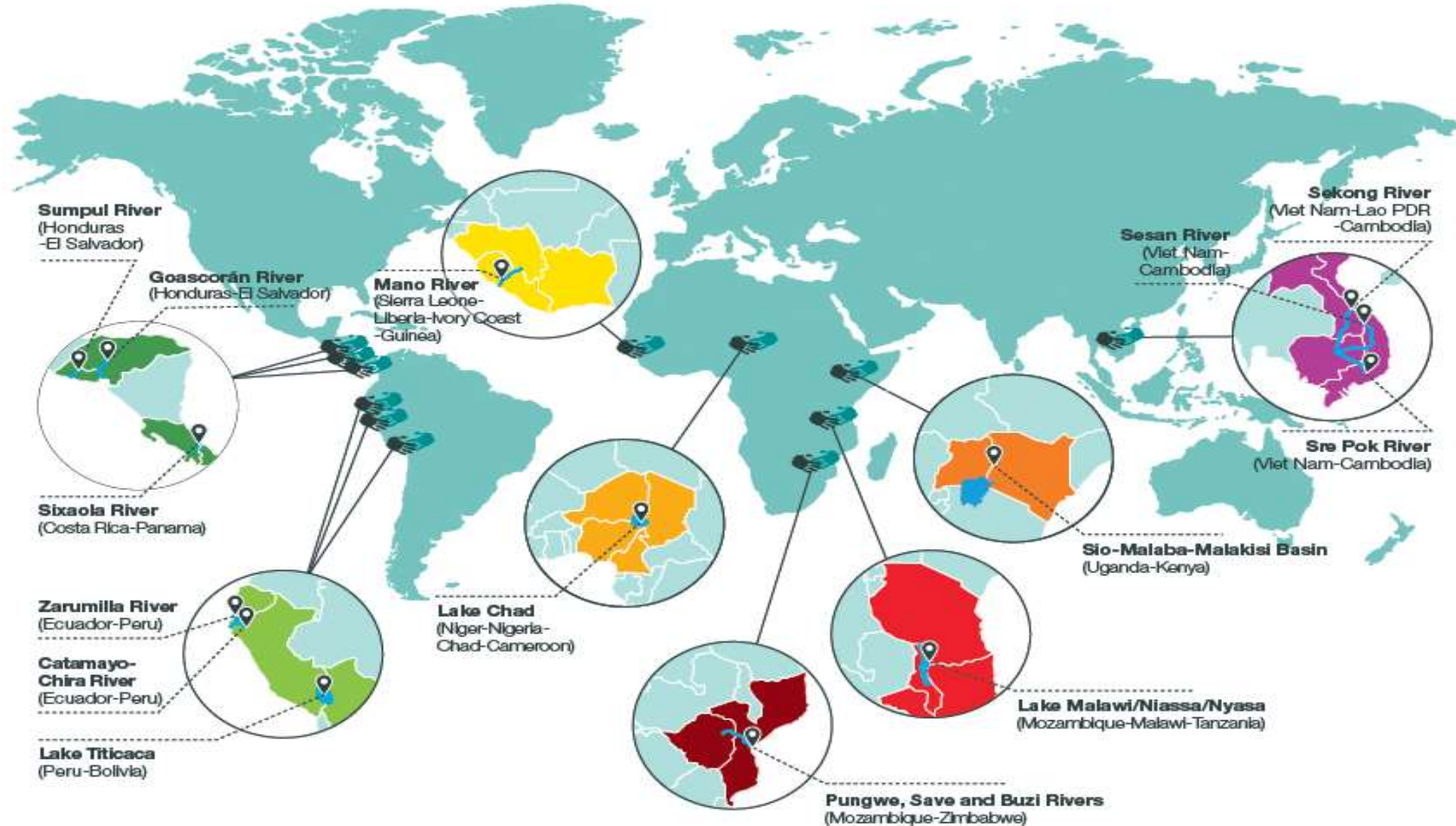# GReACT! - Gender Responsiveness Action Tool

Introducing gender-responsiveness in IUCN's Water Projects – The example of BRIDGE

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BRIDGE in the World

Purpose of GReACT!

- Retro-fit" projects that were not initially created with a gender-responsive lens

- Provide concrete guidance on setting gender-responsive objectives, planning, implementing and learning from activities in water (and other) projects

Think Ahead, Act and Learn

1. Group activities by type

2. Define gender responsive objectives

3. Choose gender responsive actions ex-ante

4. Apply practical methods for gender responsiveness

5. Learn from actions ex-post

6.

Purpose of GReACT!
"To help project managers plan, implement and monitor their interventions in a gender-responsive manner"

Activities under BRIDGE - grouped by type	Gender responsive objectives What gender equality objectives will this type of activity support?	Ex-ante gender-responsive action: Is this activity being planned/implemented in a gender responsive way? Three or more actions are suggested for each type of activity. For each activity, the following monitoring scale will be used in reporting: High gender responsiveness: three or more actions are carried out. Medium gender responsiveness: two out of three actions are carried out. Low gender responsiveness: only one action is carried out.	Practical methods (examples) What are some specific methods/mechanisms to do this?	Ex-post Learning: • Was the activity successfully implemented in a gender-responsive manner? How, why or why not? • If not, what can be done differently in the future to design and implement similar activities? • Are there outcomes or early signs of impact that can be attributed (at least in part) to implementing this activity in a gender-responsive way?
Training workshops and events (e.g., water governance, international water law, benefit sharing, hydrodiplomacy and negotiations, Champions capacity building and leadership skills, training for trainers, including learning exchanges and study tours)	• Women's representation and meaningful participation is ensured/forstered • Effective training of women on equal footing with men • A significant percentage (TBD according to context) of trainees are women • Awareness-raising on gender-related concerns at different events, on different sub-topics (e.g.,	• Ensure that women and women's groups are invited to participate • Ensure that training is socio-culturally appropriate for women (e.g., a separate women's training might be advisable in some cases) • Explicitly incorporate into training a gender-responsive take on theme at hand • When designing training, consider different needs and constraints of women vs. men in adopting new techniques or in changing behaviours	• Design sessions to encourage women's voice: e.g. check whether women-only small group work is more conducive • When facilitating, actively encourage women to speak and share their perspectives	Monitor women's and men's experience of workshops and training events and of gender-responsiveness components: did they feel it was useful, that they were appropriately consulted, included, represented, and was their voice heard?

A LIVING TOOL

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Use GReACT to design practively

"Retro-fitting" is good, but you can use this approach for new project design too
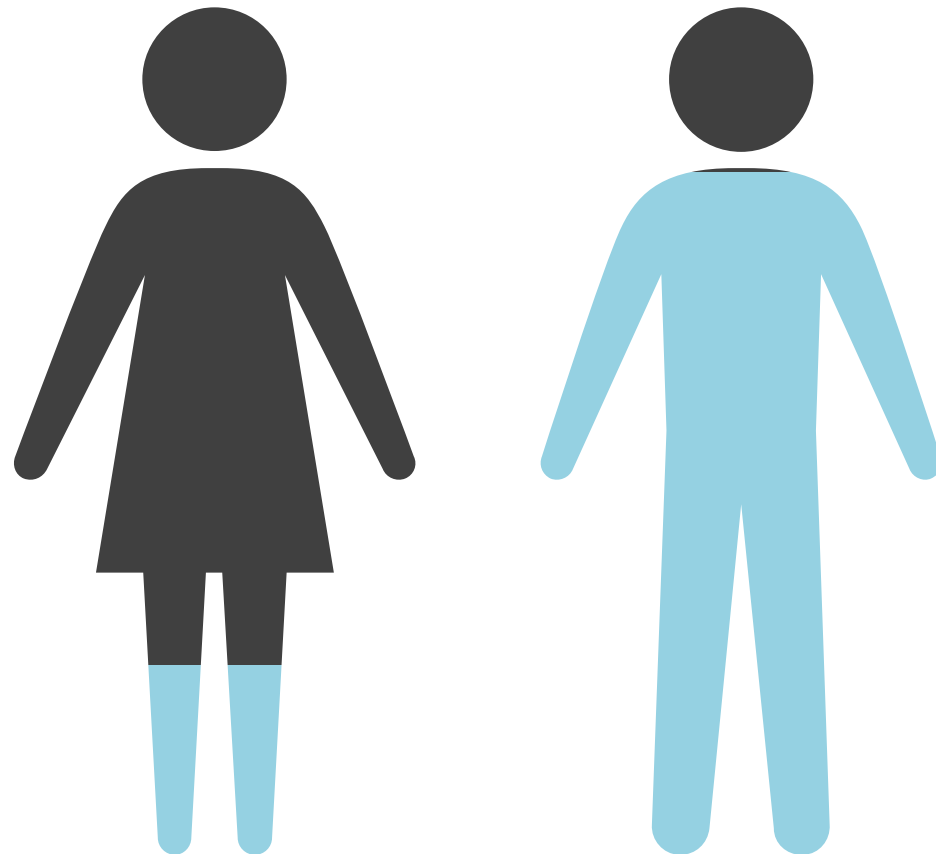
Any activity can be gender responsive

Don't just tack on a single, isolated project component that targets gender objectives

THANK YOU