

## GENDER-RESPONSIVE SLM TOOL



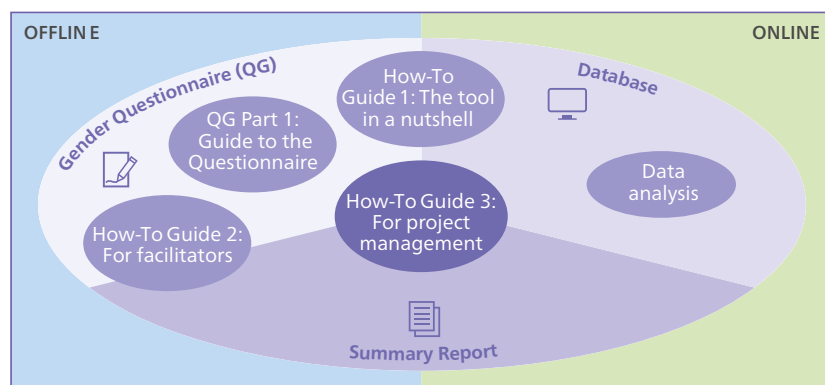
## HOW-TO GUIDE 3: Tool application in project management cycle

Gender inequalities in access to land, resources, and decision-making continue to limit the effectiveness of Sustainable Land Management (SLM) and restoration efforts. Addressing these gaps is essential to ensure that programmes and projects benefit both women and men, and deliver more lasting and equitable outcomes.

The UNCCD–WOCAT gender-responsive SLM tool (see box) supports this process by raising awareness of gender roles and inequalities, identifying barriers and entry points for greater equality and equity, fostering dialogue and learning on gendered roles and responsibilities, and generating recommendations to strengthen project design, implementation, and evaluation.

The tool covers a wide range of topics, including roles and responsibilities in land management, household decision-making, division of labour, access to knowledge, services and inputs, and land tenure arrangements.

This brief note is part of a series of products that support and guide using the gender-responsive SLM tool:



### UNCCD-WOCAT project on gender-responsive Sustainable Land Management (SLM)

Launched in 2020 to fill the gap in the availability of gender-disaggregated data necessary for the analysis of SLM adoption patterns and the assessment of its differentiated impact on women and men, the project<sup>1</sup> produced a gender-responsive SLM tool that supports **project planners, designers, implementers and evaluators** in collecting gender-disaggregated data and draw recommendations for more gender equality in the context of their SLM programmes and projects by adding a gender lens to SLM Technologies and their related Approaches.

The tool contains:

- a **Questionnaire** on gender-responsive SLM Technologies and Approaches (QG);
- a dedicated section in the **Global WOCAT SLM Database** to publish the data and view existing data entries; and
- an easy-to-read, automatically generated **summary report**.

The resulting data can be used widely, including by **decision-makers**, to understand the interaction between gender and SLM.

<sup>1</sup>see: <https://wocat.net/en/projects-and-countries/projects/gender/>

## PROJECT CYCLE

The different components of the tool can be applied throughout the project management cycle – both as a source of information and knowledge on SLM practices and gender as well as for data collection and analysis. For example, it can be used during monitoring and evaluation to generate recommendations that enhance equality and equity. The table below outlines the potential uses of the tool across the different stages of the project cycle.

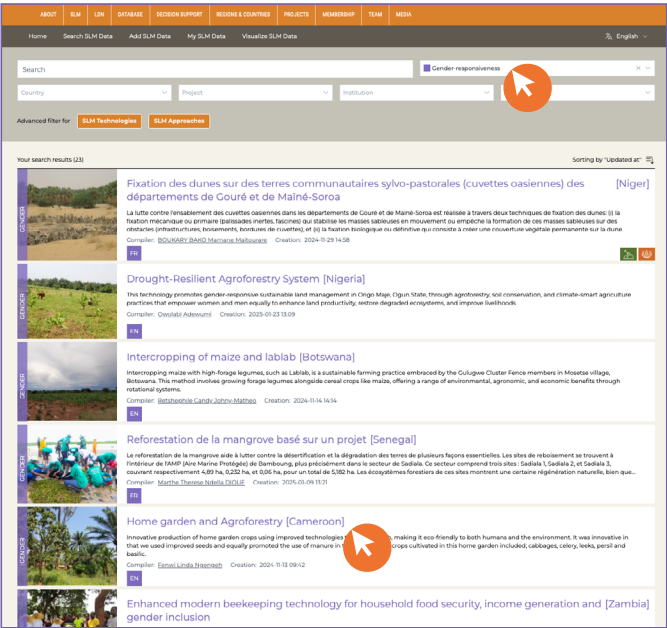
|                                                                                                                                                                                                                                                                                                                                          | ONLINE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | OFFLINE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Project Cycle                                                                                                                                                                                                                                                                                                                            | Source of information and knowledge:<br>WOCAT Database entries and summary reports                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Data collection and analysis:<br>Questionnaire (QG)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Planning and Design</b> <ul style="list-style-type: none"> <li>• Integrate gender dimensions to strengthen project gender-responsiveness</li> <li>• Identify and address gender-specific differences in SLM practices at an early stage</li> <li>• Identify and apply concrete entry points for promoting gender equality</li> </ul>  | <ul style="list-style-type: none"> <li>• Explore existing datasets to understand gender dynamics in SLM – e.g. in similar agro-ecological or social contexts, or for comparable SLM practices (all sections)</li> <li>• Learn about gendered roles in decision-making, land management, and land tenure (section 4)</li> <li>• Review recommendations to establish and support a gender-responsive design (section 6)</li> <li>• Identify gender-relevant aspects that can inform the formulation of project indicators (all sections)</li> <li>• Learn from documented challenges to better reach women and ensure gender-responsiveness (all sections)</li> </ul> | <ul style="list-style-type: none"> <li>• Explore gender-related aspects such as division of labour, decision-making roles, and land tenure (section 4)</li> <li>• Plan gender-responsive on-farm activities with guidance from the questionnaire (chapter/section 5)</li> <li>• Draw on recommendations when engaging with beneficiaries and stakeholders to support inclusive project design (chapter/section 6).</li> <li>• When engaging with project beneficiaries and other stakeholders, use the guiding questions on recommendations to identify key issues for gender-responsive planning and design (chapter/section 6)</li> </ul> |
| <b>Implementation and Monitoring</b> <ul style="list-style-type: none"> <li>• Keep gender considerations on the agenda throughout delivery</li> <li>• Respond promptly to signs of exclusion or inequality</li> <li>• Prepare the ground for meaningful gender reflection at project closure</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Consult existing datasets for implementation tips from similar agro-ecological or social contexts, or for comparable SLM practices (all section)</li> <li>• Compare your own implementation experiences with documented cases to identify ways to strengthen gender-responsiveness (all section)</li> <li>• Use the tool for project monitoring to identify gender-related gaps and enhance responsiveness (section 6)</li> </ul>                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Integrate gender considerations into day-to-day implementation (section 6)</li> <li>• Conduct informal check-ins with community members to identify emerging gender-related issues (chapter/sections 4, 5, 6)</li> <li>• Select relevant gender-sensitive questions for FGDs, surveys, or interviews when preparing monitoring exercises (chapter/sections 4, 5, 6)</li> <li>• Track whether activities are being carried out as planned and assess whether beneficiaries perceive them as gender-responsive (chapter/section 5)</li> </ul>                                                        |
| <b>Evaluation and Closure</b> <ul style="list-style-type: none"> <li>• Demonstrate meaningful inclusion of both women and men</li> <li>• Provide evidence of gender-related outcomes</li> <li>• Inform future project phases and strengthen gender-responsive policymaking</li> <li>• Contribute to global knowledge exchange</li> </ul> | <ul style="list-style-type: none"> <li>• Share your knowledge and disseminate collected data through the WOCAT database (online)</li> <li>• Share your knowledge and disseminate collected data through the WOCAT database</li> <li>• Analyze your data and compare findings with other documented cases (all sections)</li> <li>• Integrate collected data into project outputs such as policy briefs, reports, or compendia on gender-responsive SLM</li> </ul>                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Complete the full questionnaire with beneficiaries and publish results in the WOCAT database for broad dissemination</li> <li>• Use findings from different sections to assess gender-related outputs and outcomes</li> <li>• Evaluate gender-differentiated participation and impacts of project activities (chapter/section 5)</li> <li>• Incorporate community-driven recommendations into evaluation exercises (chapter/section 6)</li> <li>• Generate gender-disaggregated data and findings for internal learning and reporting (various chapters/sections)</li> </ul>                       |



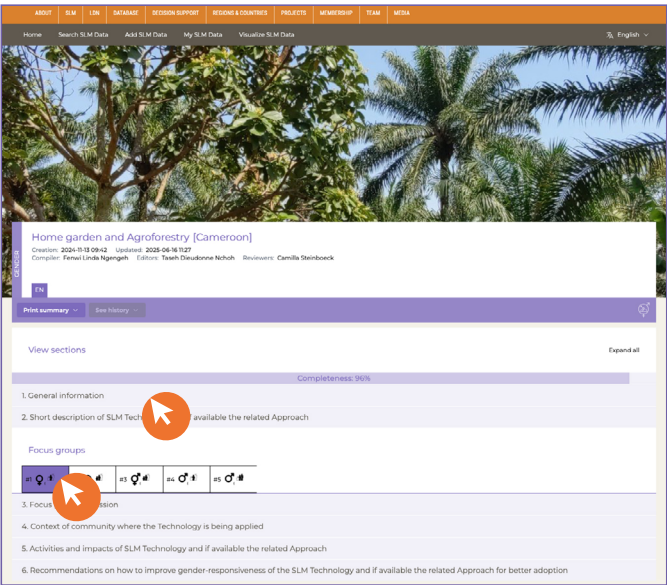
# WHERE TO FIND THE INFORMATION AND SECTIONS

## ONLINE

Go to the Global WOCAT SLM Database and filter for “Gender-responsiveness”. To access the case of your choice, click on the purple title or the photo.



Within a case in the database, open the content of each section by clicking the section headers. Switch between different focus groups by selecting their icons.



## OFFLINE

In the questionnaire, locate chapters/sections by their number in the table of contents. For example, section 6 can be found on page 45.

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| 6 Recommendations on how to improve gender-responsiveness of the SLM Technology and if available the related Approach for better adoption                                                                                                                                                                   |                                                                                                                      |
| Find out advantages and disadvantages as perceived by the members of the focus group discussion and how can the effectiveness and adoption of the Technology applied under the Approach be improved. Assess how to address and overcome gender-based constraints and identify gender-related opportunities. |                                                                                                                      |
| 6.1                                                                                                                                                                                                                                                                                                         | How to adjust/ adapt the Technology and if available the related Approach to increase adoption by women and men      |
| 6.1.1                                                                                                                                                                                                                                                                                                       | What are underlying reasons for gender-specific differences in the Technology and if available the related Approach? |
| .....                                                                                                                                                                                                                                                                                                       |                                                                                                                      |
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