration? <p>In case resources are limited, find a way to ensure that the project implementation team has sufficient level of gender competency in the selection of team members.</p> |

| | |
|--|--|
| <p>STEP 3: Scoping and Design</p> <p>In this section, identification of priorities and key issues to be included in the IEA. They determine the appropriate methodology, delimit the area of interest, construct a timeline and identify main sources of data and information.</p> | <p>Assess whether gender dimensions of the project are adequately addressed in the design of the assessment. The design should meet the specific needs of men and women.</p> <p>Gender questions to ask:</p> <ul style="list-style-type: none"> - Have you addressed any gender inequalities real or potential within the scope of the project? - Do at least 20 per cent of the project outputs have clearly identified activities promoting gender equality including gender responsive targets, performance indicators and a baseline to monitor gender results? - Have you identified and take into account risks that may affect the equal access of and participation of both men and women to benefit from environment resources? - Have you considered lessons learned from previous IEAs taking into consideration gender dimensions and integrate them into project formulation where relevant? |
| <p>STEP 4: Planning</p> <p>This stage involves bringing together key process elements and content identified in the previous stage into a coherent and concise plan.</p> <ul style="list-style-type: none"> - Develop a timetable and well-defined results at each stage; - Identify the requirements of human, financial and infrastructure resources and how to overcome any shortfalls in these - Establish adequate mechanisms of coordination with the team | <p>Set aside a budget to build capacity within the project team and among stakeholders to ensure gender-responsive implementation and continued integration of a gender perspective within the sector/area of intervention after IEA process is over. Alternatively, provide a gender sensitive training for all the IEA team and share gender and environment guidelines.</p> <p>Gender questions to ask:</p> <ul style="list-style-type: none"> - Do the assessment objectives and key results address one or more clearly defined gender issues? - Do you have a plan to engage with gender focal points within the various organizations as the IEA process is ongoing either as project counter-parts or as gender advisors? |
| <p>STEP 5: Implementation</p> <p>This stage has three basic</p> | <p>To ensure gender integration in the IEA assessment, consider hiring a gender expert as part of the</p> |

| | |
|--|---|
| <p>components: identification of environmental problems, indicators and sources of data; data collection, analysis and writing; translation (if needed) and publication. The implementation plan must be gender sensitive.</p> | <p>implementation team. The gender expert could undertake data collection and monitoring of the project's gender dimensions. Alternatively, ensure that the implementation team has gender competency Collect and analyse sex-disaggregated data and qualitative information to understand the roles, challenges, opportunities and needs of men and women in the IEA process and track gender impact.</p> <p>Gender questions to ask:</p> <ul style="list-style-type: none"> - What specific activities are required to ensure attention to gender issues? - Has data been collected equally on men and women so that gender impacts are tracked to assess how men and women are affected by the environment? - Is the capacity of those involved in the assessment developed to implement from a gender perspective? |
| <p>STEP 6: Communication and Outreach Developing a communication and outreach strategy will be useful at an early stage and not once the content of the assessment has been finalized. Communication is not a stage but an ongoing activity parallel to IEA. Focus is on promoting different IEA products and messages; organizing interviews with the media, organizing presentations for stakeholders and developing platforms for sharing such as the Community of Practice.</p> | <p>It would be useful to consider communicating gender results in specific reports developed to highlight the gender dimensions of the IEA process in a way that is understandable and useful to different stakeholders.</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> - Does the communication strategy address the linkages between gender and environment? - Have you integrated information on gender results into regular communication such as newsletters, progress reports, social media, website, etc.? - Has the communication team considered disseminating gender issues arising from the assessment through workshops, case studies or success stories? - Has the communication team adapted gender sensitive language as it suits different stakeholders such as policy makers, academia, etc.? |
| <p>STEP 7: Monitoring and Evaluation and learning</p> | <p>Integrate gender specific evaluation questions and components so that the evaluation report includes an</p> |

| | |
|---|--|
| <p>This is not a one-time effort but rather a first step to produce relevant information at regular intervals. Establish an M&E system from IEA onset.</p> <p>Evaluation of impact of IEA is an important part of the learning process in reporting and for progress towards sustainable development.</p> | <p>assessment of gender equality results and impacts. Regularly report on how gender is mainstreamed in the IEA process.</p> <p>Gender questions:</p> <ul style="list-style-type: none"> - Have men and women in the team equally participated in decision making during the IEA process? - Are their specific indicators identified to monitor results relating to gender equality? - Do the mid-term reviews include gender as a specific criteria/component? - Have you identified good practices and lessons learned on project outcomes/output or activities that promote gender equality or women empowerment? |
|---|--|

Summary of key gender questions to address for assessments

| Steps | Question | Yes | No | Partially |
|-------------------------------------|---|-----|----|-----------|
| Step 1: Start up | Does the integrated environmental assessment address gender issue(s)? If so, please describe how and if not, please provide an explanation | | | |
| | Does the background/context analysis of the assessment examine: <ul style="list-style-type: none"> a. The different situations of men and women b. The impacts the assessment will have on different groups | | | |
| Step 2: Institutional set up | Is the IEA team gender balanced? | | | |
| | Are there plans to train the team on gender integration? Are there plans for a gender expert to join the team? If not, please provide an explanation | | | |
| Step 3: Scoping and Design | Are gender dimensions adequately addressed in the design of the assessment? If not, please provide an explanation | | | |
| Step 4: Planning stage | Do the assessment objectives and key results address one or more clearly defined gender issues? If not, please provide an explanation | | | |

| | | | | |
|---|--|--|--|--|
| Step 5: Implementation | Has data been collected equally on men and women so that gender impacts are tracked to assess how men and women are affected by the environment adopted from? | | | |
| Step 6: Communication and outreach | Have you integrated information on gender results into regular communication such as newsletters, progress reports, social media, website, etc.? If so, please describe how and if not, please provide an explanation | | | |
| Step 7: Monitoring and Evaluation | Has the monitoring and evaluation of the IEA process covered gender issues and monitored behavioral change towards greater gender equality? If so, please describe how and if not, please provide an explanation | | | |
| | Has the IEA process been able to produce the intended impact on gender issues? If so, please describe how and if not, please provide an explanation | | | |

Selected Resources

- Kolhoff, A.J. (1996) Integrating gender assessment study into environmental impact assessment, *Project Appraisal*, 11:4, 261-266, DOI: 10.1080/02688867.1996.9727553
<http://www.tandfonline.com/doi/pdf/10.1080/02688867.1996.9727553?needAccess=true>
- NEDA, PCW and ODA-GAD Network (2007) *Harmonized Gender and Development Guidelines for Project Development, Implementation, Monitoring and Evaluation*, Second Edition. National Economic and Development Authority, Philippine Commission on Women and Official Development Assistance Gender and Development Network.
http://pcw.gov.ph/sites/default/files/documents/resources/harmonized-gad-guidelines-2nd_ed_0.pdf
- OSCE (2009) *Gender and Environment, A guide to the Integration of Gender Aspects in the OSCE's Environmental Projects*. Organization for Security and Co-operation in Europe, Vienna, Austria.
<http://www.osce.org/gender/36360?download=true>
- UNDP (2013) *Guidelines for Integrating HIV and Gender-related Issues into Environmental Assessment in Eastern and Southern Africa*. Prepared for UNDP Regional Centre for Eastern and Southern Africa by the Southern African Institute for Environmental Assessment, South Africa
http://www.undp.org/content/dam/undp/library/hiv/English/Guidelines_for_Integrating_HIV_and_Gender_related_Issues_into_Environmental_Assessment_in_Eastern_and_Southern_Africa.pdf
- UNEP (2009) *Integrated Environment Assessment, Training Manual, Training Module 2*. United Nations Environment Programme, Nairobi, Kenya
<http://www.unep.org/ieacp/res/site/File/iea-training-manual/module-2.pdf>
- UNEP (2016) *Global Gender and Environment Outlook The Critical Issues*. United Nations Environment Programme. Nairobi, Kenya.
http://web.unep.org/sites/default/files/ggeo/ggeo_summary_report_0.pdf
- UNIDO (2015) *Guide on gender mainstreaming environmental management projects*, United Nations Industrial Development Organization. Vienna, Austria.
https://www.unido.org/fileadmin/user_media_upgrade/What_we_do/Topics/Women_and_Youth/Gender_Environmental_Management_Projects.pdf

Visit: <http://web.unep.org/ggeo>

Please direct all enquiries and comments to:
Pierre Boileau, Head, GEO-6 unit
Pierre.boileau@un.org

Guidelines prepared by Evelyn Ongige, Gender and Environment Specialist, UN Environment and reviewed by Tessa Govere, Sub Programme Coordinator, UN Environment; Victor Tsang, Programme Officer, UN Environment and Annette Wallgren, Programme Officer, UN Environment

Please note that this document is a guideline and serves as a reference and supportive text relating to assimilating gender into environmental assessments processes. The views expressed in this guidelines are the authors' and do not necessarily represent those of the United Nations, including UN Environment.