

# **Gender Mainstreaming Guidance for Project Developers**

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## 1. Introduction

Gender mainstreaming has at its core, the principles of human rights and the right to life with dignity, and is therefore important for social harmony at all levels, and even sustainable development. This is recognised by many international and regional organisations and even some governments. However, meaningful consideration of the interests and concerns of, and implications for women and men, of any planned action is still lacking.

This *Gender Mainstreaming Guidance* document has been designed to assist project developers in mainstreaming gender and including women's empowerment into their projects, simply because projects will be more effective in achieving a broader purpose when they advance gender equality, or at a minimum, do not contribute to gender *inequalities*.

The document should be regularly referenced, in conjunction with other gender mainstreaming resources as required, to provide useful approaches and examples that demonstrate how gender dimensions can be meaningfully incorporated into projects, even when a project has already been designed or has started implementation.

While gender equality and women's empowerment can be included at any time within the project cycle, it should be recognised that such efforts are most effective, and only considered real *gender mainstreaming* when included during the design and immersed throughout implementation of a project.

### ***What is Gender Mainstreaming?***

***Gender mainstreaming*** is the process of assessing the implications for women and men of any planned action, including legislation, regulations, policies or programmes, in all areas and at all levels. It is the implementation of a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve ***gender equality*** (OECD-DAC, 2016).



## 2. Glossary of Terms<sup>1</sup>

**Gender analysis/Gender Impact Assessment:** Assists policymakers to incorporate a gender perspective into policies through taking account of the different needs, characteristics and behaviours of the affected groups. Gender analysis can be applied to legislation, policy plans and programmes, budgets, reports, and existing policies and services. Ideally, it should be done at an early stage in the decision-making process so that policies can be changed or abandoned if necessary. Although there are some policies where it is clear that gender plays a central role, there are other policies where the relevance of gender is less obvious. These are as a result sometimes labelled gender-neutral, for example health and safety and regional or town planning. In these examples, it may be tempting to see such policies, goals and outcomes affecting people as a homogeneous group. If policies are mistakenly perceived as gender-neutral, opportunities will be missed to include the views of different groups of women and men in policy formation and delivery and, in turn, to misjudge the different effects on each group, and the systems and organisations that support them.

**Gender-disaggregated data:** Data that are collected and presented separately on men and women. They allow for the measurement of differences between women and men on various social and economic dimensions.

**Gender equality:** Equality under the law, equality of opportunity, and equality of voice (the ability to influence and contribute to policy making). This encompasses the concept of gender equity in terms of women's and men's fair and equal access to information, services, justice, resources, benefits and responsibilities.

**Gender mainstreaming:** The process of assessing the implications for women and men of any planned action, including legislation, regulations, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

**Gender-sensitive indicators:** Measures that show gender-related changes (changes in relations between women and men) within a given domain. They are used to assessing the status and roles of women and men over time and thus to measure progress towards achieving gender equality.

**Gender-specific or gender-targeted:** Interventions which seek to tackle specific areas where women are unrepresented or disadvantaged, including through the adoption of temporary special measures, and are part of a comprehensive gender mainstreaming approach.

**Indicator:** Quantitative or qualitative measure derived from a series of observed facts that can reveal relative positions (e.g. of a country) in a given area. When evaluated at regular intervals,

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<sup>1</sup> Definitions are taken directly from the *OECD Toolkit for Mainstreaming and Implementing Gender Equality* available from <https://www.oecd.org/gov/toolkit-for-mainstreaming-and-implementing-gender-equality.pdf>



an indicator can point out the direction of change across different units and through time (OECD Government at a Glance Publication).

**Outcome:** Refers to what is ultimately achieved by an activity. Outcomes reflect the intended or unintended results of government actions, but other factors outside of government actions are also implicated (OECD Glossary of Statistical Terms).

**Output:** In performance assessment in government, outputs are defined as the goods or services produced by government agencies (e.g. teaching hours delivered, welfare benefits assessed and paid) (OECD Glossary of Statistical Terms).



### 3. Guidance for Project Developers

Having dedicated gender expertise and budget/resource allocations can ensure an appropriate focus on gender issues at the project development stage, particularly to ensure that gender-related priorities are included in any results or impact measurement documentation and activities – typically conducted against goals or objectives established by the project’s logical framework.

The following minimum criteria for gender mainstreaming should be met in full:

- Conduct gender analysis or sex-disaggregated stakeholder analysis and include a ‘do no harm approach’ or statement to ensure at a minimum, that the project does not perpetuate or exacerbate gender inequalities;
- Ensure that there is a mechanism in place for data and information (could be for indicators or not) collected during the project to be disaggregated by sex.

These actions demonstrate commitment to monitor and report on the gender mainstreaming activities and results achieved by the project.

#### 3.1 Project Development and Baseline Data

Having an evidence base is one of the first critical steps in advancing a gender mainstreaming agenda. A gender analysis<sup>2</sup> or sex-disaggregated stakeholder analysis should be conducted at the start of the project to assess its implications for women/girls and men/boys.

Similarly, the availability of sex-disaggregated data can inform project development processes, and consequently the development of gender-sensitive or responsive interventions. In some cases, the absence of data may justify the need for such interventions, and may further point to a need for capacity building within national implementing bodies or partners to initiate or improve the collection and application of sex-disaggregated data for policy-making, and project development and monitoring.

As data availability is often a limitation in accurately understanding the impact of projects, data collection efforts should be sex-disaggregated as far as possible such that they can be incorporated into result (outputs and outcomes) metrics. Data may in fact be quantitative or qualitative.

#### 3.2 Project Implementation

Just as the project design stage is crucial for conceptualising and capturing gender-based results and indicators, planning and monitoring, commitment and accountability to the pre-established Corporate Results Framework and Logical Framework need to be demonstrated during project

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<sup>2</sup> The European Institute for Gender Equality (EIGE) provides further information and guidance, and recommends useful frameworks for conducting gender analyses applicable to different contexts: <https://eige.europa.eu/gender-mainstreaming/methods-tools/gender-analysis>.

implementation. Conducting periodic assessments or evaluations of gender mainstreaming in the project being implemented is necessary to verify success, or otherwise identify where improvements or gaps need to be addressed.

Gender mainstreaming should not simply be left on paper for the sole purpose of meeting appraiser criteria, bearing in mind that development agencies and national implementation bodies already face some scrutiny for the apparent disconnect between gender policy commitments, and the resource allocations required to support their effective implementation.

Project developers may wish to advance gender equality to a greater extent than by meeting the minimum criteria in order to be considered *gender equality focused*. The Gender Equality Policy Marker Handbook<sup>3</sup>, being used by the RESEMBID Programme, warns that a project in which half of the beneficiaries are women cannot automatically qualify as gender equality focused. In fact, all projects should ensure that women and men will benefit equally from the activities, regardless of the extent of gender focus.

The Handbook further notes that gender equality focused projects typically have the advancement of gender equality and the empowerment of women and girls, the reduction of gender discrimination or inequalities, and/or address women’s specific gendered needs or constraints as explicit objective(s) of the project, accompanied by the inclusion of specific activities to achieve these and indicators to track them.

### 3.3 Monitoring, Evaluation, Accountability and Learning (M.E.A.L.)

Monitoring, Evaluation, Accountability and Learning are crucial to ensuring that gender mainstreaming activities remain effective in striving for gender equality amongst project beneficiaries. Projects should clearly demonstrate learning from the lessons and discoveries made during project implementation with respect to gender mainstreaming. National implementing bodies should seek to establish new, or tailor existing evaluation and audit methodologies to integrate gender dimensions and gender-specific recommendations in these processes – especially if priorities were identified in previous gender / sex-disaggregated stakeholder analysis activities - such that results and impacts can be objectively and accurately measured.

### 3.4 Checklist for Project Implementers

Project design	
	<ol style="list-style-type: none"> <li>1. Can you source or collect sex-disaggregated data for the project’s baseline, monitoring and evaluation purposes?</li> <li>2. Is there adequate representation of men and women in the design consultation processes?</li> </ol>

<sup>3</sup> Available at <https://www.oecd.org/dac/gender-development/Handbook-OECD-DAC-Gender-Equality-Policy-Marker.pdf>

	<ol style="list-style-type: none"> <li>3. Can project management and decision-making processes be developed in a gender-sensitive manner?</li> <li>4. Will the project impact positively or negatively on either men or women?</li> <li>5. Can a gender analysis or sex-disaggregated stakeholder analysis be conducted? <i>See Appendix 1 for guidance on conducting a sex-disaggregated stakeholder analysis and Appendix 2 for resources on how to conduct a gender analysis.</i></li> <li>6. Does the Logical Framework take into account any gender-specific objective(s), indicator(s) or result(s)?</li> </ol>
<p><b>Project implementation</b></p>	
<ul style="list-style-type: none"> <li>• Stakeholder engagement</li> </ul>	<ol style="list-style-type: none"> <li>7. Are there any restrictions to the equal opportunity and participation for women or men in the project? <i>This may be inadvertent if the main beneficiary group is typically more of one gender. A sex-disaggregated stakeholder analysis at the start of the project would assist in identifying disparities and means of correction where feasible and appropriate. See Appendix for guidance on how to conduct a stakeholder analysis.</i></li> <li>8. How might the varied social roles of men and women affect their ability to participate and benefit from the project? <i>Similarly, a stakeholder analysis should help answer this question.</i></li> </ol>
<ul style="list-style-type: none"> <li>• Policy and regulatory frameworks and instruments</li> </ul>	<ol style="list-style-type: none"> <li>9. Does this programme, policy, regulation or law affect men / women predominantly?</li> <li>10. Does it create a barrier to men's / women's equality?</li> <li>11. Does it promote gender equality?</li> <li>12. What changes would have to be made to promote gender equality?</li> </ol>
<ul style="list-style-type: none"> <li>• Capacity building</li> </ul>	<ol style="list-style-type: none"> <li>13. Can project implementers complete some form of gender sensitisation training provided by RESEMBID? [The Caribbean Centre for Development Administration (CARICAD) will be providing capacity development in the OCTs through the RESEMBID Programme].</li> <li>14. Can targeted trainings for women or men be developed and conducted? <i>The sex-disaggregated stakeholder analysis will inform if there is need to proactively target men or women.</i></li> <li>15. Can gender focal point(s) be designated within the project?</li> </ol>
<ul style="list-style-type: none"> <li>• Awareness and communication</li> </ul>	<ol style="list-style-type: none"> <li>16. Are there any considerations for how women and men may receive and share information differently?</li> <li>17. What communication channels are being considered? How accessible are these channels to male and female project beneficiaries?</li> </ol>



<ul style="list-style-type: none"> <li>• Technology and equipment</li> </ul>	18. Are there any social or legal restrictions that may prohibit women or men from accessing and using resources?
<b>Final project evaluation</b>	
<ul style="list-style-type: none"> <li>• Outcomes or results</li> </ul>	19. How have these measures contributed to achieving gender equality development results in the project? 20. How has progress on integrating gender equality considerations contributed to achieving overall development results in the project?



## 4. Additional Examples of Results and Indicators<sup>4</sup>

### 4.1 Resilience

Disaster preparedness and post-disaster relief and recovery are experienced differently by men and women, with each group having distinct strengths and vulnerabilities. Similarly, climate change impacts men and women differently – with women for the most part being thought to be less resilient than men due to inequality and inequity. Across the region, gender-sensitive disaster risk management programmes are generally lacking, and significant work is required to fill this gap. Below are some examples of gendered results and indicators that could benefit resilience-oriented programmes:

SAMPLE RESULTS	SAMPLE INDICATORS
Increased capacity of women to prepare for extreme and recurrent natural events	<ul style="list-style-type: none"> <li>• Number or percentage of women and men in local disaster preparedness and management committees, and risk assessment and planning teams</li> <li>• Percentage of women in office-bearing and decision-making positions in committees, compared with the percentage undertaking voluntary disaster preparedness work</li> <li>• Number and percentage receiving training or assistance for disaster risk management, preparedness, and response, by sex and age (including women from households headed by women)</li> <li>• Number or percentage of women and men involved in maintaining early-warning systems (including indigenous, local, and contemporary warning systems)</li> <li>• Number of local women’s organisations and networks supported to undertake disaster risk assessment, preparedness, planning, training, and mitigation activities</li> <li>• Number of local women’s organisations and community-based organisations engaged in raising women’s awareness of their human and legal rights (pre-disaster)</li> </ul>
Women and men benefit equitably from employment and livelihood opportunities during recovery and reconstruction	<ul style="list-style-type: none"> <li>• Number or percentage of women and men employed in reconstruction and rehabilitation work; and proportion from households headed by females</li> <li>• Number of days of paid work by women and men during relief, recovery, and reconstruction phases</li> <li>• Number and percentage of women and men who receive credit or cash grants to re-establish their livelihoods (or establish new livelihoods), by type of household head</li> </ul>

<sup>4</sup>Much of this section has been adapted from the *Tool Kit on Gender Equality Results and Indicators*. <https://www.oecd.org/derec/adb/tool-kit-gender-equality-results-indicators.pdf>

	<ul style="list-style-type: none"> <li>• The proportion of credit or cash grants provided to women and men, by type of household head (including the proportion of non-secured loans to women and men)</li> <li>• Number of women accessing free or affordable childcare to enable them to participate in training and livelihood programmes</li> <li>• Evidence that livelihood programmes are tailored to the needs of different groups (e.g., female heads of households; adolescent girls and boys; older, displaced men and women, and those with disabilities)</li> <li>• Evidence that vocational training and livelihood support programmes target the specific needs of women and men and provide practical skills, including in non-traditional areas</li> <li>• Evidence that women, men, and adolescent females and males receive equal pay for equal work</li> </ul>
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## 4.2 Sustainable Energy

In what can be a male-dominated sector, gender mainstreaming becomes particularly crucial to ensure that women have equal access to opportunities presented by projects developed within a sustainable energy portfolio. Examples of results and indicators are as follows:

<b>SAMPLE RESULTS</b>	<b>SAMPLE INDICATORS</b>
<p>Increased access by women to timesaving, affordable, renewable, and non-polluting energy technologies</p> <p>Increased energy efficiency at the household level</p>	<ul style="list-style-type: none"> <li>• Number of training and awareness activities targeted at women and men on energy efficiency, safety, and conservation, and number and percentage of women and men participants</li> <li>• Women’s and men’s satisfaction with electricity services or renewable energy technologies (reliability, affordability, convenience, efficiency, reasons for not taking up new services or technologies)</li> </ul>
<p>More women engaged in other micro, small, and medium-sized enterprises due to more efficient, non-polluting, and labour-saving energy technologies</p>	<ul style="list-style-type: none"> <li>• Number or percentage of enterprises established or expanded using new energy sources by women and men, by type of enterprise</li> <li>• Number and percentage of women and men trained in the use of efficient energy technologies, or other aspects of enterprise development and management, by type of training</li> <li>• Evidence of specific activities designed to support women’s and men’s enterprise development, including partnerships with nongovernment organizations, women’s associations, or financial institutions</li> </ul>
<p>Targets met for women’s employment as renewable energy service providers</p>	<ul style="list-style-type: none"> <li>• Number or percentage of women and men who receive technical training to assemble, operate, maintain, or manage small and medium-sized energy enterprises</li> </ul>

and technicians	<ul style="list-style-type: none"> <li>• Number and percentage of women and men earning income as renewable energy service providers and technicians, by type of energy technology (e.g., solar, biogas)</li> <li>• Evidence of the type of incentives used to encourage women's entry into the renewable energy market (e.g., finance packages, tax benefits and rebates, pilot schemes, partnerships with financial institutions, the private sector or women's associations)</li> </ul>
Increased understanding by service providers of gender issues in the energy sector	<ul style="list-style-type: none"> <li>• Number of training and awareness sessions held with energy boards, agencies, and service providers on gender issues in the energy sector</li> <li>• Number and percentage of women and men attending gender training (by agency and type of employee)</li> </ul>

### 4.3 Marine Biodiversity

The conservation and protection of marine biodiversity underpins the sustainability of multiple sectors and services that depend on marine resources – such as tourism, fisheries, shoreline protection, amongst others – and are vital to blue economy development in OCTs. Women play valuable roles across the blue economy and participate in several roles across the value chains derived therefrom, but their contributions are often under-recorded and under-recognised. Examples of results and indicators that can help to incorporate a gender lens are as follows:

SAMPLE RESULTS	SAMPLE INDICATORS
Equal employment for women and men in coastal and inshore fisheries, and marine management projects	<ul style="list-style-type: none"> <li>• Number or percentage of jobs (person-days) generated for women and men in the community</li> <li>• Proportion of women employed in unskilled, technical, management, and supervisory roles, by sector</li> </ul>
Equal access by women to small grants for marine biodiversity conservation and protection projects	<ul style="list-style-type: none"> <li>• Number of awareness activities providing targeted information to women on small grant opportunities</li> <li>• Number and percentage of women and men who receive finance for marine biodiversity small projects</li> <li>• Evidence that environmental finance facilities include special windows for funding activities with women's groups and gender-sensitive guidelines for all funded activities, and employ women and men in fund management</li> </ul>
Women and men participate equitably in the development of local marine protection plans and programmes	<ul style="list-style-type: none"> <li>• Number of community-based agreements and protection plans that have input from both women and men</li> <li>• Number and percentage of women and men who attend community-based meetings on natural resource management (e.g., land, forests, coastal and inshore, marine, water supply)</li> <li>• Changes in protection plans and initiatives due to consultation with women</li> </ul>

<p>Strengthened capacity of environmental agencies and other stakeholders to ensure that women and men benefit equitably from environmental (including marine biodiversity conservation) investments</p>	<ul style="list-style-type: none"> <li>• Evidence that sex-disaggregated information on women's and men's access to and use of natural resources (land, waterways, forests, fisheries) and their links to environmental challenges is documented and applied to program planning and implementation</li> <li>• Amount of research funding dedicated to natural resource management and adaptation focused on activities undertaken by poor women, including women's participating in blue economy value chains</li> <li>• Number of training sessions held with environmental agencies and other stakeholders on participatory techniques to involve women and men; and number and percentage of women and men attending</li> <li>• Evidence that contracts with implementing agencies (e.g., nongovernment organizations) require consultation with women, employment of female staff and community facilitators, and implementation of gender strategies based on gender analysis/sex-disaggregated stakeholder analysis.</li> <li>• Number of executing and implementing agencies that employ staff with specialist expertise on gender</li> <li>• Number of training and awareness sessions with environmental agencies and other stakeholders on gender issues in environmentally sustainable development; and number and percentage of women and men attending</li> </ul>
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## Appendix 1: Sex-disaggregated Stakeholder Analysis

Stakeholder / Stakeholder group	Primary function / role in the project	Influence in the implementation of the project	How will stakeholder benefit from the project?
<ul style="list-style-type: none"> <li>Names and genders of individuals</li> <li>Names and genders of persons representing a stakeholder group or organisations.</li> </ul> <p><i>E.g. John Smith (M) and Jane Doe (F) from District Emergency Office in Community</i></p>	<ul style="list-style-type: none"> <li>Main reason why the stakeholder is involved in the project.</li> </ul> <p><i>E.g. For an early warning system project, District Emergency Offices (community level) require training in early warning systems.</i></p>	<ul style="list-style-type: none"> <li>What decisions does this individual or stakeholder representative make that influence project success?</li> </ul> <p><i>E.g. Jane Doe is the Head of the DEO; John Smith is a First Responder.</i></p>	<ul style="list-style-type: none"> <li>Is this individual or stakeholder representative a direct or indirect beneficiary of the project?</li> <li>State if males or females are likely to benefit more directly and indirectly.</li> <li>State specific activities the stakeholder is involved in.</li> </ul> <p><i>E.g. John Smith from District Emergency Office will benefit from of the training being conducted in the project. However, issues unique to women with respect to early warning systems <u>may</u> not be shared/discussed in the training and therefore not reflected in the built capacity within the community. Further, John Smith has a wife and 2 young children at home, and these are indirect beneficiaries who would fare better if John shared some of</i></p>

			<i>the critical information he learned.</i>
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<b>Notes</b>	
<ul style="list-style-type: none"> <li>• Is there an imbalance in the number of male and female stakeholders?</li> <li>• Is this expected or acceptable?</li> <li>• If so, why?</li> <li>• If not, what are the barriers to female/male representation/ participation?</li> <li>• Is this an opportunity to target the underrepresented gender?</li> </ul>	<p>If a stakeholder has little influence in the project but is a beneficiary, project implementers should assess the reason(s) for this. It should be noted that beneficiaries need not always have significant influence on projects. However, if it is deemed to be more advantageous to project success, an in keeping with gender equality goals, care should be taken to meaningfully engage them in project implementation.</p>





## Appendix 2: Useful Resources

1. Gender Analysis – A Gender Mainstreaming Tool  
<https://eige.europa.eu/gender-mainstreaming/methods-tools/gender-analysis>
2. ENERGIA. International Network on Gender and Sustainable Energy.  
[www.energia.org/home/](http://www.energia.org/home/) (links to training materials, resource packs, online learning, and publications)
3. Tool Kit on Gender Equality Results and Indicators  
<https://www.oecd.org/derec/adb/tool-kit-gender-equality-results-indicators.pdf>
4. Tips for Conducting a Gender Analysis at the Activity or Project Level  
[https://pdf.usaid.gov/pdf\\_docs/Pnadt865.pdf](https://pdf.usaid.gov/pdf_docs/Pnadt865.pdf)
5. Gender Analysis/Assessment and Gender and Social Inclusion Action Plan Templates  
[https://www.greenclimate.fund/sites/default/files/document/form-09-gender-assessment-and-action-plan-template\\_0.pdf](https://www.greenclimate.fund/sites/default/files/document/form-09-gender-assessment-and-action-plan-template_0.pdf)
6. Rapid Gender Analysis in 5 Steps  
<https://insights.careinternational.org.uk/in-practice/rapid-gender-analysis>



## Appendix 3: Case Studies

The following case studies highlight the importance of conducting an impact assessment through a gender lens, of: Hurricane Ivan (Case Study 1); and of climate change on rural livelihoods (Case Study 2).

Without this approach, serious, and potentially long-term impacts on women (and their families) may go unnoticed, unrecorded, and ultimately, unaddressed.

### Case Study 1- A Gender Impact Assessment of Hurricane Ivan in Grenada - Making the Invisible Visible

Source: Disaster Risk Reduction Centre (DRRC) 2018. Mainstreaming Gender Into Disaster Risk Management: Training Manual

#### Context

Grenada has one of the highest total dependency ratios in the OECS region (94.8 percent) and a relatively high elderly dependency ratio of 31.8 percent. This means that almost one-third of the population is older and are dependent on those who are working (aged 15-65 years). Women and men have different roles and responsibilities in the family. Traditionally women are responsible for the care of the very young and the elderly, family members who are sick and have a disability. People over 65 years of age account for 16.3 percent of the population. Grenadian women also begin child-bearing at a young age (10-19 years old) and have many children. This fertility pattern is most pronounced among the poorest. Data show that one-fifth of the population had their first child in this age range. It is estimated that women head 48 percent of households, and this proportion reached 52 percent among poor people. After Hurricane Ivan, it was reported that many women felt increasingly overwhelmed when they tried to meet the household's basic needs.

The Grenada Agricultural Census (1995) indicated that among persons with land holdings of at least 0.05 hectares of land, there were more males than females (3,989 were females and 7,818 were males). However, the farm population was comprised of more females (23,436 females and 19,964 males). According to the 2000 Population Census of Grenada, out of the 3,734 persons employed in agriculture and fisheries, the majority were men (2,533 or 68% were men, and 1,201 or 32% were women).

#### The Impact and Aftermath of Hurricane Ivan

After the disaster, both men and women working in the agriculture sector lost the means of livelihood for their households. These included persons working in the nutmeg industry. The OECS (2004) estimated that some 30,720 persons were directly or indirectly dependent on the nutmeg industry at the time of the hurricane. Before the disaster, as typical for Caribbean countries, men and women had different opportunities and skills to access the job market. After the hurricane, women became even more marginalized and put Grenada's reconstruction efforts at a severe disadvantage. The construction sector experienced a boom and men typically involved in agriculture or tourism could easily move to this sector, while this was not possible for women. Many efforts were made to involve women in reconstruction work, which required both time and changes in cultural attitudes so that they could be accepted. Women's limited participation in construction slowed rebuilding efforts. This increased the burden of responsibility on the State, as the pool of labour needed to

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kick-start and sustain the economy had to be drawn from men in the labor market. With fewer women employed there was increased need for social protection programmes to support the poorest people.

#### **Women in rural and semi-rural environments**

Women grow crops in their backyard gardens and agricultural plots. Their agricultural produce reaches the table of many households, and this played a significant role in national food security. Research showed that most women with backyard gardens had been doubly hit: they could no longer produce to ensure food security for their families nor they were able to access the extra income gained by selling the excess produce in the market. For survival, many women reported that they supplemented their income as domestic workers or produced small craft items for sale (knitting or making doilies). These possibilities for earning an income no longer existed.

Women in rural and semi-rural settings and those working in agriculture felt forgotten. Those working in the nutmeg industry, either gathering nutmegs in the community for sale to the board, such as in Clozier, or involved in the nutmeg pools as in Gouyave, felt particularly threatened by the impact of Hurricane Ivan on this industry. Women who had been engaged in the nutmeg pools for many years, who had few other skills or limited education which would enable them to move to other areas of work, were the most disadvantaged. It was estimated that the nutmeg pools implied three months of work. Alternative plans were required to provide them with an alternative source of livelihood.

Women who collected nutmegs in the community were also involved in farming products such as citrus, bananas, flowers and other fruits. After Ivan, they reported that now "they had nothing to live by." Many female farmers reported that they did not have the wherewithal to clear land or pay for extra labor to prepare land for planting. Women who harvested cinnamon bark and other spices suffered reduced income due to tree destruction and struggled to continue their trade. Based on their local knowledge, women suggested agricultural diversification such as investing in bananas as an early cover crop in replanting the nutmeg trees. The women indicated that they had not been consulted. Some women considered replanting nutmegs as pointless since it would take many years to realize a crop. Instead, farmers preferred cash crops. Others were involved in commercial production of flowers (50 percent were women) and other agricultural activities. The latter included banana farming, rearing chickens, minding goats or working in the fisheries sector, which was also severely affected.

#### **Initiatives undertaken by the Government of Grenada**

The agriculture sector was targeted for interventions and farmers were identified as a vulnerable group in the population. Some 310 persons prequalified for housing assistance. However, data were not disaggregated by sex, type of farmer or size of holding and therefore it was not clear what proportion of those affected or to benefit were male or female farmers. For this reason, it was not possible to determine whether persons in the informal, agricultural sector were considered within this category. To improve data collection, focus group discussions were organized, and a gender analysis of the data was conducted. This gender-sensitive research served to identify the specific needs of women and men in the informal agricultural sector. For example, analysis of data in the Apres Tout community showed that women who earned an

income from harvesting cinnamon bark lost their source of livelihoods since most trees had either been uprooted or severely damaged. The research also highlighted other issues. For example, how childcare responsibilities, lack of skills, and low educational status prevented many women from finding alternative means of earning a livelihood. Research also showed that in the agricultural community of Clozier, many women earned a livelihood and supported their families by harvesting and selling nutmeg to the Nutmeg Cooperative. However, analysis of data disaggregated by sex and other factors showed that assistance for rebuilding mainly benefitted male farmers with relatively large holdings and not the most vulnerable. In Clozier, the needs assessment analyzed by sex and age showed that among women working in the informal agricultural sector, there were significant differences in the needs identified among women of different ages. For example, younger women identified training as a priority, while this was not considered relevant by older women who had been in the sector for 20-30 years or more.

#### Questions for reflection to support gender mainstreaming based on the case study

1. What lessons does the case study provide on gender as a tool of analysis for disaster preparation, and recovery and reconstruction?
2. What valuable information did data disaggregated by sex and age in the population census provide for CDM generally? What data exists for other vulnerable groups?
3. What insight does the pre-impact data in the case study reveal about gender issues in Grenada in the general population?
4. What socially constructed roles are suggested for the work carried out by men and by women in the agriculture sector in Grenada, before the hurricane Ivan?
5. How did the gender division of labour affect job opportunities for women and men?
6. How did gender stereotypes in occupations affect access to paid work during the post-disaster reconstruction and recovery period?
7. What GBA+ aspects could be considered in the recovery process for the agriculture sector to ensure that both women and men can have access to jobs to support their families?
8. Why would child care be considered important to increase women's access to jobs?



## Case Study 2 – Gender Impact of Climate Change On Water for Rural Livelihoods in Jamaica

Adapted from - Vassell, Linnette. 2009.

The communities of Mile Gully and Warwick Castle, St. Mary are deeply rural and agricultural. In 2005, Mile Gully, the larger community, had over 650 residents while Warwick Castle had some 150 persons.

Family structures varied widely but the most common in Mile Gully were households with both parents (31), while in Warwick Castle, the largest family category was single mothers.

Children aged 0-9 years and persons 65 years and older, formed a significant proportion of the population of both communities which meant that they were highly dependent on other persons for care and support.

The profile of households showed that over 80 percent had one to three males living in them, while some 33 percent in Warwick Castle and 20 percent in Mile Gully had no females living in them. There is strong out-migration of women seeking jobs as household workers, hotel workers or even further afield, often as security guards, which is thought to account for some of the lower numbers of women in some households.

Men and women have different skills and occupations. Men in Warwick Castle have a variety of skills: building, auto mechanics, welding, tailoring and shoemaking, but employment opportunities are very scarce. Females across all age groups reported a significantly lower level of employment than men and their occupations fall within the traditional gender division of labour as domestic workers, farmers, and clerical workers. Women also have a higher level of unemployment than men which was linked to their level of skills. Some 61 percent of women in Mile Gully and 57 percent in Warwick Castle were unskilled. In comparison, 37 percent of men in Mile Gully and 48 percent in Warwick Castle were unskilled.

In addition to farming, many women are small poultry farmers. In their backyards, they raise chickens and bring 50 to 100 birds to market every six weeks. A few women have also gone into honey production. These business activities are risky, as they are threatened by natural hazards and market conditions. Chicken production, for example, requires a regular supply of clean water. In many cases, producers have to pay persons to go some distance to collect water at the standpipes which increases production costs.

Often these micro enterprises provide very small returns on investment so much so that the owners/workers are not able to pay themselves from the activities and are only able to turn over cash which they reinvest in the business.

The unavailability of drinking water presents a big barrier to the economic development of community members. Fruit trees are plentiful and much of the fruit goes to waste. Women reported that they would like to go produce value-added products from the abundance of fruit (such as jams, jellies, preserves, chips).

However, they were not able to because there is insufficient water in the community.

Some women expressed interest in setting up small hairdressing enterprises but were constrained by the lack of water.

It is clear that life is hard for both men and women. However, it is also clear that women:

- have less access to land resources;
- have lower level skills sets, hence have fewer options for self-employment;
- face challenges with access to credit, because they lack the collateral required;
- have their livelihoods as vendors highly dependent on production, which is largely controlled by men;
- do not have the same opportunities as men do in finding alternative marketing arrangements;
- have their prospects for self-employment jeopardized and face higher costs because of the challenges with accessing potable water for chicken rearing, for example;
- are forced to restrict their production because of the absence of irrigation; and
- are limited in terms of alternative livelihoods due to their domestic home responsibilities.

Therefore, with respect to the climate change effects on the water needed for agricultural livelihoods, while the impacts are experienced by both sexes, women are impacted to a greater degree.

