

Papua New Guinea and the Green Climate Fund

May 2020

Gender Mainstreaming Guidelines for Project Implementers

Climate Change and Development Authority



Acronyms

ADB	Asian Development Bank
AE	Accredited Entity
CCDA	Climate Change and Development Authority
CEDAW	Convention on the Elimination of all forms of Discrimination Against Women
CI	Conservation International
CIMC	Consultative Implementation and Monitoring Council
CSO	Civil Society Organisation
DAE	Direct Access Entity
DfCDR	Department for Community Development and Religion
DJAG	Department of Justice and Attorney General
DNPM	Department of National Planning and Monitoring
DPLGA	Department of Provincial and Local Level Government Affairs
EE	Executing Entity
FAO	United Nations Food and Agriculture Organisation
GCF	Green Climate Fund
GGGI	Global Green Growth Institute
GoPNG	Government of Papua New Guinea
IAE	International Access Entities
IUCN	International Union for Conservation and Nature
JICA	Japan International Cooperation Agency
M&E	Monitoring and Evaluation
NDA	National Designated Authority
NGO	Non-governmental Organisations
NOL	No Objection Letter
PCCC	Provincial Climate Change Committee
PICT	Pacific Islands Countries and Territories
PNG	Papua New Guinea
SPC	Pacific Community (formerly South Pacific Commission)
SPREP	Secretariat of the Pacific Regional Environment Programme
TWC	Technical Working Committee
TWG	Technical Working Group
UN	United Nations
UNDP	United Nations Development Programme
UNFCCC	United National Framework Convention on Climate Change
USAID	United States Agency for International Development

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Foreword

Traditionally in Papua New Guinea, women and men have collaborated successfully as custodians of the environment. Each village has protected its land and helped its ecosystems flourish as the source of their livelihood and the heart of their identity. All were and still are to this day willing to fight for it and are ever conscious of their spiritual connection to it.

Today, globalization, including the increasing effects of climate change, are rapidly changing our communities and eroding our traditional way of life. These pressures are all encompassing, affecting the environment, livelihoods, economy, health and gender relations in our country. For the climate change agenda, we need to be mindful of this context and work in ways that ensure we support our communities and empower women and men to collaborate and take the right decisions and actions to maximize their resilience and development outcomes. As a starting point, we need to talk more about climate change, involve everyone as much as possible and understand what the implications of climate change are in our context. In PNG, talking through key issues is an important foundation for creating ownership and action on any agenda.

Our climate change conversations must be underpinned by gender considerations, including the differing impacts and opportunities for women and men. The discussion is not about pinpointing differences, but rather achieving gender synergy for effectively addressing climate change. These conversations are the entry point for effective planning, implementation and monitoring at national and local levels. In other words, beyond the important discussions, our focus needs to be on getting the right, gender responsive projects in place with good outcomes for women and men and the nation as a whole.

This is what this guideline is about. It is helping us to process important climate change and gender discussions into a framework for effective needs assessment, planning, implementation and monitoring of tangible, gender responsive climate change interventions. A noteworthy opportunity exists for PNG to capitalize on funding available through the Green Climate Fund (GCF). The GCF seeks to support practical climate change projects that are gender responsive. This guideline is aligned to the same principles and will help PNG stakeholders to take practical and inclusive PNG-centric steps towards this. Consideration of the content of this guideline will help any GCF applicants to address important gender related considerations for applying to the GCF.

For CCDA, I have committed my organisation to partnering with communities, women, men and organisations across PNG to address the effects of climate change. Our focus will be on creating the right policy and institutional environment that enables communities and organisations to take on the fight against climate change themselves as much as possible. For example, in the Climate Change (Management) Act 2015, a women's representative from the National Council of Women is a member of the National Climate Change Board amongst other key stakeholders and partners. Women being part of the decision making process and local action is the key to both adapt to and mitigate the effects of climate change.

In moving forward with this agenda, CCDA gratefully acknowledges the work of Government at all levels to date, our active civil society and community groups and, the support of its many international partners including the GCF itself, the United Nations, Global Green Growth Institute and the United States Agency for International Development among others.

Mr. Ruel Yamuna
Managing Director
Climate Change and Development Authority

CHAPTER 1: INTRODUCTION

Purpose of this guideline

This guideline is part of a broader systematic effort to address gender inequalities in climate change interventions in PNG. The guideline focusses on how this can be achieved across the assessment, design, implementation and monitoring and evaluation (M&E) stages of any climate change related action.

The guideline promotes inclusivity and participation and provides tangible advice and strategies to foster equal access, opportunities and benefits from climate change projects and programs (including policies) in PNG. Proper application of these guidelines will also result in activities and outcomes that reduce or eliminate gender disparities, power imbalances and promote social and gender equality for sustainable development in the country.

Whilst the focus of this guideline is on projects funded by GCF in PNG and is largely tied to the GCF process, the guideline can also be utilised to inform the development and implementation of any climate change or development project in PNG. Similarly, whilst the guideline does not specifically target and describe all strategies that support the inclusion of marginalised groups such as persons with disabilities, the underlying principles of human rights, inclusion and respect for equal participation and opportunities as discussed in this guideline, will also be useful for promoting inclusivity more broadly and contribute towards gender equality and the empowerment of women and girls.

Tip number 1: Gender responsiveness is a fundamental consideration in any work in the climate change sector.

Who is this guideline for?

This guideline is designed for use by frontline climate change project planners, implementers and M&E practitioners. Specifically, the main target groups are those that are active at local level in GCF climate change project activities in PNG. This might include personnel representing the following types of stakeholders:

- Decision makers at the project development and implementation level such as project proponents, Executing Entities (EEs), Accredited Entities (AEs), National Designated Authority (NDA), technical working groups and committees (TWGs and TWCs) and the proposed CCDA board who are likely to make decisions around projects and policies
- Private sector organisations and AEs who are involved in project development, implementation and monitoring activities
- Women's associations and any active gender advocates
- Provincial and District Administration
- Provincial Climate Change Committees (PCCCs)
- Non-governmental Organisations (NGOs), especially those focused on climate change and environmental protection issues in PNG at the national or regional level, and
- Any individuals involved in training of the above groups, such as project managers and CCDA officials involved in provincial and district level engagement work.

Tip number 2: Be clear on your role in the climate change project you are developing. Consider carefully how you connect with other stakeholders in the field.

How to use this guideline?

The guideline is specific to PNG and can be used in two ways:

1. As a training resource to help build knowledge and capacities of project personnel working in PNG, and
2. As a reference document during decision making, project planning, implementation, monitoring and reporting for GCF and other climate change projects in PNG.

The guideline has been designed to include sections that can be pulled out as an easy reference for any training programmes or for use as a practitioner's checklist. Similarly, many of the contents of this guideline are aligned to the general and sectoral awareness training materials that CCDA has developed as a resource for stakeholder engagement, awareness and training purposes so those materials can be used in a similar way alongside this guideline.

Tip number 3: Utilise this guideline as a resource to help inform yourself and others about gender responsive climate actions.

Understanding the project cycle

GCF and other project funding organisations follow a variation of the basic project cycle. For practitioners seeking funding of their project proposals, they need to appreciate the context of when gender analysis and gender responsive project planning, implementation and monitoring fit within the wider project cycle. This may include a mid-term evaluation and an adjustment of strategies and activities.

The basic project cycle as shown in Figure 1 follows a logical framework:

1. Assess the situation or analyse needs
2. Use the assessment to inform the development of a plan
3. Implement the plan
4. Monitor and evaluate your plan as you go, including reviewing the project once it is completed to help inform your next project.

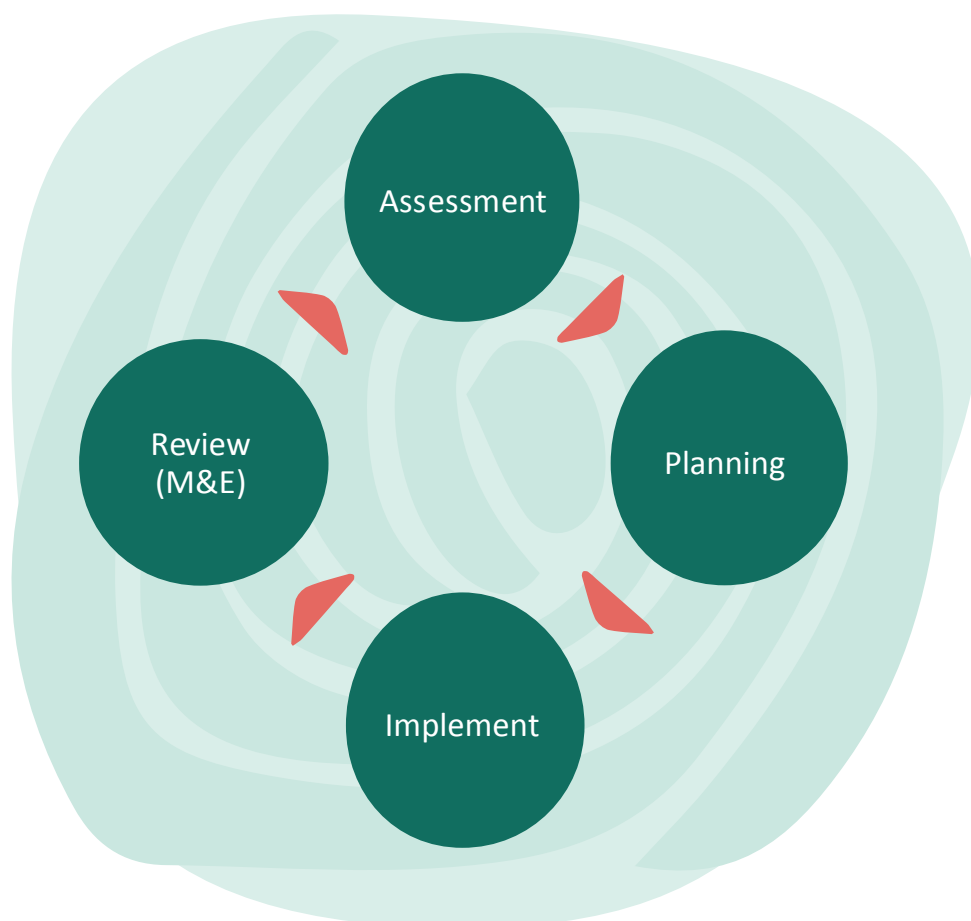


Figure 1: Project cycle

Although the GCF and other organisations sometimes use what can seem like more complex terminologies to describe different project processes, at the most basic level, this is the cycle and logic that is required. For the gender-responsive approach, it is embedded into every aspect of the project cycle.

Tip number 4: The gender-responsive approach is embedded into every aspect of the project cycle.

What is climate change and why is it important in PNG?

Climate change is defined as a consistent variation to the normal weather that may be found in an area. The climate change challenge is often described as global warming which is caused by human activity including deforestation, farming and industrialization. Scientists have identified that increased temperatures are causing impacts such as flooding, landslides, rising sea levels, erosion and other types of natural disasters¹.

PNG is rated as the 10th most vulnerable country to the effects of climate change. Climate change impacts people differently, including their livelihoods, environment, economy, and health among others, and all these have a bearing on the gender inequalities. Women are among the most affected in PNG given their central role in protecting families and household livelihoods. A UN Women publication² on climate change and gender in the Pacific highlights the differing roles women and men play in agriculture and food security and discusses the implications on how this might be affected by climate change impacts:

"...In some Pacific Islands Countries and Territories (PICTs) such as PNG, changes in rainfall patterns, droughts, floods, rising sea-levels, and salinization will make it harder for communities to make a living out of agriculture. Climate change and its associated disasters are likely to make life even harder for women, who are responsible for the production of the majority of food for subsistence.

Reduced food security threatens social and economic development and will prevent some countries from achieving sustainable development; in fact, many PICTs are already struggling with food security. Climate change impacts on agriculture are likely to worsen this trend; as many of the key roles in the agriculture sector are the responsibility of women, their priorities, needs and concerns should be heard and reflected in planning, budgeting and decision-making in this sector. The effects of climate change also need to be considered alongside other evolving factors that affect agricultural production, such as changes in farming practices and technology...."

¹EM-DAT, ADRC

²UNWomen 2014. Climate Change, Gender and Food Security in the Pacific. <https://www.unclearn.org/sites/default/files/inventory/unwomen700.pdf>

The case study below from the NGO CARE, further highlights the challenges that climate change will have on communities and women in particular, and also demonstrates how collective, well focused local level project initiatives can address some of these issues.

Case study 1: Enhancing resilience through gender equality, a project on Nissan Island supported by CARE³

The remote island atolls of Nissan in the Autonomous Region of Bougainville are among some of the most at-risk communities to the effects of climate change. Rising sea levels and changing weather patterns affect availability of land and agricultural production. Under these circumstances, women, who are largely responsible for many of the gardening and food preparation activities are under pressure to work harder to provide for their families under these difficult circumstances.

The CARE case study points to the fact that Nissan culture is traditionally male dominated, with limited participation of women in decision-making and clearly defined roles for women and men which have not changed much despite the onset of globalisation.

The project addressed two elements: 1) It was aimed at breaking down the entrenched cultural stereotypes and promoting equity and shared decision-making to ensure the burden of climate change impacts were both better understood and more evenly shared in the community; and 2) It provided training and practical outcomes to promote resilience and risk reduction in the face of climate change impacts.

Specific interventions included the formation of women-centred community groups and included training in gender equality to raise awareness among women and men of the importance of gender equality to community resilience, and to encourage men and women to participate equally. As a result of CARE's training, women and young people are playing a central role in the community-led groups, which support community members to learn about and practice risk reduction techniques.

Using the knowledge and skills gained as part of the project; Joyceanne, the woman featured in the case study, and other group members set up an island nursery. Members learned and practiced techniques such as mulching and "big hills" (a technique that keeps soil moist for longer), and nurtured the seedlings needed to set up kitchen gardens. She adopted these techniques herself, and she told others about the good results, encouraging them to follow suit.

"For Joyceanne, the most significant change is the greater availability of water that came as CARE set up rainwater harvesting tanks across Pinepal. Yet, the droughts and the training have taught her to be water-wise."

While direct training by CARE could only be delivered to approximately 150 people, the benefits of the project were disseminated and enjoyed island-wide and the strong committees that were formed have sustained the ongoing application of learning from the project.

³CARE 2016. Women as Drivers of Change in Papua New Guinea. <https://careclimatechange.org/case-studies-women-drivers-change-papua-new-guinea/>

Tip number 5: Any climate change project design, even those that are gender focussed by their nature, must have a clear climate change rationale. Your contribution to climate change adaptation or mitigation must be evident.

How is climate change being addressed?

There are two key strategies for fighting the effects of climate change.

Mitigation: (Dealing with the causes of climate change) To prevent climate change, by either reducing our emission of greenhouse gases into the atmosphere or enhancing the ability of the earth including oceans and forests, to absorb carbon.

Adaptation: (Dealing with the effects of climate change) To increase resilience by adjusting our policies, practices, knowledge and infrastructure to manage the impacts of climate change and to reduce vulnerability to climate risks.

Action is needed at all levels to address climate change:

- Legal, policy and planning development or updates
- Strengthening the capacity of climate focused organizations
- Mitigation and adaptation programmes and projects
- Raising awareness, mobilizing coordinated partnerships and resources/finances and motivating community action and support.

This *gender mainstreaming guideline* is developed in reference to climate change legislations (*Climate Change Management Act 2015* and the United Nations *Paris Agreement (Implementation) Act 2016*) and policies and serves as both a capacity development and an information sharing resource. Through this, the guideline supports and strengthens inclusivity and participation of all genders in GCF project and programme identification, development, implementation and monitoring activities in PNG.

Tip number 6: What type of climate change activity are you proposing? Within this, you need to be clear about the needs, roles, impacts and opportunities that apply to all gender and social groups in that area.

Why do gender equality considerations matter for climate change interventions?

UNDP⁴ provides some of the reasons why it is important to prioritize gender equality considerations, and these are:

- To ensure that climate-smart interventions are effective and sustainable involving women and men
- To ensure that women and men, including vulnerable groups become resilient and can deal with climate shocks and are better able to deal with climate-induced incidents
- In ascertaining gender perspectives, help men and women to better understand social processes ensuring that climate change adaptation and mitigation projects consider gendered differences
- To ensure a contribution is made to greater gender equality and more adherence to women's rights.

In PNG, climate change impacts everyone, but there are differentiated impacts based on gender, age, ethnicity and other socio-economic factors. The CARE case study discussed on page 9 of this guideline gives the practical situations of how women's productive role in agriculture especially at household and community level are impacted more by climate change in this regard. The majority of women and girls walk further distances to access productive resources including clean water and have limited access and ownership to land compared with men which continues to exacerbate social and economic inequalities. The project design of the case study was such that the project helped address practical climate change issues such as the mulching technique which went towards improving crop productivity with educating the community towards building a more inclusive and equal approach to decision-making and action for village social and economic development.

Tip number 7: Gender equality considerations, based on good gender analysis or assessment, must be woven into your climate change rationale in order to enhance the project outcomes and impact.

⁴p. 24. UNDP 2010. *Gender, Climate Change and Community-based Adaptation. A Guidebook for designing and Implementing Gender-Sensitive Community-based Adaptation Programmes and Projects.* [https://www.undp.org/content/dam/aplaws/publication/en/publications/environment-energy/www-ee-library/climate-change/gender-climate-change-and-community-based-adaptation-guidebook-/Gender%20Climate%20Change%20and%20Community%20Based%20Adaptation%20\(2\).pdf](https://www.undp.org/content/dam/aplaws/publication/en/publications/environment-energy/www-ee-library/climate-change/gender-climate-change-and-community-based-adaptation-guidebook-/Gender%20Climate%20Change%20and%20Community%20Based%20Adaptation%20(2).pdf)

CHAPTER 2: INTRODUCTION TO THE GCF

This chapter seeks to provide the reader with an introduction to the GCF, explaining the process and demonstrating how this gender mainstreaming guideline links to the priorities of the GCF. The gender mainstreaming guideline for project implementers in PNG is developed to meet the standards and procedures of the GCF. The chapter explores in simple terms what GCF is about, how it operates and its key stakeholders at all levels. Users can access the [PNG GCF Guidebook for Identification and Development of Climate Change Projects](#) for official policy on exactly how the GCF operates. By utilising this guideline users can ensure that GCF standards for gender mainstreaming are adhered to and promoted in the PNG context.

The GCF is an entity established formally as a fund in 2010 under the UNFCCC and Paris Agreement framework and as a mechanism to help developing countries reduce their greenhouse gas emissions and enhance their ability to respond to climate change. There are eight key results areas which the GCF targets:

Under Mitigation:

- M1 Energy generation and access
- M2 Transport
- M3 Buildings, cities, industries and appliances
- M4 Forests and land use

Under Adaptation:

- A5 Health, food and water security
- A6 Livelihoods of people and communities
- A7 Infrastructure and built environment
- A8 Ecosystems and ecosystem services

Whilst the GCF provides criteria and other broad guidelines for its operations, GCF places the onus on individual countries to develop their own GCF Country Programmes and link the fund into their internal operations as relevant. The [GCF PNG Country Programme](#), provides the PNG context by aligning the GCF to PNG policies, priorities, plans, systems and processes. It provides overall strategic guidance for implementing the GCF in PNG.

There are important details for applying for GCF funding support. As such, the *GCF PNG Country Programme* is supported by the *PNG GCF Guidebook for Identification and Development of Climate Change Projects* which describes all aspects in detail and provides the necessary information and instruments to apply for the fund.

This guideline must be read in conjunction with the *GCF PNG Country Programme* and *PNG GCF Guidebook for Identification and Development of Climate Change Projects* which take precedence on any matters relating to the funding award and implementation. Both the *GCF PNG Country Programme* and the *PNG GCF Guidebook for Identification and Development of Climate Change Projects* are in turn aligned with GoPNG systems, the CCMA, and the CCDA operational arrangements.

GCF processes

Important elements of the GCF process which are key in ensuring gender mainstreaming in PNG are summarised below. Gender issues must be considered at each of the stages (a), (b), (c), and (f) described below:

- a. Pitch to GCF **an idea that supports PNG's climate action plans and priorities** – you can talk informally with GCF
- b. Engage with the NDA / focal point to **ensure your idea aligns with PNG needs and priorities**
- c. Turn it into **a Concept Note⁵** for GCF – they will provide feedback
- d. If you are not already accredited, you will need to partner with an AE or seek accreditation yourself
- e. At this point you need to show PNG is fully on-board by obtaining a no-objection letter (NOL) from the NDA (CCDA)
- f. You can then **submit a full Funding Proposal**
- g. GCF will review the proposal – and so will GCF's Independent Technical Advisory Panel
- h. Your project goes to GCF Board for decision
- i. Once approved, then you and GCF sign a Funded Activity Agreement

Key priority areas for operationalizing the GCF Gender Policy and Gender Action Plan

In accordance with the *GCF Gender Policy*, the implementation of the *GCF Gender Policy and Action Plan* will focus on five priority areas:

- a. Governance
- b. Competencies and capacity development
- c. Resource allocation, accessibility and budgetin
- d. Operational procedures; and
- e. Knowledge generation and communications

⁵Note that once an executing entity turns the project idea into a GCF Concept Note and is ready for submission, an AE and or NDA will formally submit the Concept Note to GCF on the executing entity's behalf.

Each of these must be considered when developing a gender assessment and action plan for any GCF project. More detailed information on each of these five priority areas can be found in the [GCF Gender Policy](#). Taking heed of these priority areas provides an entry point for action at a country level.

Decision-making and criteria for gender mainstreaming in the GCF

This sub-section seeks to explore the decision-making rationale and criteria employed by the GCF for gender mainstreaming. The GCF has its own overarching [Gender Policy and Action Plan](#), which is further explained in the GCF's toolkit, [Mainstreaming Gender in Green Climate Fund Projects](#). This GCF toolkit provides the critical steps that are required to be undertaken throughout the GCF project cycle. Gender mainstreaming is fundamental to any GCF project and the fund requires the completion of a Gender Assessment and a Gender Action Plan to be submitted with any project Concept Note.

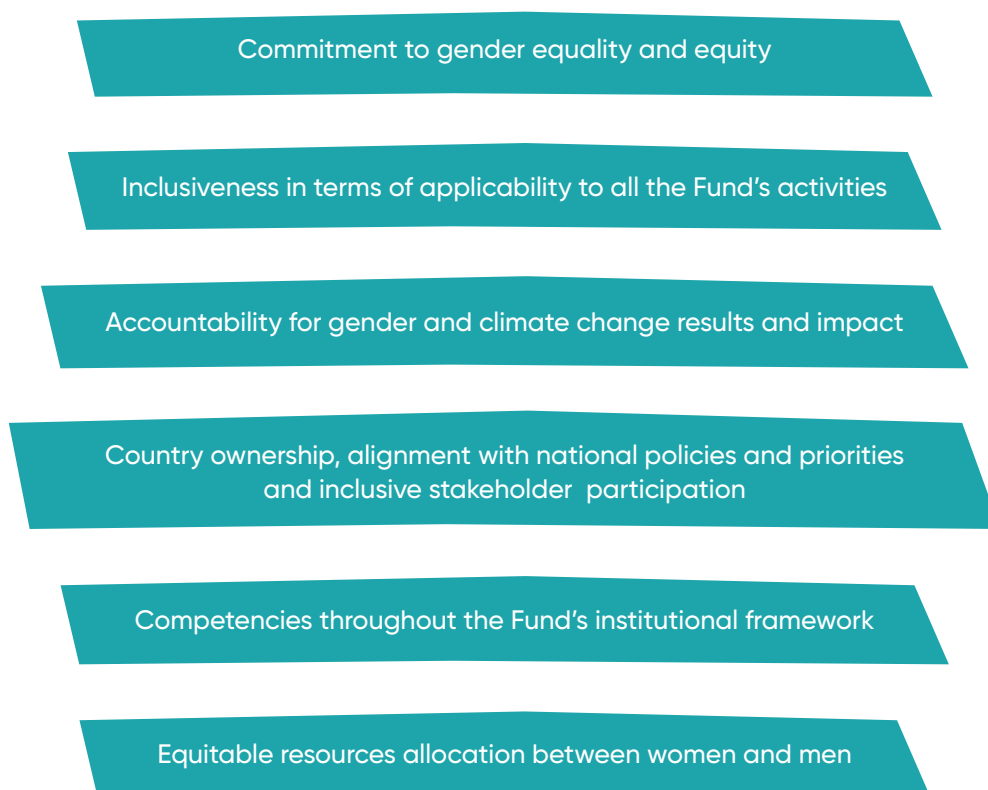
Tip number 8: The GCF has a user-friendly website, including documents relevant to gender assessment and planning. These can be downloaded and referenced when developing your project ideas and gender related project research and plans.

In mainstreaming gender into a project or programme, aim to align it with the overarching aims of the GCF *Gender Policy*, which are to:

- Achieve greater, more effective, sustainable and equitable climate change results, outcomes and impacts through the adoption of a gender-sensitive approach
- Build resilience to climate change equally for men and women, as well as to ensure that men and women equally contribute to and benefit from activities supported by the Fund
- Address or mitigate risks for women and men associated with adaptation and mitigation activities financed by the Fund
- Reduce the gender gap of social, economic and environmental vulnerabilities exacerbated by climate change.⁶

The GCF Gender Policy and Action Plan is available online through the GCF website and should be referenced by those seeking funding from the GCF. The GCF summarises its policy as a set of key messages and principles (Figure 2 and 3) which illustrates the rationale and logic of the Fund's gender mainstreaming approach.

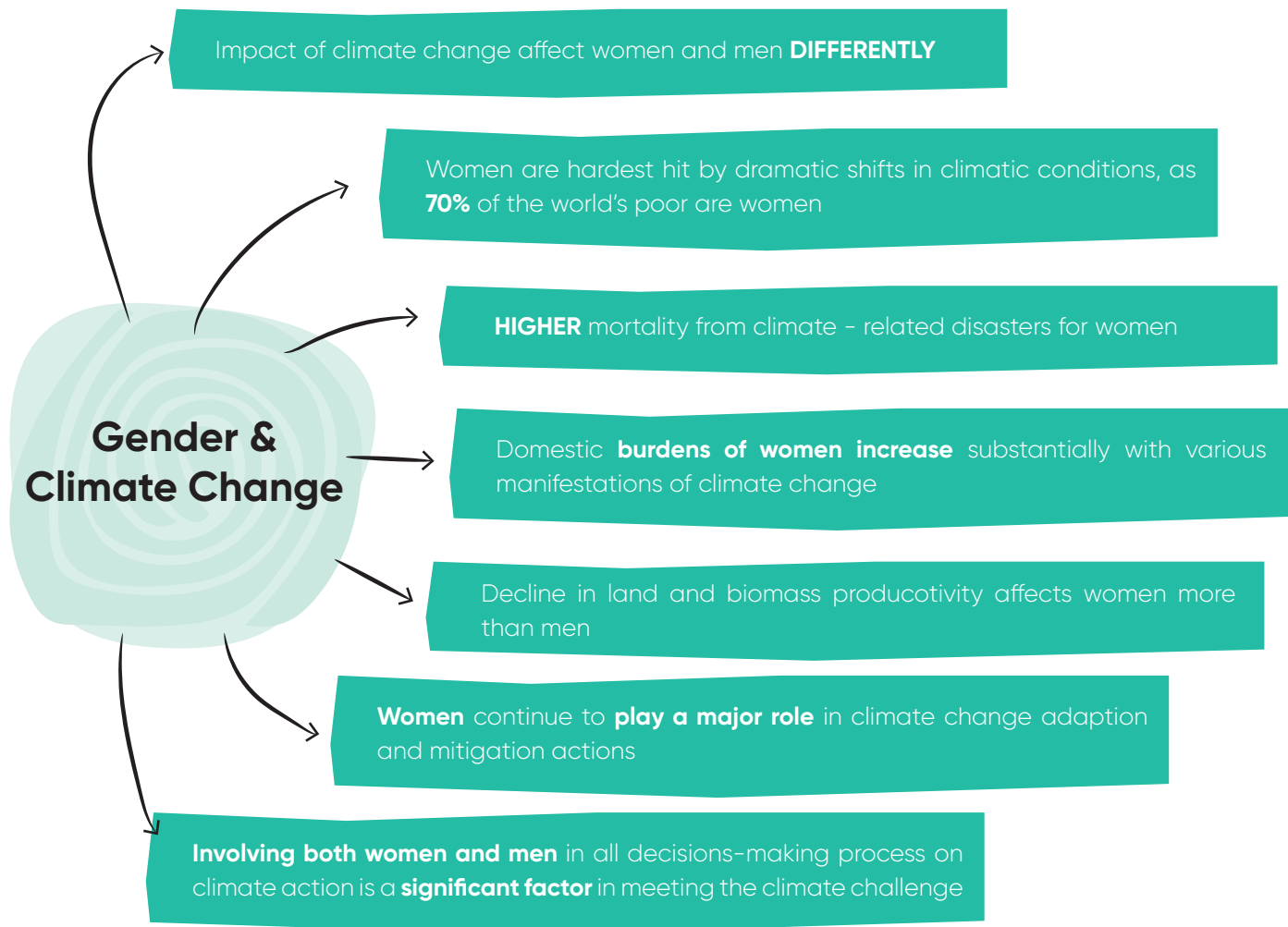
Figure 2: Six principles of the GCF's Gender Policy⁷



⁶p. 9. Acclimatise & CDKN 2017. *Green Climate Fund Proposal Toolkit 2017: Toolkit to develop a project proposal for the GCF*. <https://cdkn.org/wp-content/uploads/2017/06/GCF-project-development-manual.pdf>

⁷p. 10. Acclimatise & CDKN 2017. *Green Climate Fund Proposal Toolkit 2017: Toolkit to develop a project proposal for the GCF*. <https://cdkn.org/wp-content/uploads/2017/06/GCF-project-development-manual.pdf>

Figure 3: Key messages summarise GCF's Gender mainstreaming approach⁸



Whilst GCF will not compromise on its commitment to gender equality, its mainstreaming approach recognises that the social, economic and political circumstances of individual countries are unique and that climate impacts differ across countries. To uphold this in an operational sense, the GCF requires country specific gender assessment. Specifically, GCF applicants must:

- Complete a gender assessment
- Utilise the gender assessment to develop a gender action plan (gender responsive action plans clearly present gender budgets, implementation and monitoring arrangements)

⁸GCF and UNWomen 2017. *Mainstreaming Gender in GCF Projects Guideline*.

GCF key stakeholders

All the GCF stakeholders described below need to participate in gender assessments, design, implementation and monitoring activities as and when relevant. It is important, where possible to strive for gender balance across the stakeholders engaged to ensure women's views are fairly included.

Climate Change Development Authority

The CCDA is the NDA for GCF in PNG. This function means that they will be required to oversee the overall GCF process. In particular they will receive Concept Notes and Full Proposals for potential projects, assign their technical working committee (TWC) to assess the proposals against criteria and recommend them to the GoPNG for decision-making and issuing of the NOL.⁹

To enable this function, the different parts of CCDA, as the NDA, must play specific roles:

- a. *The CCDA Board* – they have the overall governance authority for the CCDA, making all key decisions on strategic matters. Comprising of nine members at present, the board has been structured to draw in key officials from agencies, which are:
 - Two members appointed in accordance with Section 19 of the CCMA where i) one member represents members of the National Council of Women of Papua New Guinea, and ii) one member representing the private sector who is appointed amongst members of the Commerce and Industry and the Chamber of Mining and Petroleum
 - Seven ex-officio members comprising of i) Managing Director of CCDA; ii) Secretary of the Department of Treasury (DoT); iii) Secretary for the Department of Provincial and Local Level Government Affairs (DPLGA); iv) Managing Director for Papua New Guinea Forest Authority (PNGFA); v) Managing Director for the National Fisheries Authority (NFA); vi) Managing Director for the Conservation and Environment Protection Authority (CEPA); and vii) Secretary for the Department of Petroleum and Energy (DPE).
 - *The Department of National Planning and Monitoring (DNPM) has been recently added to the composition of the Board following a recent CCMA Review.
 - **The Department of Justice and Attorney General (DJAG) are presently under consideration for becoming members of the Board.
- b. *CCDA divisions* – this is where the climate change mitigation and adaptation specialists reside. Their role is to deliver on the CCDA corporate plan which includes reference to the GCF process.
- c. *Technical Working Committees (TWCs)* – these are largely made up of CCDA adaptation and mitigation specialists and draw in key government technical officers who can make assessments at a detailed level, including experts from the private sector, CSOs, and universities.

Government Agencies

As reflected in the CCDA approach to drawing in government agencies through its Board and TWCs, the GCF will not work effectively in PNG unless it is supported by a whole of government approach to 'decision-making demonstrating national ownership.' This means the following levels of agencies:

- d. *Ministerial and Executive levels* – political and organisational leaders are important for both driving change and making decisions in the PNG context. In a constrained budget scenario where, political pressures exist for resource allocation, it is important that CCDA, as the NDA, utilise this process effectively to approve

⁹See the No-objection procedure: National Designated Authority, Papua New Guinea 'No-objection procedure and no-objection letter'—a national project governance mechanism for engagement with the Green Climate Fund (Government of PNG through its NDA, Port Moresby, 2020).

plans and budgets for the GCF initiatives. Of particular importance here are the Minister responsible for Climate Change, and the Minister responsible For Community Development whose portfolios require them to be lead advocates for gender and climate change at national and international levels and among other Members of Parliament in particular.

- e. *National Agencies* – these agencies may participate in strategy setting (through participation on TWCs at invitation of the NDA) through which Concept Note review will take place and working with authorities to commit gender-specific climate finance and technical support to ensure GCF programmes can proceed. There are a number of connector agencies which are particularly useful partners because they have strong connections and influence over other agencies and stakeholder under their remit. These include, the DPLGA whose mandate includes advising and building the capacity of Provincial and local-level governments and, the Department for Community Development and Religion (DfCDR) who house the Office of Development of Women and the Office of Religion, and the Department of Implementation and Rural Development (DIRD). These agencies are strong entry points for engaging key stakeholders, especially at sub-national levels.
- f. *Sector Agencies* – these agencies are tasked to align their policies with higher order policies and the CCMA (which CCDA are currently reviewing), they can set clearer targets and also ensure their sector programmes start to reflect genuine climate change projects as a priority. The Department of Personnel Management is the custodian of the Public Service Gender Equity and Social Inclusion (GESI) Policy.
- g. *Provincial Administration* – this is where linkages are made between sector plans and on the ground actions. Under the GCF arrangements for PNG, each province is expected to establish PCCCs who can help coordinate between the levels of government and enable projects to roll out effectively in sub-national settings. In PNGs complex decentralisation arrangements, a brokered understanding with provinces is a necessity and the CCDA (NDA) will need to focus on ensuring a strong relationship and mutual understanding is in place with each province. Under the Public Service GESI policy, provinces have started to assign a GESI officer in each of their divisions. Each province also has a Provincial Community Development Adviser with specific responsibilities to support gender programme activities that the Provincial Government endorses.
- h. *Provincial Climate Change Committees* – PCCCs are formed, as part of the Provincial Government machinery to help address the effects of climate change. Whilst this is still a work in progress, some provinces such as Madang have established a committee and are actively participating in resource mobilisation, networking and planning activities to foster provincial and district action for climate change.

Project Proponents (applicants) and participants

Beyond government agencies that might apply or lead a GCF application, these include:

- i. *CSOs* – large NGOs, small NGOs in provinces and Community based organisations can all support the planning/design, implementation and monitoring functions of the GCF and be important actors in raising climate change awareness generally.
- j. *Women's groups and organisations* – some key organisations and women's rights groups that are visible in most provinces include the Provincial Councils of Women who report upwards to the National Council of Women. These councils have a responsibility to support the development of women and promote equality in their localities. Their networks in many cases reach out to district and community levels. In addition, there are local level organisations that are formed for specific gender related interests although generally these are not clearly mapped out. The Provincial Community Development Advisers usually have up to date information about which organisations are active, what experience they have and how they can be contacted.

- k. *Peak Bodies* – Business Council of PNG, Chamber of Mines and Petroleum and PNG Forest Industries Association are all examples of these. These organisations are in a good position to influence their private sector members and play a role in building support for companies to participate in GCF and climate change generally. In the civil society space the CIMC might be considered a peak body to influence CSOs broadly.
- l. *Faith-based organisations* – the CCDA corporate plan makes specific mention of the importance of churches in climate change. Churches have the largest reach in PNG by virtue of their extension into community levels around PNG. Churches can play a similar role to that of CSOs.
- m. *Private sector* – the GCF has a specific programme stream targeted to private sector. Significant awareness is needed to solicit their involvement and beyond the planned awareness of 2019, there are opportunities to inform private sector peak bodies as described above so they can play the role of building awareness and capacity among their membership.

Accredited Entities

There are two types of AEs defined within the GCF scope, national and international. International Access Entities (IAEs) are often multilateral institutions such as the United Nations Development Programme (UNDP), United Nations Food and Agriculture Organisation (FAO), Asia Development Bank (ADB), International Union for Conservation and Nature (IUCN), Conservation International (CI), Save the Children, and Pacific regional institutions such as the Secretariat of the Pacific Regional Environment Programme (SPREP), Pacific Community (SPC)¹⁰, and bilateral agencies such as the Japan International Cooperation Agency (JICA). National AEs are known as Direct Access Entities (DAEs). Papua New Guinea does not have any DAEs. The AE/DAE play the crucial role of providing the technical capability to first support concept note and full proposal preparation and then project manage, monitor and report on GCF projects that are funded.

Tip number 9 : Partnerships are essential for any climate change project. You should officially communicate with any of the above organisations as relevant taking note of protocols and their role.

Remember, conducting a good gender assessment and action plan is essential. However, in cases where you do not have the capacity to do so, it is important that you coordinate with the AE as an early step of capacity enhancement including technical skills in conducting the assessment.

¹⁰Formerly South Pacific Commission

CHAPTER 3: HOW TO CONDUCT A GENDER ASSESSMENT FOR A CLIMATE CHANGE PROJECT IN PNG

What is a gender assessment?

A gender assessment is a practical tool used to examine and address the different roles, rights, levels of power held in decision making, constraints and opportunities of men and women, boys and girls and the relationship between them in a given context. The objective of a gender assessment in climate change interventions is to provide qualitative and quantitative evidence of gender roles and helps to identify entry points and effective strategies that will support gender equality and women's empowerment in climate change projects.

In practical terms in PNG, the gender assessment is a "*wok long painim aut*" – the process in which we talk to people, observe behaviours and practices that are normal for that community, try to understand the reasons and drivers for that behaviour, understand how those practices cause harm or good in the community and explore the willingness for change that may exist.

Why is a gender assessment important?

A gender assessment is important for examining the differences between the roles that men and women play, the different levels of power they hold in areas such as decision making, their differing needs, constraints and opportunities, and the impacts of these differences on their lives. A gender assessment contributes to climate action and informs climate intervention including project design. Gender assessment is important:

- To identify and address gender inequalities and understand their root causes
- To identify and eliminate barriers to women's access and participation in productive and public life, this includes decision making
- To identify potential gender impacts and prevent negative effects of interventions
- To provide a baseline as a measure toward gender equality and women's empowerment.
- To provide qualitative and quantitative evidence of gender for gender roles, activities, needs and opportunities for men and women, boys and girls and marginalised categories of persons such as the elderly and persons with disabilities.

While PNG is vast in its social cultural make up, there are still roles that are considered as appropriate and specific to various gender groups. The traditional roles of men and women in PNG were unaffected by things like cash, employment, media, service delivery and urbanisation prior to and in the early stages of colonisation. Today however, both public expectation and the reality of globalisation means that those traditional norms are being broken down or severely influenced by modern practices.

It is this backdrop that must be considered in a PNG gender assessment: by understanding the current socio-economic norms and the changes in roles, opportunities and issues, a project practitioner can plan to influence sustainable and equal outcome.

The following case study is from Tanorama Limited and presents gender considerations and observations of the *Lus Frut Mama Scheme*.

Case study 2: Observations of the Lus Frut Mama Scheme¹¹

In West New Britain Province, the growth of the Oil Palm industry started a major series of social and economic changes for communities that were involved; the change even reverberated across the society and economy of the whole province. Small holder farmers were encouraged to plant oil palm and sell it to the milling company, with some care to try and build sustainability through supportive programming and policies. An example of this programming included encouraging farmers to keep some of their land for their own food gardening and not just use it all for oil palm. Farmers quickly began earning from the sale of the Oil Palm bunches and the money began to flow. Whilst many farmers used their newfound income on strengthening and supporting their families, others were not so positively inclined, opting to spend money on drinking, entertainment and other self-interests.

Research undertaken by the World Bank shed some light on these inequities and helped to inform programming for the hard task of changing the negative behaviour of the more problematic farmers. A number of initiatives were developed to try and change this situation. One programme that was touted as a success in addressing this situation by stakeholders was the Lus Frut Mamas Scheme.

Under this scheme, women noticed that when farmers both collected and then sold their oil palm to the Oil Palm company, they left behind lots of oil palm kernels (a bunch is made up of lots of kernels or fruits, some of which fall off the bunch and are left behind because it is labour intensive to collect these after a hard day of picking and carting bunches). The women then negotiated to collect and sell all the kernels as an exclusive women's benefit with moneys earned paid directly to women's bank account. The company happily accepted this as it increased their oil palm production. The Lus Frut Mamas Association was formed to drive the process forward.

To underpin the scheme a complimentary project was designed which included training and services for men and women relating to improving oil palm supply, business and wise use of money and gender equality among others. Other development partners noticed the initiative and different types of additional support was offered.

¹¹Case study prepared by Tanorama Limited based on its observations of the scheme when conducting a baseline survey of oil palm communities in West New Britain Province.

Lessons learned from the Lus Frut Mama Scheme

Expanding on this case study, it is acknowledged that in developing this initiative further or adapting it for another project, we can transcend the gender-based results by involving more women landowners, women business owners and women entrepreneurs moving the project from gender responsive to gender transformative.

What are some of the important considerations for gender assessment in PNG?

Importantly in the PNG context, the gender assessment should not be conducted until appropriate communications and awareness has taken place. For example, the wrong communication approach taken in a participating village, could see men in a community say: “em I samting bilong ol meri, lusim ol” (this is something for women, let them worry about it). In doing so you have missed the chance to have a proper conversation with both men and women.

Similarly, it is important to map out key messages to explain the gender assessment in understandable terms to participants. PNGs literacy rate stands at 51% with some experts arguing that this official figure may be inaccurate due to misreporting and the challenges related with nationwide data collection especially in rural and other hard to reach areas.

Box 1 below presents an example of key messages to use when conducting stakeholder consultation and engagement.

Box 1: Stakeholder consultation key message examples

Examples of key messages to use when doing community engagements for purposes of facilitating the process of a gender assessment (Tok Pisin with English translations):

- Dispela wok painim aut bai halivim mipela long kamapim wanpela projek plen long trai na kisim sampela halivim long wok mipela yet mas mekim long strongim sindaun bilong yumi. ***This activity will help us develop a project plan to try and get some assistance to help us work to improve our development here.***
- As bilong projek plen em I bilong painim sampela wei long stretim dipela hevi ol I kolim klaimet senis. ***The purpose of the project is to try and address some of the impacts of climate change.***
- Klaimet senis I ken bagarapim sindaun bilong ol meri na man long kouniti. Klaimet senis I ken bagarapim ol gaden na stopim ren na kamapim kain kain asua olsem. ***Climate change is affecting our lives, our environment and can cause problems with gardening, regularity of rain and other types of things.***
- Insait long dispela wok painim aut, mipela laik harim gut ol stori bilong environmen bilong yupela na spos ampela senis I wok long kamap. Na tu harem long sindaun bilong ol man na meri. Kain olsem wanem kain wok ol man na meri I save mekim long haus na komuniti na harem tu olgutpela na nogut bilong em. Mipela gt nid long stori wantaim ol meri tasol, na ol man tasol inap ol I ken autim tingting bilong ol gut. ***As part of this research we want to know about your environment and any changes that you observe. We also want to hear about how this affects men and women in the different work that you do and on your households. We may need to talk to men and women separately as well.***
- Bai mipela tok tok wantaim ol narapela lain tu olsem provinsel gavaman na skelim tinting bilong ol, I no yupela tasol. ***We will also be consulting other groups such as the provincial government.***
- Taim mipela pinisim dispela wok painim aut bai mipela skelim ol tok tok mipela harim na raitim wanpela projek plen. Taim mipela pinisim projek plen, bai mipela kam bek gen long yupela long kisim tinting bilong yu sapos plen I orait o nogat. ***Once we finish the gender assessment, we will develop the gender action plan in a participatory way to ensure ownership.***
- Sapos yupela wanbel wantaim projek plen, mipela bai salim I go long Gavaman bilong yu mi na wanpela grup ol I save kolim GCF na askim long sampela halivim bilong sanapim projek. ***If you are happy with the project plan, we will submit this to the Government and then a group called the GCF and ask for their help with funding support.***
- Sapos ol tok nogat em I pinis, projek I no nap kam. Sapos ol I tok orait long projek plen bai mipela kam bek gen long statim projek. ***If they don't like the plan, they will not fund it and we won't have the money to run the project. If they like it and fund us, we will come back and see you to start the project.***

Given the rugged geographic conditions in many areas of PNG as described earlier, it is important that the stakeholder engagement components of conducting the gender assessment is timely planned with all the required logical arrangements. It is also important to look at the socio-cultural issues in the area e.g. Christianity is predominant in Papua New Guinea and this may entail that either Saturdays or Sundays could not be possible days for project consultations which requires the same people to fully participate in.

Tip number 10 : In PNG, good preparation is the key to conducting a good gender assessment due to challenging geographic and literacy conditions: communication plans, logistics plans and a clear set of research questions and approaches should be in place (with testing where possible) to minimise confusion and wasted time and resources.

How to undertake a gender assessment?

The following questions derived from GCF and UNWomen in the *Mainstreaming Gender in Green Climate Fund Projects* guideline provide detailed guidance on the types of data to be collected and the questions to be asked. It is imperative that data be collected from communities in a culturally sensitive and gender sensitive manner. Trust building and facilitation skills in this field are essential for any person or team undertaking the gender assessment. Local knowledge is key. Depending on the nature of the project that is being considered for development and the context of the area in which the assessment is being conducted, some questions could be altered, removed or replaced and other questions added. Below provide an introduction to what types of information is required, while Chapter 5 provides a more detailed *Gender Assessment* template and *Gender Action Plan* template.

What is the context (background/current situation)?

- Any data by sex (men vs women), income, women headed households including types of households, sources of livelihood etc.
- Needs and priorities of men vs women, difference?
- Experiences of men vs women of specific climate risks?
- PNG law's position on status of women?
- Common beliefs, values, stereotypes related to gender

Who has what?

- Levels of income (men vs women)
- Levels of education (boys vs girls)
- System of land tenure and resource use, control of access to and ownership of land, productive resources and assets
- Main areas of household spending
- Bank accounts and types of account, loans
- Access to communication, mobile phones, radio, newspapers
- Access to extension services, training programmes (men vs women, boys vs girls)

Who does what?

- Division of labour (men vs women, boys vs girls, young vs old), including sectors of intervention
- Formal and informal sectors (men vs women)
- Management of household, care of children, elderly, family member living with a disability?
- Time spent on household chores and care
- Types of crop cultivation and responsibility

Who decides?

- Who controls, makes, manages decisions about household resources, assets and finances?
- Involvement in community decision making (men vs women)
- Decision making at the district level (men vs women)
- Economic, political and social organisations

Who benefits?

- Access to benefits for men vs women, of services and product of proposed intervention
- Will the proposed intervention increase income of men vs women or result in increase or decrease in workload (men vs women)?
- Provisions to support women's productive and reproductive tasks including unpaid domestic and care work?
- Why is this the way it is?
- To ascertain influencing factors
- Identifying power imbalances

Tip number 11: Before you plan or participate in a gender assessment, read an example gender assessment from the GCF website. It provides a picture of the types of approaches and outcomes expected. A gender assessment and gender action plan are submitted with every proposal to the GCF.

Information for the above may be collected using a collection of secondary data, desktop reviews, and stakeholder engagement through consultations, key informant interviews, and/or focus group discussions.

Who conducts the gender assessment?

A gender assessment is conducted by an individual or a team with gender expertise. It is imperative that local expertise is utilized throughout this process. The team should include technical knowledge of the content of the climate change, water or food security programme or other areas depending on the nature of the project that is being targeted.

In the case of the GCF, securing an AE will ensure their support in both financial and technical terms to complete the assessment. Regardless of this, any key stakeholders in the process should be familiar with the expectations for the gender assessment and action plan and work to lead and support within the process.

When submitting a Concept Note or Full Proposal, and the results of the gender assessment undertaken will be annexed to your submission as a Gender Assessment and Action Plan. A template on how to do this is provided in Chapter 5.

CHAPTER 4: KEY STEPS TO DEVELOPING A CLIMATE CHANGE GENDER RESPONSIVE PROJECT

This chapter aims to explore and stipulate the benefits of producing gender responsive projects in PNG by providing tangible examples. Gender responsive climate change project management is integral in ensuring a project successfully addressing the specific needs of women, men, boys and girls while ensuring discrimination is not perpetuated. This approach aids in interventions to enable inclusive target groups to adapt to local contexts and achieve sustainable outcomes.

Essential to advancing gender equality and empowering women are developing gender-responsive projects that identify:

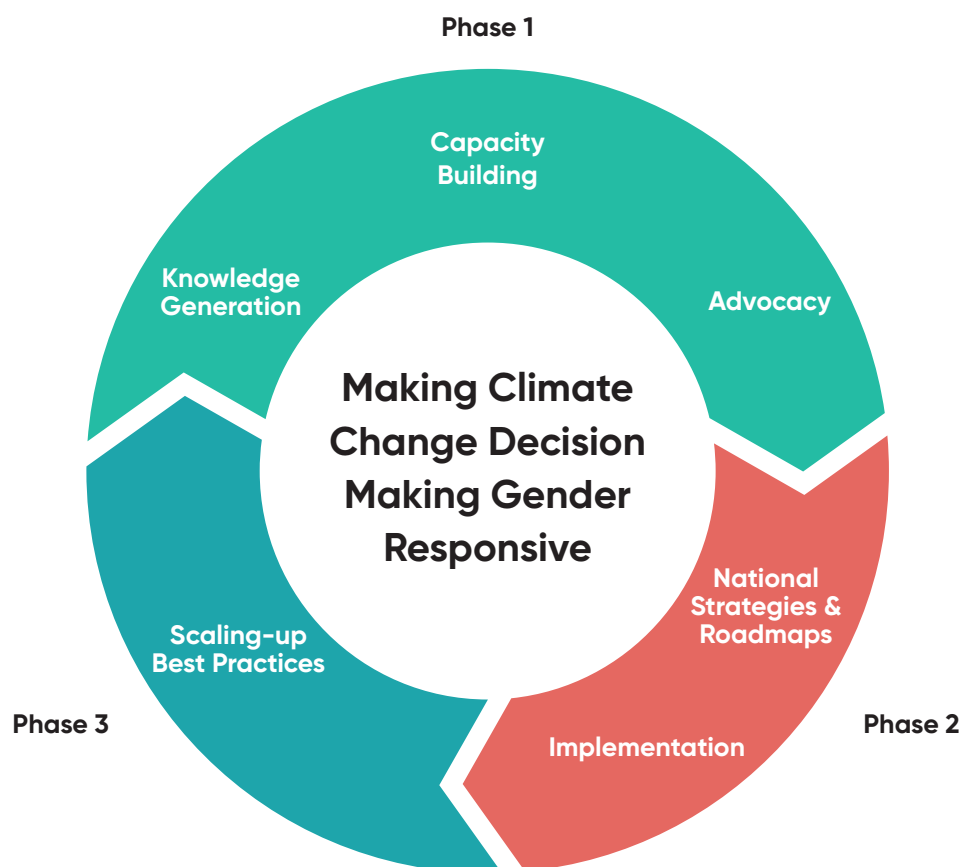
- The gender equality results that any project or programme initiative aims to achieve, and
- The actions (indicators and measures) that need to be undertaken to achieve these results. Annex 2 of the [Mainstreaming Gender in Green Climate Fund Projects](#) guideline provides some useful examples of gender-responsive indicators in climate change projects.

Women are powerful agents to address climate change. Women are key to building community resilience and responding to climate-related disasters. As stated in UNFCCC & UN Women “*women tend to make decisions about resource use and investments in the interest and welfare of their children, families, and communities (UNEP, 2016a; UN Women, 2015a). Women as economic and political actors can influence policies and institutions towards greater provision of public goods, such as energy, water and sanitation, and social infrastructure, which tend to matter more to women and support climate resilience and disaster preparedness.*”¹²

A gender-responsive approach must be considered at all stages of climate change project planning.

¹²UNFCCC and UN Women 2016. *Leveraging Co-benefits Between Gender Equality and Climate Action for Sustainable Development: Mainstreaming Gender Considerations in Climate Change Projects* https://unfccc.int/files/gender_and_climate_change/application/pdf/leveraging_cobenefits.pdf

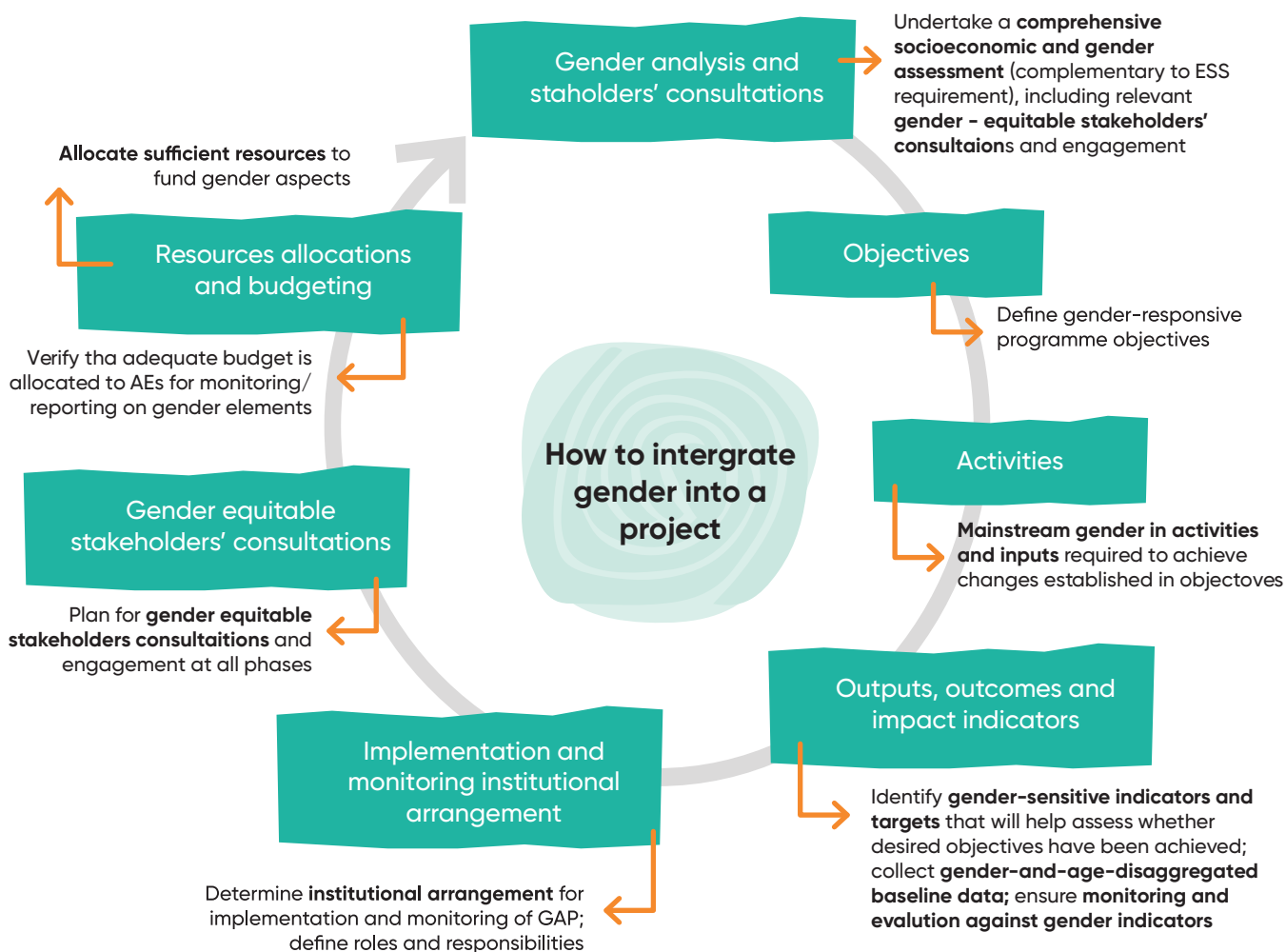
Figure 3: Making climate change decision-making gender responsive¹³



¹³IUCN and GGCA 2013. *The Art of Implementation: Gender Strategies Transforming National and Regional Climate Decision Making*. <https://portals.iucn.org/library/sites/library/files/documents/2012-086.pdf>

Figure 4 provides an illustrative guide to how gender-responsiveness is integrated into all aspects of a project or programme.

Figure 4: Integrating gender-responsiveness into a project¹⁴



Inclusive and effective participation

Cultural norms that may hinder women's representation and participation in PNG can have a negative impact on women's well-being and livelihood.¹⁵ However, women's participation can also be improved given the right environment and support. While barriers to female participation may persist, there are also factors that have been encouraging in enabling participation. According to UNDP, "in PNG cultural beliefs, customs and practices vary across provinces, clans, tribes and even families (Jerome 2015). Interviews with key stakeholders (independent of their gender) identified culture as a key influential factor to women's participation and saw culture as either a challenge or an opportunity. In other words, culture can either have a negative or positive impact on women's participation that can vary by individual. How they use and manipulate culture for their benefit, or alter how it hinders their progress, can be facilitated by programme organizers with strong understanding of circumstances."¹⁶

¹⁴P. 33. Acclimatise 2017. Green Climate Fund Proposal Toolkit 2017: Toolkit to develop a project proposal for the GCF. <https://cdkn.org/wp-content/uploads/2017/06/GCF-project-development-manual.pdf>

¹⁵UNDP 2016. Situation Analysis and Recommendations for Improving Gender Inclusiveness and Participation in Papua New Guinea's National REDD+ Strategy and Policies https://www.undp.org/content/dam/papua_new_guinea/FCPF/ROAR%20Reports/Gender%20assessment%20report.pdf

¹⁶UNDP 2016. Situation Analysis and Recommendations for Improving Gender Inclusiveness and Participation in Papua New Guinea's National REDD+ Strategy and Policies https://www.undp.org/content/dam/papua_new_guinea/FCPF/ROAR%20Reports/Gender%20assessment%20report.pdf

Education has also been found to be both a barrier and an enabler to female participation. Women with secondary or tertiary education have been found to be vocal in stakeholder engagement, community fora and meetings. Women without a secondary or tertiary education were found to be less confident in expressing views. It is imperative that those conducting consultative processes ensure that an environment is created that fosters engagement from all those present and the views and experiences of all are valuable.

Another factor that can impact participation is that of roles and responsibilities in PNG society. Consideration needs to be given to the tasks and duties women, men, children, indigenous groups may have in the community in regard to work, family and community. As an example on women, their participation can be impacted in two broader ways. Firstly, women participants may require more notice regarding consultations taking place so that arrangements can be made to cover other roles and responsibilities at home and community; and secondly, it may be problematic for a large representation of women to gather at the same time in the same place as their needs and priorities may also not be the same.

Active participation of women and girls in climate change projects aids in the identifying their needs and priorities and in the design and implementation of projects and programmes that address those needs. In doing so this substantially improves programme effectiveness, sustainability and ownership. If women are not represented or do not participate, there is a risk that members not represented may feel a loss of dignity, feelings of powerless or worthlessness.

Any approach undertaken to ensure the participation of women and girls should consider the categories of participants and the relevance of their engagement to climate change action. These include:

- Individuals – women, men, girls and boys through for example, focus groups, random surveys.
- Communities – through for example representative collectives such as elders, traditional decision-makers, teachers, health care workers, provincial leaders.
- Local networks and organizations – such as NGO, informal youth or women's networks.

Decisions on who participates, how they participate and for what purpose can shape the impact of the project or programme. When consideration is applied here, effective participation helps to ensure that:

- The risk of the exclusion of certain groups during the design and implementation of projects and programmes is minimized
- There is recognition of power dynamics among social, political and economic groups over the control of resources
- Accuracy of needs assessment data is enhanced
- Aids in the self-determination of identifiable actions
- Sets a foundation for greater ownership, self-sufficiency and sustainable programme results.
- Helps to ensure meaningful and effective participation.

CHAPTER 5: DEVELOPING A GENDER ASSESSMENT AND GENDER ACTION PLAN FOR PNG

When submitting a Concept Note or Full Proposal, at the minimum, GCF requires that a Gender Assessment is conducted. This Chapter provides practical steps to complete the Gender Assessment which facilitates the development of the Gender Action Plan (GAP).

A Gender Assessment and Action Plan aims to provide an overview of the gender situation in a particular location (country-wide, region or province), ensuring it is contextualised to the local needs. The Gender Assessment and Action Plan also needs to be tailored to meet the needs of the specific project or programme. It should address gender issues that are relevant to the project/programme and examine gender mainstreaming opportunities and targeted gender project activities. The assessment should be undertaken in line with [GCF Gender Assessment and Action Plan Guidance](#) and include information available, including data from studies conducted by the country's government, donor agencies, multilateral development banks, academia, and stakeholder consultation.

The GCF provides guidance on what is required and what should be considered when developing a Gender Assessment and Action Plan. The box below provides an annotated template to work toward in developing a Gender Assessment. This template has been used as a base for developing numerous submitted Gender Assessments.

Ownership is key to the success of a Gender Assessment and Action Plan when developing a GCF project. Ownership can be aided by ensuring that consultations with duty bearers and rights holder, and capacity assessments are undertaken. By anchoring existing national climate change processes into the Gender Assessment and Action Plan, (as opposed to creating a parallel process) creates a living reference document. The IUCN states that “a harmonized approach avoids the pitfalls of high transaction costs, fragmentation, and over-burdening of governments and institutions, and it opens the door to efficiency, coordination, and cost effectiveness—all elements of good governance.”¹⁷

¹⁷IUCN and GGCA. 2013. *The Art of Implementation: Gender Strategies Transforming National and Regional Climate Decision Making*. IUCN. Washington, D.C. www.cmsdata.iucn.org/downloads/the_art_of_implementation.pdf

Sample annotated template to undertake a GCF Gender Assessment

1. Introduction

Briefly introduce the gender assessment and action plans' purpose, linking it to the project title.

Include a list of all the measures being used to conduct the assessment. For example:

1.1 Listing desktop literature being reviewed that aligns with the country's national priorities which may include:

1.1.1 *Government Programmes, Reports, Strategies and Plans*

1.1.2 *Government Acts*

1.1.3 *Government Policies*

1.1.4 *Vulnerability and Risk Assessments*

1.1.5 *National and Provincial Committees*

1.1.6 *Regional Reports*

1.1.7 *Gender Specific Reports.*

1.2 Incorporating information and lessons learned from past studies and assessments on gender in PNG from the Government of PNG, the United Nations, civil society organisations, and multilateral development banks.

1.3 Conducting stakeholder consultations and engaging women affected by the project and incorporating all points raised; including:

1.3.1 *Consultation Summary Report (annexed within your Gender Assessment and Action Plan)*

1.3.2 *Add as many Consultation Summary Reports as are developed based on the Provinces engaged*

1.4 Integrating gender considerations in the project indicators, targets and activities, identifying women as leaders and decision-makers.

2. Gender equality and social inclusion in Papua New Guinea

Introduce the section by providing an overview of GESI in PNG and brief historical context.

Include sub-sections on:

2.1 Gender Inequality Index (GII) and Gender Development Index (GDI).

Explain what the GII and GDI are. Also make reference to the Global Gender Gap Index (GGGI), which includes four categories – economic participation and opportunity, educational attainment, health and survival; and political empowerment. For some countries GII's, GDI's and GGGI's are not available. If they are available include them, if they are not, briefly explain why. Include a table where appropriate.

2.2 Poverty

May include information on the National Poverty Line; access to essential services.

2.3 Health

May include information on baby's mortality rates; family planning sexually transmitted diseases; maternal death rates; teen birth rates; antenatal coverage; infectious disease; non-communicable disease; communicable disease.

2.4 Water and Sanitation

2.5 Education

May include statistics on primary, secondary and tertiary education attendance differentiated by gender; curriculum regarding violence against women; statistics on employability following completion of studies.

Include information on gender parity and education and if there is a difference explain the reasons why (is one gender being removed from school to complete other work or home tasks? Why is this so? are there transportation issues in getting to school?

Tables may be of use here to display enrolment ratios.

2.6 Political participation

Include women's participation in politics and public affairs and association with women's empowerment. May include seats in parliament and representation, local government a and provincial representation, CEO and ACEO positions held by women and leadership in community.

2.7 Income

Include information on the Human Development Index (HDI) and Gross National Income (GNI). Include tables where appropriate and look at placement of PNG and broader Pacific region. Incorporate gender analysis by including information on GII and GII rank to this data. Consider table display. May include subsections on the following:

2.7.1 Human Development Index

2.7.2 Gender Inequality Index

2.8 Gender Gap

Consider key indicators that can display gender gaps over the life course – health, education, labour market and work and social protection.

2.9 Decision-making

May include traditional social structures, unequal gender norms, roles, discrimination, division of work, opportunities for participation and barriers.

2.10 Labour force

May include statistics and information on paid labour force, wage employment across different sectors, employment trends over time. Consider opportunities, participation, empowerment and exploitation. Include information on the formal and informal economies.

2.11 Access to resources

May include information on how access to resources are impacted by social position, age, marital status, custom, tradition, religion or culture.

2.12 Gender-based violence

May include statistics and information on domestic violence, sexual violence, financial and psychological violence, exploitation, female-headed households and disproportioned links to poverty, as well as mechanisms and activities to address the risk of increased violence against women.

2.13 Legal framework

May include harmonisation of domestic laws to facilitate CEDAW compliance, Constitution and the protection of women, Ministries responsible.

3. Mechanisms to address gender inequality in Papua New Guinea – legal and administrative framework

Include information on how the any activities will be carried out – i.e. aligned with traditional systems. What governance is practiced; will collective action be pursued? How?

4. Gender and social inclusion in the context of the project {include GCF project title here}

This section should describe how gender and social inclusion will be considered in the context of the project or programme and how barriers or challenges will be addressed.

5. Gender analysis and recommendations

5.1.1 Gender analysis

Include information on what stakeholder consultations took place, when, where and who were involved.

Summarise what stakeholder engagement enabled

5.1.2 Project design and implementation

Include information on how the project design and implementation will consider gender implications such as for example:

- *Specific strategies to include / target female-headed households;*
- *Differing conservation/adaptation/mitigation incentives faced by women;*
- *Identification of gaps in gender equality through the use of sex-disaggregated data enabling development of a gender action plan to close those gaps, devoting resources and expertise for implementing such strategies, monitoring the results of implementation, and holding individuals and institutions accountable for outcomes that promote gender equality.*
- *Advocacy and awareness are adjusted to most effectively reflect gender-specific differences. Strategies used in the project are then tailored, taking into account such differences;*
- *Inclusion of a Gender Specialist position / provision of advice within the project to implement gender related activities.*
- *Explain what measures will be used during project implementation i.e. qualitative assessments. Will these be used to inform the Project Implementation Report, Mid-Term Report and Terminal Evaluation. Indicators to quantify the achievement of project objectives in relation to gender equality will include men and women who had access to affordable solutions, number of men and women employed from the jobs created by the project, training opportunities, knowledge management and information dissemination for example.*

5.1.3 Stakeholder engagement

The stakeholder consultations and engagement of women's organizations promote gender equality at the local as well as the national level. The involvement of women's organizations in the project design, aided in identifying relevant gender issues within the country's social context, and implementing and monitoring the gender aspects of the project.

Expanding on the brief stakeholder consultation information provided in section 1.3 Include detailed information on each of the stakeholder consultations, such as types of stakeholders, number and percentage of women involved.

5.1.4 Monitoring and evaluation

May Include that through onset analysis that information has been collected too establish a baseline. Explain how this baseline data may be monitored against throughout implementation and evaluation.

Analysis conducted may explore and identify the differences between men and women within at-risk populations. In order to monitor and evaluate progress of the project, the following indicators could be considered for measurement:

Quantitative outcomes:

- Female-headed households as beneficiaries;
- Improvements in health and well-being;
- Improved livelihoods;
- Business development services component targeting rural women entrepreneur groups.

Qualitative outcomes:

- Opportunities to generate additional income. Women are more likely to respond to incentives that address their family's basic needs, such as better health and nutrition, linking to ecosystem-based adaptation that increases resilience to sea level rise-induced coastal erosion;
- Time-saving for women as a result of lower hours in labour required for agricultural and water management practices prior to the implementation of the project;
- Contribution to improved self-esteem and empowerment of women in the community;
- Expanded involvement in public and project decision-making as a result of initiation of women into active participation in income generating activities;
- Support for training and educational activities which may include activities related to climate change, agriculture, leadership, business, finance, entrepreneurship and decision-making, thereby enabling empowerment and involvement (or increased involvement) of women to participate with confidence in community meetings;
- Effectiveness of awareness raising.

6. Proposed Gender Action Plan

The Gender Action Plan should provide suggested entry points for gender-responsive actions to be taken under each of the activity areas of the project. In addition, specific indicators are also proposed to measure and track progress on these actions at the activity level. This can be incorporated into the detailed M&E

plan which will be developed at the start of implementation and provide concrete recommendations on how to ensure gender (including disaggregated data) continues to be collected and measured throughout implementation. Moreover, a gender-specific budget should be allocated to each output tailored towards each activity.

Developing a Gender Action Plan

After completion of the gender assessment, it is possible to start to translate key issues into an action plan or implementation plan to ensure accountability on the gender and social related elements of the project and thereby ensure a gender responsive project. Figure 5 below illustrates the parts of the project logical framework.

Figure 5: Project logic framework

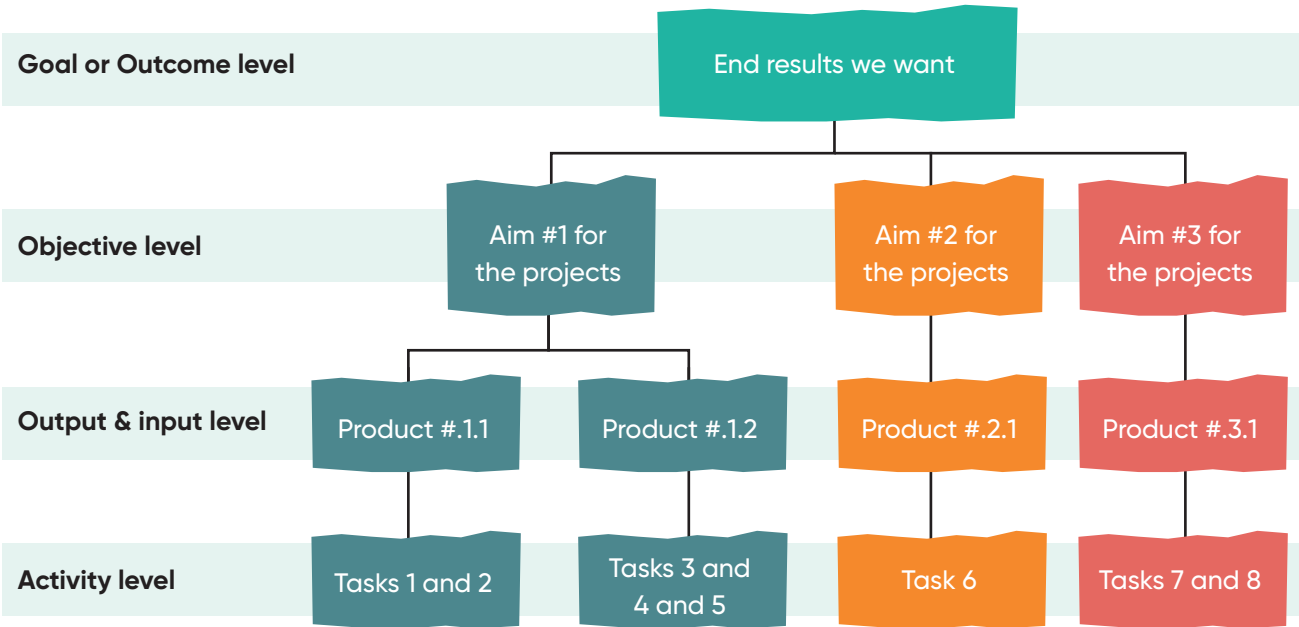


Table 1 explains the concepts covered in Figure 5 further:

Table 1: Level terminology, descriptions and requirements

Level	Description and Requirements
Outcome(s)	This is the end result the project is trying to achieve. An example might be: Clean and sustainable water supply in place that helps mitigate the effects of climate change and supports equal development of men and women in the community.
Objectives	The outcome is broken down into manageable parts called the objectives. Typically, there is more than one objective in a project. An example linked to the above goal might be: Objective 1 – train communities for water conservation and water supply maintenance, and, Objective 2 – build the water supply system, and Objective 2 – create an equitable community water management committee that manages the water supply system and addresses the needs and opportunities of men and women. By reaching each objective successfully we would expect to achieve the outcome, provided the project has been researched and planned effectively. This underscores the importance of the Gender analysis and gender responsive planning.
Outputs	These are the specific building blocks that enable the achievement of our objectives. Again, the idea is to break down the objective into manageable parts. Using the example above, the outputs to achieve objective 3 might be: complete a workshop with report that sets up the constitution of the equitable water committee, and, complete an election process and swear in members of the water committee, and, complete roles and responsibilities and policy establishment training for the water committee, including completion of the village water policy.
Inputs	These are the personnel and financial resources that are required to achieve the outputs. For example, for objective 3 above, a trainer might be required with gender experience, a budget for the workshop may also be required.
Activities	These are the specific steps that lead to the completion of outputs. For example, for objective 3 above, the activities for the trainer might be: drafting of a workshop programme, review of constitutions of similar associations, and facilitate the workshop and produce a report.

The key takeaway is that the gender action plan is linked to the project planning activity and this comes through in how the project is described in a Concept Note or Full Proposal. Running through the project cycle properly and ensuring gender considerations are applied at all stages is the most likely way to ensure your project is properly conceived with the strongest chance of success and sustainability.

To illustrate in more detail, in the example of the case study describing the *Lus Frut Mama Scheme* as shown earlier in this guideline, when the project logic is applied to the story it is evident that:

- Women and men were being affected differently (both positively and negatively) by the onset of the oil palm initiative
- World Bank supported research, inclusive of gender assessments identified details about the issues and opportunities facing women and men
- Local actors moved into address issues and opportunities through an *organised project planning and implementation approach*
- Beyond internal monitoring arrangements, observers of the project evaluate the project as a success in that solutions to suit the needs and opportunities of men and women were achieved – it was practical and gender responsive.

Drawing on the guidance in the gender assessment process from the GCF a project proposal should be developed against the project funding criteria and feature:

- Gender considerations embedded across the document including against a clear climate change rationale that meets project funding criteria
- References to the context of the area and the needs and opportunities for men and women vis a vis the climate change initiative the project is supporting. Data from the analysis should be provided to explain this to the reader
- A logical narrative (with logical framework) (based on the gender assessment) that explains what the right gender response is to address needs and capitalise on opportunities, differentiated between men and women. Who benefits and how they benefit from the project must be clearly described, including estimated numbers of men and women. This is especially important in terms of organising people and activities for the project and in describing the intended project outputs and outcomes. Evidence in the form of responding to and utilising findings from the gender analysis is critical to building your rationale.
- Clear gender targets where this is relevant, including for example: Number of men and women the project intends to train and the important nuances of this training (based on gender analysis findings) to men and women respectively
- Linked to gender targets and intended outcomes for men and women, an M&E framework which explains to the reader how you monitor gender as a core part of project goals, objectives, activities, outputs and outcomes
- Building the project team – what sort of expertise is needed to make the gender aspects of the project succeed? Find a person that can provide this and include them in the project plan, explaining their relevant experience
- Allowing suitable budget for gender activities – what must be done specifically to ensure the project is gender responsive? Are there costs associated with this, have they been catered for and are they explained clearly?

Table 2 overleaf provides an annotated template to work toward in developing a Gender Action Plan and should be attached as a part of the Gender Assessment.

Table 2: Gender Action Plan template

Activities	Indicator and Targets	Timeline	Responsible Institutions	Allocated Budget (\$US)
Impact Statement:				
Outcome Statement:				
Output 1 Statement:				
Activity 1.1:				
Activity 1.2:				
Output 2 Statement:				
Activity 2.1:				
Activity 2.2:				
Output 3 Statement:				
Activity 3.1:				
Activity 3.2:				

Dependent on the project, indicators may nclude: the number of women-headed households ; baseline information on women's organisations; baseline information on women-led enterprises; baseline information on women farmer cooperatives; particular nature of challenges of the elderly and youth; women's ownership of land; women's participation in existing decision making bodies;

Dependent on the project, targets may include: the number of women in decision-making bodies; increase in women's ownership of production capital.

CHAPTER 6: MONITORING AND EVALUATION FOR GENDER MAINSTREAMING

Monitoring and evaluation is about measuring and verifying the project activities and results. It can inform whether a project failed or succeeded and if undertaken correctly, specify exactly the reasons why. When we learn about project results and experiences through the M&E process it informs adjustments to the current project and gives us information to help improve future projects. M&E will occur at different levels of the project and can be undertaken by different people but usually they are linked to a common GCF M&E framework.

Important considerations for an M&E framework/approach are described in Table 3:

Table 3: M&E terminology

Level	Description and Requirements
Baseline	This is the status of an area or a situation before a project intervention. By measuring the baseline, we can determine the type of improvement we want to make against the baseline. When we compare project results against the baseline we can see if things changed or not. For example, a project to improve girls education rates would work out the figure of education rates before the project, then later find out if it improved the situation or not.
Impact	This is an assessment completed at least six months after the project is completed. By checking to see if there was an impact after the project, we can measure how sustainable the project was and learn lessons for application in future projects.
Outcomes	As described earlier, this is the end result we are trying to achieve. An impact assessment as described earlier will tell us if we achieved the outcome or not. Prior to this at project closure, it is also possible to see if the outcome was reached by consulting people about the project and how it is affecting them – the impact assessment conducted later could then tell us if the outcome was sustainable or not.

Outputs	You can check on outputs easily as they are described in the project plan as tangible products. Verifying the quality, relevance and timeliness of these products is the subject of output monitoring.
Activities	These can be monitored similar to the approach in monitoring outputs described above.
Performance indicators	These are standards that can be set against different aspects of the project which people are expected to deliver against. If the targets are met the monitoring report is positive, if the targets are not met then corrective measures must be taken.
Reporting	It is important to report all monitoring results and keep records of findings to enable comparison, reflection and inform changes to the project. M&E reporting should take account of indicators targets that may have been set and include an analysis on whether these have been met and talk to the reasons why they may or may not have been reached.

An example of gender mainstreaming monitoring taking place is described below:

- In the gender analysis activity, a hypothetical question about how many girls and boys goes to school it is possible to get clear numbers on this in response.
- It is then possible to check the number of boys and girls who should be in school. If this analysis shows that less girls than boys go to school then it is possible to ascertain the reasons why.
- If it was the case that girls are staying to help with gardening because food is harder to come by. It may be possible that a link can be made to the climate change issue.
- In the project plan, the response might be to hold community workshops to learn about why it is important to reverse this situation, it might also include agricultural initiatives that ease the food shortage and, finally it may include activities to ensure that girls return to school. It is possible to set what is known as targets and indicators for this. Targets and indicators inform stakeholders whether the project outputs and outcomes are being achieved.
- In implementation, activities, inputs and outputs are monitored to see that the project is being delivered properly.
- At project completion, it is possible to do an outcome assessment to see if objectives and outcomes were achieved to certify the project as complete.
- Six months or a year or two later, you could return to the project area to see if girl's education is on the rise as supported under the project or if it is in decline. This talks to the sustainability of the project and may lead to corrective measures to get the initiative back on track.

Tip number 12: M&E is built into the project plan and also talks to the gender and situational analysis that may have been completed before the project was planned.

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Glossary: Key concepts and terms in gender and development

This glossary seeks to introduce the key concepts, terminology and their definitions to the reader. It is important to understand the prevailing concepts and their definitions. Some of the gender terms and concepts have been taken from the UN Women Training Centre.¹⁸

Concept/ Terminology	Definition
Sex (biological sex)	The physical and biological characteristics that distinguish males and females.
Gender	<p>Gender refers to the roles, behaviors, activities, and attributes that a given society at a given time considers appropriate for men and women.</p> <p>In addition to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, gender also refers to the relationships between women and those between men. These attributes are socially constructed and are learned through a socialization process. They are context/time-specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies, there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader socio-cultural context, as are other important criteria for socio-cultural assessment including class, race, poverty level, ethnic group, sexual orientation, age, etc.</p>
Gender equality	<p>Gender equality refers to the equal rights, responsibilities and opportunities of women, men, girls and boys. Equality, therefore, does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.</p> <p>Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and an indicator of, sustainable people-centered development.</p>
Gender equity	<p>A process of according fair and positive treatment to women, men, girls and boys whilst taking into account their specific needs. It may involve equal treatment, or, treatment which may be considered discriminatory, but which results in equivalent rights, benefits and opportunities</p> <p>The preferred terminology within the UN is 'gender equality', rather than 'gender equity'¹⁹. During the Beijing conference in 1995, it was agreed that the term equality would be utilized. This was later confirmed by the CEDAW committee in its General Recommendation 28: "States parties are called upon to use exclusively the concepts of equality of women and men or gender equality and not to use the concept of gender equity in implementing their obligations under the Convention."²⁰</p>

¹⁸UNWomen 2020. UNWomen Training Centre eLearning Campus. <https://trainingcentre.unwomen.org/mod/glossary/print.php?id=36&mode=author&hook=ALL&sortkey=LASTNAME&sortorder=desc&offset=0>

¹⁹The concept of gender equity refers to "fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different, but which is considered equivalent in terms of rights, benefits, obligations and opportunities" ILO

²⁰UN Committee on the Elimination of Discrimination Against Women, General recommendation No. 28 on the core obligations of States parties under article 2 of the Convention on the Elimination of All Forms of Discrimination Against Women. CEDAW/C/GC/28, 16 December 2010, para. 22.

Gender responsive	<p>Gender responsiveness refers to outcomes that reflect an understanding of gender roles and inequalities and which make an effort to encourage equal participation and equal and fair distribution of benefits. Gender responsiveness is accomplished through gender assessment and gender inclusiveness.²¹</p> <p>Gender responsive programming refers to programmes where gender norms, roles and inequalities have been considered, and measures have been taken to actively address them. Such programmes go beyond raising sensitivity and awareness and actually do something about gender inequalities.</p>
Gender transformative approach	<p>A gender-transformative approach means that promoting gender equality—the shared control of resources and decision-making—and women’s empowerment are central to an intervention.</p>
Gender assessment	<p>Gender assessment includes but is not limited to an analytical tool based on sex-disaggregated data and gender information. This is used to inform and to understand the relationships between women, men, girls and boys, their roles and responsibilities, access to and control over resources, activities and the dynamics of power between them and the constraints faced in a given situation. It is a planning tool which can be used to promote strategic courses of action to address identified gender disparities and gender inequalities and promote women’s empowerment</p> <p>Gender assessment is a critical examination of how differences in gender roles, activities, needs, opportunities and rights/entitlements affect men, women, girls and boys in certain situations or contexts. Gender assessment examines the relationships between females and males and their access to and control of resources and the constraints they face relative to each other. Gender assessment should be integrated into all assessments or situational analyses to ensure that gender-based injustices and inequalities are not exacerbated by interventions and that, where possible, greater equality and justice in gender relations are promoted.</p> <p>Gender assessment provides guidance on how the gender perspective should be addressed throughout the project, particularly in terms of setting relevant gender equality objectives and indicators, planning concrete actions to reach the objectives and conducting monitoring and evaluation.</p>
Gender mainstreaming	<p>The process of assessing the implication for women and men of any planned action in all areas and at all levels. It is a strategy for making women’s as well as men’s experiences and concerns an integral part of design, implementation and monitoring so that women and men benefit equally. Gender mainstreaming should result in gender equality.</p> <p>Gender mainstreaming is the chosen approach of the United Nations system and international community toward realizing progress on women’s and girl’s rights, as a sub-set of human rights to which the United Nations dedicates itself. It is not a goal or objective on its own. It is a strategy for implementing greater equality for women and girls in relation to men and boys.</p>
Gender neutral, gender-sensitive and gender transformative.	<p>The primary objective behind gender mainstreaming is to design and implement development projects, programmes and policies that:</p> <ul style="list-style-type: none"> • Do not reinforce existing gender inequalities (Gender Neutral) • Attempt to redress existing gender inequalities (Gender Sensitive) • Attempt to re-define women and men’s gender roles and relations (Gender Positive/Transformative)

²¹UNDP 2015. *Gender Responsive National Communications Toolkit*. <https://www.undp.org/content/dam/undp/library/gender/UNDP%20Gender%20Responsive%20National%20Communications%20Toolkit.pdf>

Gender specific/ targeted projects	<p>Gender targeted projects are those projects whose principal purpose is to advance gender equality.</p> <p>This is derived from the gender assessment in the needs assessment which justifies this project in which all activities and all outcomes advance gender equality. All targeted actions are based on gender assessment.</p> <p>For example – A project that assists women and youth farmers with finance and other agricultural technical skills and farm inputs in order to reduce barriers. The project needs assessment identifies that women and youth farmers have limited access to productive resources like loans, agricultural inputs and machinery and technical skills to enhance their production.</p>
Sex -disaggregated data	<p>Data or information which is collected and presented in categories based on sex e.g. presenting information separately for men and women, boys and girls.</p> <p>Sex-disaggregated data reflect roles, real situations, general conditions of women and men, girls and boys in every aspect of society. For instance, the literacy rate, education levels, business ownership, employment, wage differences, dependents, house and land ownership, loans and credit, debts, etc. When data is not disaggregated by sex, it is more difficult to identify real and potential inequalities. Sex-disaggregated data is necessary for effective gender assessment.</p>
Women's empowerment	<p>The core of empowerment lies in the ability of a women to control their own destiny. This implies that to be empowered, women must not only have equal capabilities (e.g. such as education and health) and equal access to resources and opportunities (e.g. such as to land and employment) but they must also have the agency to use those rights, capabilities, resources and opportunities to make strategic choices and decisions, for example through leadership opportunities and participation in political institutions. To exercise agency, women must live without the fear of coercion and violence.</p> <p>The empowerment of women and girls concerns their gaining power and control over their own lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality.</p> <p>This implies that to be empowered they must not only have equal capabilities (such as education and health) and equal access to resources and opportunities (such as land and employment), but they must also have the agency to use these rights, capabilities, resources and opportunities to make strategic choices and decisions (such as is provided through leadership opportunities and participation in political institutions).</p>
Climate change gender assessment and action plans	<p>The purpose of a climate change gender assessment and action plan is to operationalise the constraints and opportunities for women and men identified during the gender assessment towards fully integrating them into a project design. The plan includes gender responsive actions that address and strengthen the voice of vulnerable men and women in climate action, gender performance indicators and sex disaggregated targets that can be incorporated into a results framework, and presentation of a gender responsive development impact.</p> <p>Climate change gender assessment and action plans build on a country's national climate change policy, plan or strategy, delving into gender-specific issues by priority sector and creating innovative action plans to enhance mitigation, adaptation and resilience-building efforts for women and men in every community. A unique participatory, multi-stakeholder and cross-sectoral methodology builds the capacities of women and women's organizations together with government representatives and other key stakeholders championing the value of gender equality and women's innovative activities and solutions. Around the world, climate change gender action plans reveal the transformative potential of gender equality. Climate change gender assessment and action plans help governments and stakeholders unite these goals, turning commitments to action²².</p>

²²IUCN 2020. Gender and Environment Resource Centre. Climate Change Gender Action Plans.
<https://genderandenvironment.org/works/ccgaps/>

Application in a PNG context

Below takes some of these concepts and definition and looks at their application in existing PNG case studies. These examples can act as a guide when developing future gender assessments and action plans.

Example 1: Gender-responsive measures applied by the *Situation Analysis and Recommendations for Improving Gender Inclusiveness and Participation in Papua New Guinea's National REDD+ Strategy and Policies*²³

"A situation analysis on improving gender responsiveness and stakeholder participation in PNG's national REDD+ Strategy and policies was undertaken in order to identify gaps, needs and corresponding recommendations for consideration by the architects of the REDD+ Strategy and policies. This analysis involved taking stock and reviewing the current status of gender and stakeholder dynamics within the country, including within both informal and formal (e.g. policies, institutions, etc.) spheres as well as formulating a set of recommendations, which could help address the identified gaps and needs for promoting fair, effective and gender-responsive stakeholder engagement in the REDD+ process" (p. 5 UNDP 2016).

Example 2: Participatory and gender-responsive stakeholder engagement applied by the *Situation Analysis and Recommendations for Improving Gender Inclusiveness and Participation in Papua New Guinea's National REDD+ Strategy and Policies*²⁴

"A main enabling driver to help promote participatory and gender-sensitive stakeholder engagement in REDD+ will be partnering with a wide range of stakeholders, including existing gender-oriented organizations, during the development of PNG's REDD+ Strategy. Guidance that is particularly relevant for the development of national REDD+ Strategy, and potentially corresponding REDD+ policies, is available from many sources compiled in the main analysis. General recommendations relevant to gender-responsive and participatory stakeholder participation include:

- Within the institutional arrangements, *operationalize PNG's National REDD+ Steering Committee*
- *Develop an online information resource and feedback mechanism free to the public on the National REDD+ strategy*
- *To help address issues of poor communication and information sharing, strengthen communication and satellite/cellular internet access in rural communities. While digital stakeholder participation alone will not engage the full target pool, it does provide a powerful, affordable, and non-gender biased tool for stakeholder engagement*
- *Use existing gender policies and measures to support REDD+ gender-related targets*
- *Improve gender equity in forestry and REDD+*
- *Reform land-related policy and legislation to promote direct participation of landowners and forest users, including equitably men and women, in REDD+ allocation of incentive mechanisms*
- *Improve gender equity by mainstreaming gender considerations in policies, laws etc.*
- *Dedicate funds allocated for gender-specific activities and groups*
- *Ear-mark funds for gender under each REDD+ funding window*
- *Incorporate gender criteria in fund allocation"* (p. 8, UNDP 2016)

²³UNDP 2016. *Situation Analysis and Recommendations for Improving Gender Inclusiveness and Participation in Papua New Guinea's National REDD+ Strategy and Policies* https://www.undp.org/content/dam/papua_new_guinea/FCPF/ROAR%20REports/Gender%20assessment%20report.pdf

²⁴UNDP 2016. *Situation Analysis and Recommendations for Improving Gender Inclusiveness and Participation in Papua New Guinea's National REDD+ Strategy and Policies* https://www.undp.org/content/dam/papua_new_guinea/FCPF/ROAR%20REports/Gender%20assessment%20report.pdf

Annex 1: Reference Documentation and Links

Official websites of:

Green Climate Fund www.greenclimate.fund

UNWomen www.unwomen.org

UNFCCC www.unfccc.int

CARE Climate Change www.careclimatechange.org

PNG Legislation and Policies

Climate Change Management Act 2015 <https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Papua%20New%20Guinea%20First/PNG%20Climate%20Change%20Management%20Act%202015.pdf>

CCDA Corporate Plan, 2018–2022 <https://www.sprep.org/attachments/VirLib/PNG/ccda-corporate-plan-2018-2022.pdf>

National Public Service Gender Equity and Social Inclusion Policy https://pngdpm-web.s3.amazonaws.com/documents/doc_GESIPolicyv14210113.pdf

Operational Documentation

PNG GCF Guidebook for Identification and Development of Climate Change Projects

GCF Gender Documents

GCF Gender Policy <https://www.greenclimate.fund/sites/default/files/document/gcf-gender-policy.pdf>

GCF Gender Policy and Action Plan <https://www.greenclimate.fund/document/gcf-b08-19>

GCF Updated Gender Policy and Gender Action Plan 2020–2023 <https://www.greenclimate.fund/document/gcf-b24-15>

GCF and UNWomen 2017. Mainstreaming Gender in Green Climate Fund Projects: A practical manual to support the integration of gender equality in climate change interventions and climate finance. https://www.greenclimate.fund/sites/default/files/document/guidelines-gcf-toolkit-mainstreaming-gender_0.pdf

PNG Gender Assessments

UNDP 2016. Situation Analysis and Recommendations for Improving Gender Inclusiveness and Participation in Papua New Guinea's National REDD+ Strategy and Policies https://www.undp.org/content/dam/papua_new_guinea/FCPF/ROAR%20REports/Gender%20assessment%20report.pdf

Annex 2: Gender focussed Organisations in PNG

Office of the Development of Women

National Council of Women

Provincial Councils of Women

District Women's Association

Women with Disabilities Association

Professional Women's Association

Faith-based Groups

Annex 3: Frequently Asked Questions.

Question	Description and Requirements
Can you hire someone to complete the Gender Assessment for you?	You can but project proponents should remain fully engaged with the Gender assessment preparation and completion process to understand issues and ideas that emerge from it to aid in future project planning, implementation and monitoring work.
What happens if GCF rejects a proposal based on gender assessment?	The Accredited Entity that submitted the proposal will report back on the reasons for the rejection and plan with you whether or not adjustments and resubmission should be pursued.
Are there many gender experts in PNG who can help with this process?	There are gender experts who work as consultants. A number of these are already engaged by Accredited Entities to do other gender related work.
Does the CCDA have gender resources to help inform and develop gender assessment and gender responsive projects	CCDA have produced this guideline to support the development of gender responsive plans. In addition, CCDA does have experienced personnel and networks to government agencies and development partners that have particular strengths in gender assessment and gender responsive planning

Does the CCDA have a gender focal point to institutionalise the gender work in CCDA?	Although CCDA have a position for a GESI officer/specialist in the operational structure – CCDA does not have a gender focal point right now. A structural arrangement for a permanent position establish in CCDA would be an option.
Does these guidelines allow inclusive of persons with disabilities or the action plan can also be all disability gender target only	It is adaptable for gender and social inclusion as a whole. There are some Gender Action Plans on the GCFs website that have clearly highlighted the targeted activities on social inclusion (Gender and Social Inclusion Action Plans). Depending on the context, it is key that all vulnerable groups are included

Annex 4: Relevant legislation and policy related to gender equality and climate change

This annex outlines the relevant PNG legislation and policy related to gender equality and climate change. It further indicates the international conventions and treaties that the country is party to.

National frameworks

The Constitution of the Independent State of Papua New Guinea

The National Goal and Directive Principle # 2

Envisages that all citizens have an equal opportunity to participate in development and in matters concerning his or her interests and the interests of his or her community.

The National Goal and Directive Principle # 4

All citizens must ensure natural resources and environment is conserve and is used for the collective benefit of all citizens including past and future generations.

Section 55 Equality of Citizens

Stipulates that all citizens must be accorded the same treatment and should not be discriminated against on the basis of sex, religion, ethnicity, language etc.

PNG's second National Goal and Directive Principle declares that all citizens have an equal opportunity to participate in, and benefit from development. However, according to the MTDP III there is still more work to be undertaken to ensure women are equally participating in decision-making in wider society. Women have made progress in education and employment; however, women's political participation requires more attention. Political participation is an internationally recognised indicator that measures status of women

in a country. At present PNG is one of five countries in the world that has no female Members of Parliament. This is below the global average of 23% female representation in Parliament. According to the MTDP III, women in PNG face several challenges including discrimination, violence, lack of support and stigma when participating in civic and political activities. Gender inequality in PNG has led to a 60% loss in potential human development. (MTDP III).

Papua New Guinea Development Strategic Plan 2010-2030

PNG's Development Strategic Plan 2010-2030 goal on gender states that "all citizens, irrespective of gender, will have equal opportunity to participate in and benefit from the development of the country" (p. 111, Go PNG 2010). The key national document recognises the importance for the respect for all and acknowledges the value of every person in being able to reach their potential. The document also acknowledges that presently gender disparity is evident in several aspects of PNG society, including education, employment and political participation, as well as mortality and cultural norms that are reflected in traditions (GoPNG 2020). The PNG government is actively seeking ways in which women and girls can increase their participation in economic, political, social and cultural life at all levels. To meet the gender goal in the PNG Development Strategic Plan, the key national document sets out in Table 1 the following key strategic areas to focus on:

Table 1: Key Strategic Areas for Gender in the PNG Development Strategic Plan (p. 111, Go PNG 2010).

Key Indicators	Baseline Information	Issues	2030 Target
Gender empowerment	A Gender Development Index (GDI) of 0.54	Gender empowerment refers to equality of opportunities and rights for both males and females. By international standards PNG performs poorly because women have fewer opportunities and lower living conditions than men	A GDI of 0.75
Women and children as victims of domestic violence	n/a	Victims are not well reported due to cultural issues and fear. There is a need to increase the capacity and effectiveness of enforcing agencies and institutions to protect and cater for victims.	Zero tolerance for violence against women and children
Female to male enrolment rate	0.90	There are more males than females attending school.	1
Females in tertiary education	37% of graduates are female	Equality is needed at the tertiary level of education for PNG to rise to its full potential	50% of graduates are female
Females in wage employment	In 2000, 4.4% of women aged 15 years and over	Improving formal education opportunities for women will improve women's formal employment opportunities.	Most women of working age who are looking for work will be employed

Medium Term Development Plan 2018-2022

The Key Result Area (KRA) 3 in the MTDP III is 'Sustainable Social Development'. It is within this KRA that gender considerations are contained for the MTDP.

According to the MTDP III, gender inequality continues to remain one of the major development challenges in PNG. PNG is ranked at 143 out of 185 countries in Gender Inequality Index with value of 0.595.

Vision 2050

Vision 2050's Seven Pillars include one specifically focused on 'Human Capital Development, Gender, Youth and People Empowerment.' This pillar acknowledges that 'Papua New Guinea's future success depends on the quality of its human resources'. Vision 2050 is aimed at developing citizens to be 'healthy and intellectually astute and have high ethical and moral character and attitudes.' Its aim is for the people of PNG to be empowered to take ownership of their own livelihoods. (Vision 2050).

The Organic Law on Provincial and Local-Level Governments, 1998

The effects of climate change are generally felt in the provinces and districts of PNG where 85% of the population resides. The lower level governments serve as the entry point and/or vehicle for frontline mechanisms dealing with climate change projects and activities for example; the PCCC.

Climate Change (Management) Act 2015

Is legislation which has the mandate to regulate climate change and related issues in PNG including establishing the CCDA.

Gender Equity and Social Inclusion (GESI) Policy

The GESI Policy was initiated in 2013 by the Department of Personnel Management in consultation with the Law and Justice Sector. The public service guideline for gender equality which reflects the constitutional guarantee of equality in all things for women and men, boys and girls and other disadvantaged categories of persons. In practice it seeks to balance gender employment in the public service and address gender discrimination.

International frameworks

United Nations Framework Convention on Climate Change

The United Nations Framework Convention on Climate Change is an international environmental treaty adopted in 1992. The UNFCCC objective is to "stabilize greenhouse gas concentrations in the atmosphere at a level that would prevent dangerous anthropogenic interference with the climate system". The framework sets non-binding limits on greenhouse gas emissions for individual countries and contains no enforcement mechanisms but sets the framework for subsidiary agreements to cover this.

Paris Agreement

The Paris Agreement on Climate Change which PNG helped develop and has adopted as part of its domestic legislation. PNG ratified the Paris Agreement in 2016. The Paris Agreements central aim is to strengthen the global response to the threat of climate change and includes key climate change targets and important clauses about support to developing countries in line with their own development goals.

It was the first country to formally submit its Nationally Determined Contribution under the Paris Agreement in 2016.

United Nations Paris Agreement (Implementation) Act 2016

Is legislative implementation at the domestic level of PNG's international obligation and commitment towards addressing climate change and related issues in PNG.

Additional Notes

