

The Darwin Initiative



The Importance of Gender in Darwin Projects



Department
for Environment
Food & Rural Affairs



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What is gender?



Gender is a social construct referring to the economic, social, political and cultural attributes and opportunities associated with being men and women

- When considering “gender” it is also important to consider broader aspects of social inclusion:
 - Men and women are not homogenous groups
 - Consider other vulnerable groups such as children, the elderly, or people with disabilities

What is gender?



When incorporating gender into your projects, it is important to consider that total equality might not be feasible – interventions should respect and consider cultural differences, whilst not reinforcing traditional gender roles.

Context analysis is essential.



Gender equality vs gender equity



Gender equality

Gender equality is the view that women and men should **receive equal treatment**, and should not be discriminated against based on their gender. They should receive equal access to social goods, services and resources. For example, the Constitution of Kenya 2010 gives women and men equal rights to own land and overrules any cultures that are opposed to this (Kenya is patriarchal and so this right has been denied to women in the past).



Gender equality vs gender equity



Gender equity

Gender equity is the process of being fair to women and men. Here the **different life experiences and needs of men and women are taken into consideration** and compensation is made for women's historical and social disadvantages. For example, in Kenya the cut off point for University intake is lower for girls than it is for boys. This is based on the fact that girls tend to face more difficulties in education.



Gender in your projects



4 steps to integrate gender into your projects:

1. Understand and examine gender dimensions of the project and setting
2. Develop project elements and activities
3. Develop project indicators for monitoring gender integration
4. Develop broader institutional process to further gender integration

Source: Conservation International's "Guidelines for integrating gender into conservation programming"

Do no harm



- Consider not only the benefits but the potential **costs** of project activities
- Are there any project components that could potentially make life harder – for men or women?
- If so, how will this risk be mitigated?



Exploring gender dimensions



- Speak with people living in communities where project implemented
- Focus groups and interviews
- If you aren't working directly with communities – who are your stakeholders? Who will be benefiting from the project? Will proposed policy impact men and women differently?



Ask questions on these themes:

Practices and participation *e.g. what work do men and women do?*

Access to resources *e.g. what natural resources (relevant to the project) do men and women have access to? What other resources (e.g. credit or information) are available for men and women, and who uses these resources?*

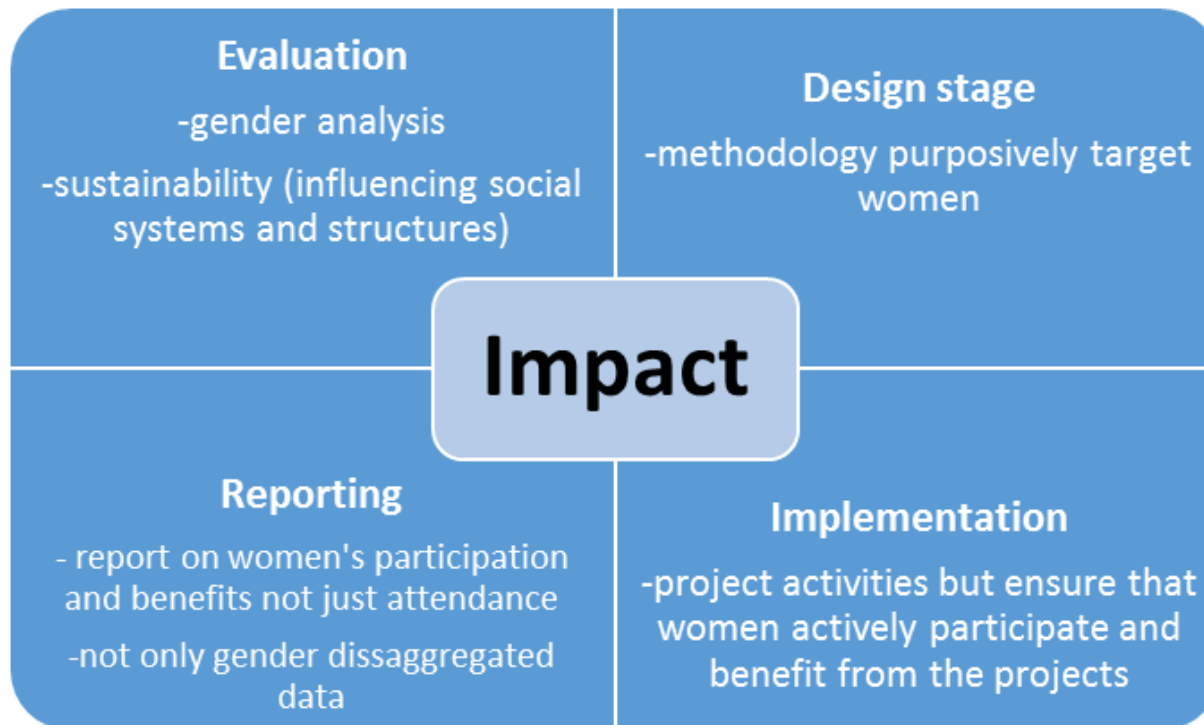
Knowledge, beliefs and perceptions *e.g. how do men and women receive and share information in a community? Do women tend to voice their opinions during community decision making? Why or why not?*

Legal rights and status *e.g. who can own land or other property? Do formal codes differ from customary codes? Policies may affect men and women differently and understanding how this might happen is important.*

Power *e.g. who has the power to make decisions at the household and community level? Who controls how money is spent within a household?*

Impact *e.g. how might the project affect the daily lives of men and women? What benefits does the community receive from the project, or what costs (e.g. time and labour)? How are these benefits/costs shared between men and women?*

Where gender fits in



Gender in your applications



- We need to see that you have considered gender in your applications. From the Guidance:

All applicants must consider whether and how their project will contribute to reducing inequality between persons of different gender.

- Avoid only including generic statements, such as that your organisation is an equal opportunities employer – we are interested in this **project specifically**, not your broader work
- Your project might not be able to engage significantly – but at least show us you have analysed and understood the context e.g. if you are working in a patriarchal context

Gender in your applications



Focus on the specific gender context of your proposed work:

*“The use of intercroops as a method of increasing incomes and supporting pollinator diversity is intended to benefit women in particular by **promoting use of crops (e.g. legumes) that are harvested and sold by women.**”*

*“**Impact on women will be evaluated** to ensure that women are benefiting equally from the activities, as **women make up around 60% of subsistence farmers in these regions.**”*

*“**Forest products chosen for value chain development are informed by i) availability, ii) engagement of women and iii) potential value.** Honey production is dominated by men. **Cardamom is collected by women and men;** chillies are collected by women for household use with some also sold in local markets.”*

Gender in your applications



- And, if possible, directly link your gender analysis with how your proposed work will address it:

*“The **project’s target crops are important sources of produce for women and provide opportunities for them to generate income independently from men and address many underlying drivers of gender inequality.** To ensure that our action addresses these drivers ethnozoology surveys will be carried out both before and after outreach and knowledge-sharing activities, **managed by our team’s socioeconomist.**”*

*“Beekeeping equipment (e.g. suits) provided to be available in sizes to fit various body types and the hives and **techniques promoted will focus on those enabling beekeeping at ground level rather than in trees (suspended hives often exclude women).**”*



Additional resources:

- Conservation International has a number of resources on how gender interacts with conservation, including [guidelines for integrating gender into conservation programming](#) . Further resources can be found on their [website](#)
- IUCN has a publication on “[How to incorporate gender into conservation](#)”
- Fauna and Flora International implements conservation programmes with integrated gender components. Their [website](#) includes information on their overall approach, lessons learned and key questions to consider
- Resources on minimum operating standards can be found [here](#) as well as resources on [core humanitarian standard](#) on quality and accountability
- Further safeguarding information and [policy templates](#) from Bond can be accessed via their [website](#)

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Safeguarding



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What is “Safeguarding”?



Safeguarding in its broad sense means protecting people from unintended harm, and ensuring measures have been put in place to protect the health, welfare and human rights of individuals.

UK Government supported projects must ensure that they fully protect vulnerable people at all times, wherever the project is located.

Who should be safeguarded?



All projects are expected to provide a **safe and trusted environment** which safeguards anyone who the organisation has contact with.

This includes:

- Beneficiaries
- Project staff
- Volunteers



This includes where **downstream partners** are involved in project delivery.

Key safeguarding principles



- Everybody has responsibility for safeguarding
- Do no harm
- Be transparent and accountable



Safeguarding Requirements



In order **to receive funding** the lead organisation must:

- Have a safeguarding policy or be in the process of developing one
- Keep a detailed register of raised safeguarding issues
- Have clear investigation and disciplinary procedures
- Share your safeguarding with project partners
- Have a whistle-blowing policy
- Have a Code of Conduct in place for staff and volunteers that sets out clear expectations of behaviours

Safeguarding Requirements



Additional requirements:

- Projects should carefully consider any risks related to safeguarding prior to the project start date
- Defra reserves the right to request evidence of an organisation's safeguarding policy at any time
- Safeguarding policies should focus heavily on sexual exploitation, abuse and harassment (SEAH) but should sufficiently cover any other areas which may affect your project specifically (for example if you are using informant networks, or working with young people)
- Credible suspicions or actual incidents should be brought to Defra's attention either through the ODA safeguarding mailbox (ODA.Safeguarding@defra.gov.uk) or via LTS

Questions?



Further information:

- *Minimum Operating Standards – Prevention of Sexual Exploitation and Abuse*
https://interagencystandingcommittee.org/system/files/3_minimum_operating_standards_mos-psea.pdf
- *Core Humanitarian Standard:*
<https://corehumanitarianstandard.org/the-standard/language-versions>
- Helpful guidance (including policy templates) can be found here:
<https://www.bond.org.uk/resources/safeguarding-guidance-resources-and-tools>