

Document Number <b>2.0</b>	TITLE
DOCUMENT MANAGER W+ Standard Coordinator	<b>W+ Standard™ Guidance Document Version 2.0</b>
APPROVAL W+ AC/Standard Committee	FILE LOCATION W+ Standard Guidance Document 2.0 at <a href="https://www.wplus.org/requirements/">https://www.wplus.org/requirements/</a>

# W+ Standard™ Guidance Document

## Version 2.0



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## Introduction

The W+ Standard Guidance Document presents information intended to guide and support Project Implementers in meeting the requirements for submitting required documents, including the Project Idea Note (PIN), Project Design Document (PDD), Monitoring and Results Report, and Validation/Verification statement to the W+ Standard Coordinator for W+ Standard certification.

## Document Overview

This document contains guidance on the following:

- W+ Eligibility Criteria
- Projects Registered under Other Programs
- W+ Project Flow
- W+ Submission of Required Documents
- Project Design Document
- Monitoring, Evaluation and Reporting
- Validation/Verification
- Direct Share Payment

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## 1. W+ ELIGIBILITY

The W+ Standard can be applied to a range of underlying projects to optimize the social and economic empowerment of women. The following criteria should be used to evaluate project suitability and eligibility for certification for the W + Standard:

### 1.1 W+ Eligibility Criteria

Projects applying for W+ certification must engage and benefit women and/or women's groups in the project activities in one or more of the following ways:

- a) As central to the project's success, involved in project implementation and monitoring of the project activities
- b) As the targeted group of the project's or company's supply chain activities
- c) As a significant percentage of the end users of the project supply chain
- d) As a group that is likely to be adversely impacted by interventions impacting project activity, which can be mitigated by applying the W+ Standard.

### 1.2 "Do No Harm" Sustainability Objectives

Project activities shall not negatively impact the natural environment or local communities. Project proponents shall identify and address any negative environmental and socio-economic impacts of project activities, and shall engage with local stakeholders during the project development and implementation processes.

In addition, projects shall:

- demonstrate that the project generates net positive women's empowerment results
- demonstrate that the project did not negatively affect women, at the community level and within the workplace.

Projects should be neutral to or beneficial to sustainable development categories, including:

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- a) Climate mitigation and adaptation
- b) Biodiversity and habitat preservation
- c) Renewable energy utilization or energy efficiency
- d) Sustainable use of water resources
- e) Sustainable use of soil, forest or aquatic resources
- f) Other aspects of community development.

The Project Implementer or any other entity involved in project design or implementation shall not be involved in any form of discrimination or gender-based violence or abuse that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.

If there have been allegations against a Project Implementer or its associated entities for discrimination or sexual exploitation, abuse, or harassment (SEAH) within three years prior to the W+ registration. Project Implementers must demonstrate remedial action to the W+ Standard. A failure to do so will result in the termination of the W+ Application.

### 1.3 Context

The W+ Standard is applicable to many underlying project contexts. Some examples of project contexts likely to be applicable are:

- a) International Development Assistance or community development projects, including those related to: agriculture, education and literacy, health, economic development, forestry, animal husbandry, water (supply and quality) and renewable energy, environmental protection or restoration projects, women's empowerment, etc.

### 1.4 Non-Eligibility

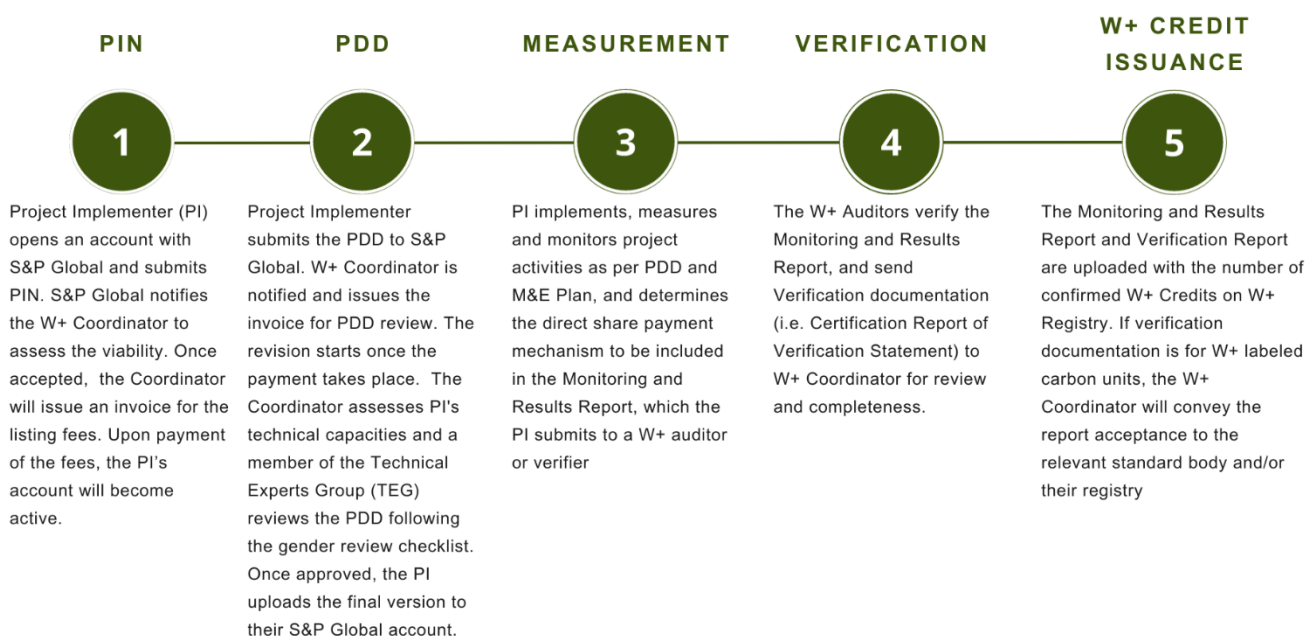
If, during preliminary evaluations or completion of work for the PIN or PDD, a Project Implementer determines that any of the elements of the Do No Harm components create a red light (see Annex 2 - Do No Harm Indicators) where negative impacts cannot be mitigated, the project is not eligible to apply the W+ Standard.

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## 2. W+ APPLICATION FLOW

The following chart highlights key steps of the W+ certification process. This project flow can be integrated with certification cycles of other standards (such as the Voluntary Carbon Standard (VCS), Gold Standard, Plan Vivo, Social Carbon, and other relevant standards). In the case of the VCS, please refer to Section 3.5 for detailed information of the joint process and templates. For more information on integrating the W+ into other standards, contact the W+ Coordinator.

### 2.1 W+ Application Flow Diagram



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## 2.2 Development of W+ Project Idea Note (PIN)

The Project Idea Note (PIN) is also known as the “pre-feasibility assessment”. The Project Implementer (PI) shall open an account with S&P Global, which manages the registry for W+ credits. Once the account is approved, the PI submits the PIN. For detailed information on the registration process, please refer to the [S&P Global presentation](#) and their [website](#). Once submitted, the W+ Coordinator will be notified and assess the viability of the PIN. The PIN should have sufficient information to indicate the viable project activities, identified by the PI and likely obstacles and suitable mitigation measures. The PIN must present the main aspects of the project, including: the type of project, location, goals, and objectives, numbers of women beneficiaries, and specific activities to achieve measurable benefits in one or more of the six domains of the W + Standard. To download the PIN template, click [here](#).

The key activities of this stage:

- a) Indicate the organization’s policy, goal or objectives related to women’s empowerment
- b) Calculation of the total number of women in the project and the number of women beneficiaries
- c) Preliminary selection of W+ domain(s) to be applied, as determined through feasibility/assessment and stakeholder consultations
- d) Orientation of project staff and community partners to W+ application and processes
- e) Statement of determination of the PI’s internal capacities to conduct the W+ Standard assessment
- f) Submission of the completed PIN to the W+ Coordinator
- g) W+ Coordinator will review the PIN and reply with any questions or requests for further information within 15 working days of receiving the notification from S&P Global. The Coordinator will assess the Project Implementer’s capacities for the application of the W+ Standard and may request an interview with the Project Implementer to assess their technical capacities. Should the PI not be able to demonstrate capacities, the W+ Coordinator will suggest potential service providers for technical

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assistance.

- h) Upon acceptance, the W+ Coordinator will issue an invoice for the payment of the listing fees (per the current [W+ Program Fee Schedule](#) published on the W+ website). The account becomes active once the fees have been paid.

With acceptance of the PIN, the Project Implementer may proceed with the preparation of the Project Design Document (PDD).

### **2.3 Development of W+ Project Design Document (PDD)**

This section presents the design process, as well as the key information to be included by Project Implementer in a PDD. The PDD shall describe the process for identifying stakeholders involved (e.g., key representatives or the organization responsible for the project and/or members of the community) and list all the participants who contributed to the diagnostic. Please refer to the W+ PDD Template.

The key activities of the PDD stage are:

- a) Provision of detailed information about the Project Implementer and proposed project
- b) Stakeholder consultations to conduct the gender analysis (See Annex I)
- c) Provision of description of conditions for women prior to application of the W+ Standard.
- d) An analysis of the baseline scenario that identifies any circumstances that may make attribution of the women's empowerment outcomes difficult. There may be complementary (or conflicting) programs, projects or situations which the Project Implementer should identify
- e) Details or rationale behind the selection of W+ Domain(s), project objectives and activities. Indicate whether an existing domain method will be used, or modified, or if a new method will be developed for the proposed application
- f) Project indicators, targets, and logic chain that link all the elements of the results chain (see Annex 3: Output and Outcome Indicators)
- g) A Women's Empowerment Plan (WEP) or Gender Action Plan (GAP) that includes the intended outcomes, indicators, risks and Means of Verification
- h) A Statement of Intentionality which should include at least two of the following categories:



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-existing policy statement /mandate for women's empowerment

-targeted budget for women's activities

-M&E indicators for women's empowerment

- selection criteria to demonstrate the inclusion of various social categories of women beneficiaries in project activities

- project's internal level of skills or capacity for implementing women's empowerment activities

- i) Initial evaluation of the underlying project against the W+ Standard's 'Do No Harm Indicators', including any potential anticipated mitigation measures.
- j) Assessment of the opportunities for improvement in women's empowerment within the scope (existing project boundary) of the project in one or more of the six W+ Domains. This can be described in relation to the Women's Empowerment Plan.
- k) Identification of potential benefit-sharing mechanisms (direct payments to women's groups) within the project scope (project boundary). See the [Direct Share Payment guidance document](#) for further details.
- l) Provision of information on the Project Implementer's legal authority to apply the W+ Standard (approval by any applicable government authorities)
- m) Development of a Monitoring and Evaluation Plan for conducting the W+ Standard Assessment that includes goals, activities, indicators for selected W+ domains and the logical links between the various components of the plan and a monitoring schedule. The Monitoring and Evaluation Plan shall include: results/outcomes/outputs; activities; indicators; risks and mitigation; means of verification; timeline for measurement activities; and who is responsible.
- n) Development of the questionnaires that the PI is intending to use for data collection. These should be included in the appendix of the PDD.
- o) Declaration of non-involvement in any form of discrimination or sexual exploitation, abuse or harassment (SEAH).
- p) Submission of the completed and signed PDD to the W+ Coordinator for validation.

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### 2.3.1 Submission for validation and registration

The PI will submit the completed PDD to S&P Global and the W+ Coordinator will be notified. The W+ Coordinator will issue the invoice for the validation fee for the review of PDD (per current [W+ Program Fee Schedule](#) published on the W+ website). Once the corresponding fees have been paid, the validation process will commence. The W+ Coordinator will assess the PI's technical capacities for the application of the W+ Standard methodology, and a member of the [Technical Expert Group \(TEG\)](#) will review the PDD to assure that all indicators of measurement and proposed activities are aligned to the W+ requirements, as per the gender review checklist (Annex 5). The TEG member reviewing the PDD shall request further information and/or make recommendations for improvements to PDD information from PIs as necessary within 2 weeks of the payment of corresponding fees, to provide sufficient time for PIs to consider and reply with corrections or additions. Additional details about the Technical Experts Group are described in the [Terms of Reference \(TEG TOR\)](#) available on the W+ website.

Any questions or findings on the PDD should be satisfactorily answered within four rounds of review, after this it will automatically be rejected and the PI will need to resubmit and repay the corresponding document review fees to start another round of validation. It is highly recommended to start the measurement process only after the PDD has been validated by the W+ Coordinator.

Once the PDD is approved by the W+ Coordinator, the PI needs to upload the latest version of the PDD into their S&P Global account.

### 2.3.2 PDD Lifetime: Validity

The PDD lifetime will be a minimum of 3 years (which can be renewed up to 2 times), or should be aligned with any other relevant crediting scheme.

### 2.3.3 Validation of a new method or adaptation of existing method

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When proposing a new method or adaptation of the existing method for any of the W+ Domains, the method should be described in the PDD using appropriate values and data.

This will be reviewed by a member from the Technical Experts Group. Fees for methodology revisions follow the [Program Fee Schedule](#). The TEG reviewer will reply to project implementers within two weeks of taking their review assignment to provide sufficient time for project implementers to consider and reply with corrections or additions and for the project to be registered by the W+ Coordination within six weeks of PDD submission. The W+ Coordinator may validate the method either through the TEG or through an independent auditor if deemed necessary. If an independent auditor is deemed necessary, the fee will be negotiated on a case-by-case basis. Once the method is found eligible, the project may proceed for registration. The method is then available for use by others.

### 2.3.4 Renewal and Changes to the existing PDD

A revised PDD needs to be submitted at every renewal and under the following circumstances:

- a) if a PI adds additional domains or deletes any of the domains for subsequent verification, the PI needs to submit a revised PDD to the W+ Coordinator, with the following:
  - Showing changes using tracked changes in the original document and a clean Word document.
  - Description of how the baseline is impacted by these changes
  - Description of how the changes may have any impact on the original Women's Empowerment Plan or Gender Action Plan.
- b) if there's a change in the geographical area of the project and at every renewal of the PDD.

Each revised PDD needs to undergo re-validation by the TEG to approve the changes. There are no re-validation fees.

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## 2.4 Project Implementation, W+ Measurement, Verification, Credit Issuance and Direct Share Payments

The key activities under this step are:

- a) Design of survey questionnaires
- b) Determination of sample sizes and locations of control groups (if applicable) and target groups
- c) Baseline and Monitoring through the following steps:
  1. Orientation and supervision of enumerators (using women from the community as much as possible)
  2. Application of survey questionnaires
  3. Recording and inputting data (an app is available for this)
  4. Data tabulation and analysis
  5. Preparation of the Monitoring and Results Report
- d) Implementation and measurement of existing and new activities identified during the PDD stage/development
- e) Verification: independent verification of the Monitoring and Results Report by an accredited W+ auditor selected by the Project Implementer
- f) Issuance of W+ credits by WOCAN as per the instructions from the W+ verifying body
- g) listing on the W+ website registry, [S&P Global](#), or a registry from an associated program
- h) [Direct Share Payments](#) to the targeted (project-identified) women's groups after the PI has received payments from the sale of the credits.

## 2.5 Project Registered in Other Programs

- a) Projects requesting registration under other Programs (GHG and non-GHG-related) need to follow the rules and requirements under that program for program-specific registration in addition to Section 1 and Section 2 above.
- b) Issuance of W+ credits/labels shall comply with the associated Program and Registries (GHG and non-GHG), in which the project is registered.
- c) In case the issuance of W+ Credits is through a label or any other credit type, as defined by GHG and non-GHG registries, guidance on labels or

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other credit types from the specific Program may be applied. Note: the issuance must be approved by W+ and the specific Program simultaneously.

### **3. REQUIRED W+ DOCUMENTS**

Project Implementers are required to submit the following documents to the W+ Coordinator to become eligible for W+ certification. This section describes key documents to be submitted for each phase of the W+ Project Flow as presented above.

#### **3.1 W+ Project Idea Note (PIN) – Please see Section 2.2**

#### **3.2 W+ Project Design Document (PDD)- Please see Section 2.3**

#### **3.3 Monitoring and Results Report**

The Monitoring and Results Report is to be prepared to support validation and verification, and shall be submitted to the W+ Standard Coordinator and to the selected accredited W+ auditor prior to the scheduled audit visit.

Project Implementers applying the W+ Standard are required to submit a complete Monitoring and Results Report to their selected W+ accredited verifier (auditor) that summarizes project outcomes per the project’s Monitoring and Evaluation Plan and indicates a mechanism for Direct Payment. The template for the Monitoring and Results Report is [here](#). The list of W+ accredited verifiers is [here](#).

The W+ Standard requires that a defined payment be made directly to women beneficiaries, through women’s groups or organizations. This payment is called the “Direct Share”. Its purpose is to reward women for their contribution to the creation of W+ credits and to empower women by giving them control over the payments. The Report should indicate a mechanism for the Direct Share Payments, ideally to women’s groups and not individuals for greater impact.

More guidance on this can be found in the [Tool for Monitoring, Reporting and](#)

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**Verification of Financial Payments to Primary Beneficiaries because of a Project or Program Level Intervention.** The tool is part of the Monitoring and Results Report and is to be applied to facilitate the verification of the delivery of the Direct Share Payment to Women Beneficiaries for the previous issuance period, which is a pre-condition to the issuance of W+ credits for the current issuance period. Direct Share Payments can occur only after the first issuance and sale of credits, so this tool does not need to be applied during the first verification. However, subsequent verifications will track that such payments were received by the intended beneficiaries.

To ensure project participant and beneficiary privacy, the report should NOT contain any original documents, or personal information aside from the Project Implementer contact information. If Project Implementers use photographs or videos in project documentation, or for project marketing, Project Implementers should obtain a written release or authorization from project participants for the use of their images, voices, stories, etc.

The W+ verifier will conduct a desk review of the Monitoring and Results Report and any resulting updates to monitoring plans and project documents. Verifiers will then contact stakeholders through calls and/or field visits.

Project certification will be maintained if one monitoring report is submitted to the W+ Standard Coordinator by an accredited verifier within three years after registration or the last monitoring report including a project renewal, if necessary.

In the case of W+ Standard use in association with carbon mitigation projects, the monitoring period must be the same as the carbon verification period. The Monitoring and Results report can be prepared anytime. For additional guidance for generating W+ labeled VCUs, refer to the [VCS and W+ Guidance document](#).

The labels are dependent on impacted women beneficiaries during the monitoring period.

### **3.4 Verification Report and Statement of Verification**

The Verification Report contains the relevant information enabling the W+ Standard Coordinator and the registry manager to determine at *least* the

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following: verifier, verifier’s credentials, project, specific project activities being verified, confirmation that applicable process and methodologies were followed, the period covered by the verification and associated certification statement, and a description of the quantified results of the verification in a signed statement by an accredited verifier.<sup>1</sup>

In case of W+ Standard use in association with projects applying the Verified Carbon Standard (VCS), the combined template for [VCS & W+ Verification Report](#) should be used.

Often combined in one report, Validation for deviations and Verification may be reported together, or separately.<sup>1</sup>

The validation statement from the TEG must contain:

- a) An explanation of how the project meets the Project Eligibility for W+
- b) A confirmation that the method applied and any method deviations (i.e. modifications of existing methods)<sup>2</sup> meet W+ Standard requirements.
- c) Project description deviations (i.e. changes in project activities and their outcomes from what was planned, and described, in the PDD), including an assessment of their materiality to the project’s outcomes.

The Verification Report must have a detailed description of:

- a) Method and criteria, including the sampling plan used for undertaking the verification.
- b) Document review, describing how the verification was performed and the process and cross-checking of the PIN, PDD, Monitoring and Results Report (including Do No Harm assessment) and other supporting documents, as a comparison against the W+ Standard and method requirements.
- c) Interviews conducted as part of project verification, including a description of interviewer and interviewee roles, who was interviewed, stakeholder meetings, questionnaires, surveys, etc.
- d) A description of any excursions or deviations from the PDD and an

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<sup>1</sup> A verifier’s credential, as issued by the Social Auditor’s Network (SAN) or another approved accrediting body, indicating the accreditor’s stamp, number or similar unique identifier, issued upon accreditation. A verifier whose accreditation is pending, and who is leading the verification as a required step in their accreditation, may sign a certification statement provided they have the co-signature of an accredited verifier

<sup>2</sup> Validation statement is required for each project but a full validation is required for deviations.

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evaluation of their impact on project outcomes (materiality, degree of impact, any mitigating factors).

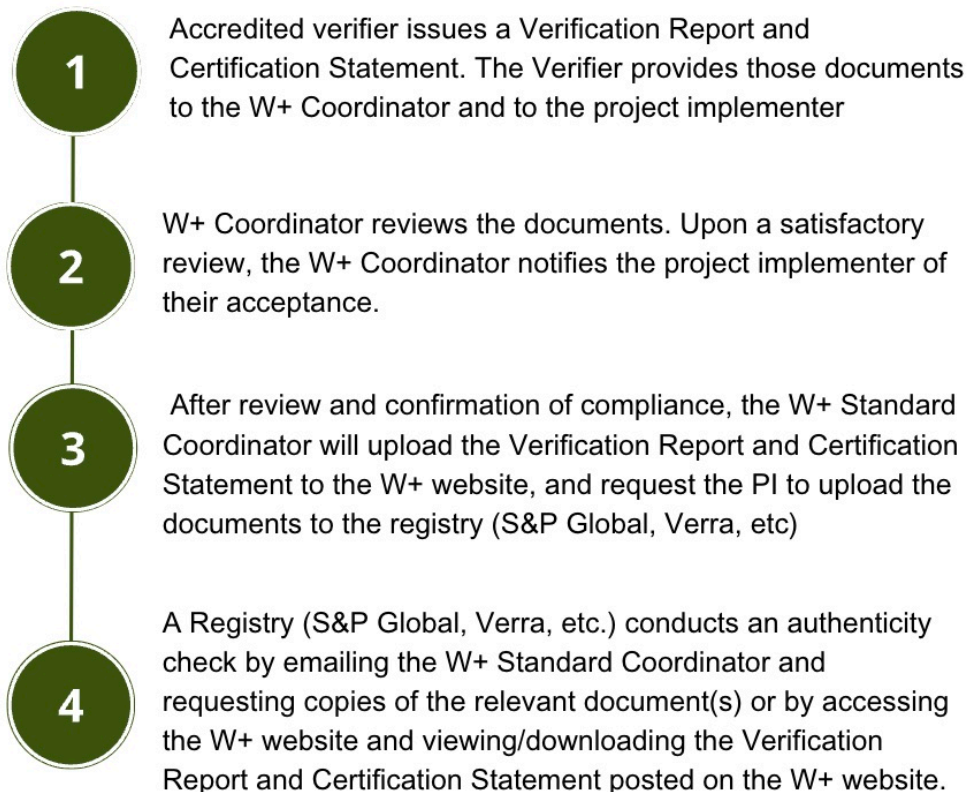
- e) A summary and conclusion of the outcomes of project activities, and a Certification Statement of the same.
- f) A statement of the Level of Assurance of the verification.
- g) For projects registered under other Programs (GHG or non-GHG), please refer to the external guidance given on labels/credits. (This section will be updated post-public consultation).

For additional guidance on the verification report, please refer to the independent [verifier website](#) and their [W+ Standard Verification guidance document](#).



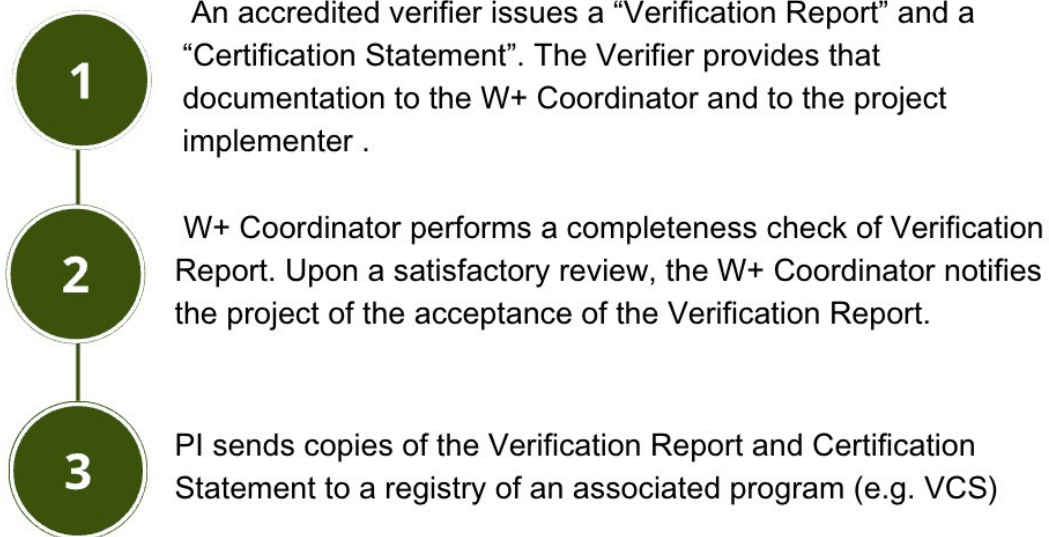
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When a Project Implementer chooses to create W+ credits, the process flow for verification will follow this process:



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**W+ Certified GHG units:** When a project implementer chooses to add W+ certification to its GHG credits or those of other certification programs, the process flow for W+ validation/verification will follow this process:



### W+ and VCS Project flow

Please refer to the [VCS and W+ Project Development process guidance document](#) for detailed information on the steps.

## 4. FURTHER GUIDANCE ON PROJECT DESIGN AND IMPLEMENTATION

This section presents further guidance on the key steps in each stage of the project flow to support Project Implementers to meet the W+ Standard requirements.

### 4.1. Gender Analysis

A step-by-step stakeholder analysis needs to be conducted to determine:

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- a) The level of influence by various stakeholders on the anticipated results
- b) The project activities that need to be variously targeted to different stakeholders according to their POSITION and INFLUENCE on the anticipated results.

Use of the Gender Analysis, provided as Annex 1 to this Guidance Document, will facilitate this process.

A Gender Analysis needs to be conducted to determine:

- a) the CONDITION of women
- b) the POSITION of women

### ***Condition and Position***

- **Condition:** This term describes the immediate, material circumstances in which men and women live, related to their present workloads and responsibilities. Providing clean water or stoves for cooking for example, may improve the condition of women by reducing their workloads. **What are the practical needs of women?**
- **Position:** This concept describes the place of women in society relative to that of men. Changing women's position requires addressing their strategic gender interests, including equal access to decision making and resources, getting rid of discrimination in employment, land ownership and so on. In order to change women's position, we must address the way gender determines power, status, and control over resources. **What are the strategic interests of women?**<sup>3</sup>

#### **4.1.1 Ongoing Consultation and Grievance Settlement**

The Project Implementer shall establish mechanisms for ongoing communication with local women stakeholders to allow stakeholders to raise concerns about potential negative impacts during project implementation through a grievance mechanism, defined as follows:

- The Project Implementer shall discuss how best grievances will be recorded during the project and must take due account of all and any input received during the local stakeholder consultation and through ongoing

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<sup>3</sup> Use the Gender Analysis Framework that follows the Stakeholder Analysis provided in Annex 1

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communications, which means it will need to either update the project design or justify why updates are not appropriate. The Project Implementer shall demonstrate to the validation/verification body what action it has taken in respect of the local women stakeholder consultation as part of validation, and in respect of ongoing communications as part of each subsequent verification.

In case the grievances are not resolved through the above-described process, the local women stakeholders may reach out to the W+ Coordinator, and make W+ Standard aware of any concerns regarding the project or Project Implementing agency or any other entity involved in the Project.

Upon receiving this grievance, W+ will initiate an investigation and will put the W+ review and pause the issuance of W+ credits. If the W+ Standard is made aware of the grievance after the credits have been issued, the W+ Standard may temporarily suspend transactions on those credits pending the investigation outcomes.

## 4.2 Baseline Analysis

Project Implementers shall utilize a Baseline Questionnaire to carry out a field survey analyzing the business-as-usual scenario to measure the project status against the identified parameters. The questionnaires used for baseline analysis must be simple, and questions easy to answer unambiguously.

Questionnaires have been developed for each W+ Domain, that are available to registered PIs; these can be adapted to the specific contexts of each application as needed. The proposed changes shall be reviewed by the W+ Coordinator and TEG at the time of the PDD submission, prior to conducting the baseline survey.

Questions requiring recall, e.g., of time spent on specific tasks, need to be handled carefully since responses are often unreliable. On the other hand, alternative methods, such as 24-48-hour diaries, can be unreliable and costly. It is therefore recommended that non-users or non-beneficiaries be included in the sampling to provide data for the baseline.

Wherever possible, indicators should relate to facts but a few opinion-related questions should also be included: e.g., number of women who have a savings

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account in a bank is factual (they are asked to show their bank account); asking whether women they feel they have drawn substantial economic benefits for the project is an opinion. To limit costs of conducting sample surveys it is important to:

- Limit the number and complexity of questions (thus reducing time for training of enumerators; time in the field; processing costs);
- Carefully choose the sampling method to reduce sample size while maintaining representative sampling;<sup>4</sup>
- Conduct the survey in conjunction with existing or planned project-related surveys (e.g., carbon standard-related surveys) if appropriate, to reduce cost of logistics, sampling, etc.;
- Make use of national survey data on same or similar questions where available this may reduce the need for a control group.

### 4.3. Monitoring, Evaluation and Reporting Plan

To develop the Monitoring, Evaluation and Reporting Plan, Project Implementers will need to undertake the following activities and include the following elements in their PDD:

#### a) Domains

1. Monitoring, Evaluation and Reporting Plans shall identify which domains will be applied. The project scope or area as framed in the PDD shall determine the boundaries of the issue being measured. At least one domain must be applied, but a PI can choose all that apply. The inclusion of outcomes or goals (targets) for each of the domain areas included in a project is mandatory.

#### b) SMART and Do No Harm Indicators

1. Identify a limited set of SMART indicators that will measure the

<sup>4</sup> Ensure a 90-10 or 95-5 confidence level

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intended changes (benefits to women, improvement in gender equality) to be achieved through the project. SMART refers to:

Specific – target a specific area for improvement.

Measurable – quantify or at least suggest an indicator of progress.

Assignable – specify who will do it.

Realistic – state what results can realistically be achieved, given available resources.

Time-related – specify when the result(s) can be achieved

2. Do No Harm Indicators (DNHI) – DNHI Indicators are applicable to all projects applying the W+ Standard<sup>3</sup> and should be developed through focus group/stakeholder discussions with beneficiaries. These discussions should be used to select and prioritize indicators. Annex 2 and Annex 3 provide guidance and illustrative examples for both ‘Do No Harm’ indicators as well as possible indicators and outcomes for each domain. If any of the elements of the Do No Harm Indicator assessments create a “red light” (a harmful situation without clear means of mitigation) the W+ standard cannot be applied. If any of the elements of the Do No Harm criteria create a yellow light, the mitigating action needs to be identified and applied before the W+ standard can be applied. Any criteria resulting in a green light requires no further action.

**c) Quantitative and Qualitative Information from Stakeholder Meetings and Focus Groups**

1. Quantitative data should be complemented by qualitative information obtained through participatory methods. Such data is essential to assist in:
  - a. Selecting stakeholder-relevant indicators (see above)
  - b. Data analysis (interpreting the meaning of the data correctly)
  - c. Exploring issues related to attribution to the project’s activities

**d) Adequacy of Sample Size**

1. With regards to sampling (surveying), the minimum required sample size shall be not less than 10% of project beneficiaries or a statistically

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significant group, whichever is lower. Please consult a statistician for more guidance on this.

#### e) Timing of Survey(s)

1. Project Implementers shall conduct a survey during Baseline and then use the same survey for the Monitoring and Results Report.

### 4.4 Assurance: Verification and Verifiers

#### General Requirements

All W+ registered projects must be verified by independent W+ auditors. New methods or adaptations to existing methods (for different project types) must be first validated before project implementers can conduct baseline surveys.

#### Verification and Verifiers

##### Verifier Accreditation

- a) All verifiers must be accredited by WOCAN and the W+ Standard. As of this issue of the W+ Guidance Document, the [Social Auditor's Network \(SAN\)](#) is the accrediting body. Verifiers must satisfactorily complete the SAN course of study and field training, and maintain their verifier accreditation in good standing.

##### Verifier Accrediting Bodies

- a) Any organization wishing to become a W+ Standard verifier accrediting body should contact the W+ Standard Coordinator for further information. Any such body must demonstrate the requisite experience in training, social auditing, multi-cultural and gender issues awareness, in addition to necessary audit techniques and industry best practices. The W+ Standard Coordinator will consult with any interested entity to assess feasibility and establish a plan for becoming an accrediting body.

##### Verifier and Accreditation Body Assurance

- a) Verifiers and accreditation bodies shall be aware that the W+ Standard Coordinator will, from time to time, conduct or arrange for, an evaluation of

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W+ verifiers and verifier accreditation bodies to ensure that they provide Project Implementers and the W+ Standard administration system reliable, impartial, consistent, and high-quality verification and verifier accreditation services.

## 4.5 Direct Share Payment

At this time of this W+ Standard Guidance Document, the Direct Share Payment to women beneficiaries shall be not less than 20 % of the sales price of a W+ credit, or a W+ certified GHG unit, from that project. Auditable, reliable, timely, and secure payment mechanism(s) shall be established as part of the project design process to ensure that direct payments to women’s groups associated with the project can be made.

The information about Direct Share Payments, including how much money is to be provided, to how many groups, impacting how many women, etc., must be included in periodic Monitoring and Results Reports. Verification from the second period will track the use of these funds. Please refer to the [Direct Share Payment guidance document](#) for additional details.



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Revision History		
#	Date	Description
1	2015	Original (version 1.1)
2	August 2017	Version 1.2. Revisions and additions to reconcile document after public review and comment of W+ Standard, Guidance Document, and other program documents. Changes include: removal of references to 'pilot phase', clarifications of terms, additional detail regarding verifiers and verification, validation, and Direct Share Payments. Format change to set document into a document control system and format.
3	November 10, 2017	Version updated to 1.3. Corrected typographical errors. Removed specific fee amounts from document, and added reference to 'fee schedule' published on the W+ website, clarified review by two, to by 'one or more' Technical Experts, a bullet point was added to describe the "Terms of Use for use and display of the W+ logo and trademark".
4	July 2020	Page 4: added language to clarify what the project needs to demonstrate in relation to progress on women's empowerment. Page 6; updated flowchart Page 8: change of two to one gender expert to review PDDs New Annex #6: PDD gender review checklist
5	November 2023	Version 2.0 Women's Empowerment Plan (WEP) or Gender Action Plan Document has been reviewed and all duplications have been removed Clarity on validation and verification Guidance document on VCS/W+ Credits and GHG registered projects has been reviewed and streamlined Revisions to the listing and registration process Page 5: updated No Net Harm Page 6: updated submission process Page 10: included new limit for PDD review rounds Page 11: included project lifetime validity and updated conditions for renewal and changes to the existing PDD template Page 17: updated flow diagram Page 23: New requirement added for auditors to submit the verification plan to the W+ Coordinator

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## Annex 1: Gender Analysis

### Introduction: Why Conduct a Gender Analysis?

The first step in determining OUTCOME indicators, as compared to OUTPUT indicators is achieved through a gender analysis. A rigorous gender analysis is important for the following reasons:

- firstly, it will generate a clear and concise understanding of the problems that men and women are faced with;
- second, it is important to understand the contribution that is made by both women and men to agricultural production, and that their contributions are dependent on the different roles and responsibilities they assume due to the socialization process;
- third, as a result of their different contributions to agricultural production, women and men have extensive and sometimes, specialized knowledge that results from their roles and responsibilities.

Q 1: WHAT IS THE PRESENT GENDER SITUATION?		
<b>STEP 1</b>		
	<b>How to conduct a GENDER ANALYSIS?</b>	<ul style="list-style-type: none"> <li>➤ Apply the Activity Profile</li> <li>➤ Apply the Access/Control Profile</li> <li>➤ Identify Influencing Factors</li> </ul>
	<b>How to Apply methods to specific sectors?</b>	➤ Apply questions from Key Issues in each sector: Agriculture; Forestry; Livestock/fisheries; Irrigation
	<b>What field tools to apply?</b>	➤ PRA tools
	<b>How to summarize problem?</b>	<ul style="list-style-type: none"> <li>➤ Use the Problem Tree</li> <li>➤ Apply gender concepts</li> </ul>
	<b>What gender concepts to apply in PROBLEM ANALYSIS?</b>	<ul style="list-style-type: none"> <li>➤ <u>Condition</u> of women and men: refers to material status of women and men.</li> <li>➤ <u>Position</u> of women and men: refers to social status of women in relation to men</li> </ul>

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### How to Conduct Gender Analysis?<sup>5</sup>

The following methods from gender analysis will be applied

- The Activity Profile: this tool identifies the different work responsibilities of women and men in a given community.
- Access and Control Profile: all agricultural production is related to resources, and the access and control profile shows who has access (use) to these resources, and who controls (decides) on them
- Influencing Factors: the differential control over resources, and the work responsibilities for women and men are to a large extent determined by socio-cultural factors such as values, traditions and so on.

### The Activity Profile<sup>6</sup>

This tool identifies all relevant productive and reproductive tasks and addressed the question:

WHO DOES WHAT?

How much detail you need depends on the nature of your project. Those areas of activity which the project will be directly involved in require the greatest detail. For instance, an activity profile for an agricultural project would list, according to the gender division of labor, each agricultural activity (such as land clearance, preparation, and so on) for each crop, or each type of field. Depending on the context, other parameters may also be examined:

- Gender and age denominations: identifying whether the adult women, adult men, their children, or the elderly carry out an activity;
- Time allocations: specifying what percentage of time is allocated to each activity, and whether it is carried out seasonally or daily;
- Activity locus: specifying where the activity is performed, in order to reveal people's mobility. Is work done at home, in the family field, the family shop, or elsewhere (within or beyond) the community?

Activities can be grouped into three categories

Production	This includes the production of goods and services for income or subsistence. It is the work done which is mainly recognized and valued as work by individuals and societies, and which is most commonly included in national economic statistics. Both women and men perform productive work, but not all of this is valued in the same way.
Reproduction	This encompasses the care and maintenance of the household and its members, such as cooking, washing, cleaning, nursing, bearing children and looking after them, building and maintaining shelter. This work

<sup>5</sup> There are many frameworks and methods for diagnosing gender issues. Here we draw largely from the Harvard Analytical Framework and People-Oriented Planning for its simple application. For a more detailed discussion of

frameworks see: Candida M., I. Smyth, and M. Mukhopadhyay "A Guide to Gender-Analysis Frameworks: 1999. OXFAM GB.

<sup>6</sup> Source: March Candida, Ines Smyth, and Maitrayee Mukhopadhyay 1999: A Guide to Gender-Analysis Frameworks. OXFAM GB.

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	is necessary, yet it is rarely considered of the same value as productive work. It is normally unpaid and is not counted in conventional economic statistics. It is mostly done by women.
Community	This included all the community activities that household members engage in. These could include communal labor, attending religious ceremonies, marriages, political meetings, training workshops and so forth.

### ***The Access and Control Profile – resources and benefits***

This enables users to list what resources people use to carry out the tasks identified in the Activity Profile. It indicates whether women or men have access to resources, who controls their use, and who controls the benefits of a household's (or a community's) use of resources. Access simply means that you are able to use a resource, but this says nothing about whether you have control over it. For example, women may have some access to local political processes but little influence or control over which issues are discussed and the final decisions. The person who controls a resource is the one ultimately able to make decisions about its use, including whether it can be sold.

### ***Influencing factors***

This allows you to chart factors which influence the difference in the gender division of labor, access, and control as listed in the two profiles above. Identifying past and present influences can give you an indication

of future trends. These factors must also be considered because they present opportunities and constraints to increasing the involvement of women in development projects and programs.

Influencing factors include all those that shape gender relations, and determine different opportunities and constraints for men and women. These factors are far-reaching, broad, and inter-related. They include:

- Community norms and social hierarchies, such as family/community forms, cultural practices, and religious beliefs
- Demographic conditions
- Institutional structures, including the nature of government bureaucracies, and arrangements for the generation and dissemination of knowledge, skills, and technology
- General economic conditions, such as poverty levels, inflation rates, income distribution, international terms of trade, and infrastructure
- Internal and external political events
- Legal parameters
- Training and education
- Attitude of community to development/assistance workers

The purpose of identifying these influencing factors is to consider which ones affect women's or men's activities or resources, and how they, in turn can affect them. This tool is intended to help you identify external constraints and opportunities which you should consider in planning your development interventions. It should help you anticipate what inputs will be needed to

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make the intervention successful from a gender perspective.

### How to apply methods to specific sectors?

While using the three profiles listed above, utilize the key questions provided for each sector: Agriculture; Forestry; livestock/ Fisheries; Irrigation. Each sector has a specific set of issues that are relevant to their particular context, and hence, the questions for analysis will follow these specialized contexts.

Here is a list of special or key issues and accompanying assessment questions that are specific the following sectors:

- Crop production/agriculture
- Forestry
- Livestock and fisheries
- Agricultural water management/ irrigation

The following are a list of sample questions for each sub-sector, but it should be noted that these questions are not exhaustive, and additional questions may be included depending on the context.

Crop Production / Agriculture	
Key issues	Questions:
<b>1: Gender and Crop choice</b>	<ul style="list-style-type: none"> <li>• What crops do women favor? What crops to men favor?</li> <li>• What are women's preferences that determine their crop/variety choice?</li> <li>• Do women have the same access as men to seed and other agricultural services</li> </ul>
<b>2: Gender and crop management tasks</b>	<ul style="list-style-type: none"> <li>• What are the different roles for women and men in agricultural production?</li> <li>• What is the impact of male outmigration on women's tasks / burden?</li> <li>• How do women manage additional responsibilities?</li> <li>• Do women have similar access to agricultural services, seed technologies etc. than men?</li> </ul>
<b>3: Gender and knowledge differences</b>	<ul style="list-style-type: none"> <li>• How does women's knowledge differ from men's knowledge for different crops and varieties? If so, for which crops / varieties?</li> </ul>

	<ul style="list-style-type: none"> <li>• Do planners of projects take this gender differentiated knowledge on crops/varieties into consideration for appropriate project intervention?</li> </ul>
<b>4: Gender and access to information, organizations and markets</b>	<ul style="list-style-type: none"> <li>• Are gender-sensitive participatory methods widely adopted by extension staff, planners and project implementing staff during the situational analysis and design of the project?</li> <li>• Are there sufficient women professionals in extension services? If so, are they technically qualified or do they largely occupy administrative positions?</li> <li>• What are some of the key challenges for women to access markets?</li> </ul>

Forestry	
Key issues	Questions:
<b>1: Non-timber forest products</b>	<ul style="list-style-type: none"> <li>• What forest products are harvested by women and by men?</li> <li>• How much does it contribute to household food security?</li> <li>• What forest products are harvested for sale/trade in the markets?</li> <li>• what are the roles of women and roles of men in marketing NTFPs?</li> </ul>
<b>2: Community/ Village Forest Development Committee</b>	<ul style="list-style-type: none"> <li>• What systems of forest management are applied?</li> <li>• Are traditional, community management systems given recognition in the present and existing management system?</li> <li>• Are gender-sensitive participatory approaches used to design the forest management system?</li> </ul>
<b>3: Forests, natural disasters, and conflicts</b>	<ul style="list-style-type: none"> <li>• What alternative fuel, energy saving, and reforestation initiatives have been undertaken in the vicinity (nearby) temporary human settlements (e.g. displaced, migratory populations)</li> </ul>
<b>4: Additional questions for situational analysis in Forestry</b>	<ul style="list-style-type: none"> <li>• What forest related tasks are undertaken by men, women, boys and girls?</li> <li>• Who has access and the power to decide whether and how the resources are used, and how they are to be allocated?</li> <li>• How is knowledge of the forests and its resources different for women and for men?</li> <li>• Who has control over output or products from the forest? (e.g. men, women, local bodies, local governments etc)</li> <li>• Who has access (women, men, middle men etc) to which markets and why?</li> </ul>

### Agricultural Water Management/Irrigation

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<b>Key issue</b>	<b>Questions</b>
<b>1: Women and Land and water ownership and tenure</b>	<ul style="list-style-type: none"> <li>Do women have legal rights to land and water resources?</li> <li>What roles do women play in managing water resources?</li> <li>Do extension services (irrigation) include women in training and other services for water management?</li> </ul>
<b>2: Labor contribution to irrigated farms</b>	<ul style="list-style-type: none"> <li>What are women's and men's role in household decision making?</li> <li>What types of items (s) do women spend money on? And what types of item (s) do men spend money on?</li> <li>If involved in wage labor, what do women earn? Is it the same as men?</li> <li>What are the sources of irrigation?</li> <li>Are women involved in the management decisions of water distribution systems?</li> </ul>
<b>3: Participation in water user organizations</b>	<ul style="list-style-type: none"> <li>Do women have access and control of land?</li> <li>Do women actively participate in the Water User Associations? And if so, what are their roles in the management of the WUA?</li> <li>Were/are women's needs and views taken into consideration during the design phase of the water management intervention,?</li> <li>During the design of irrigation project in a given area, are poor and excluded men and women from nearby, but outside the community, also considered? Are their needs and views taken into consideration during the project design?</li> </ul>
<b>4: Domestic and other uses of water</b>	<ul style="list-style-type: none"> <li>Do existing irrigation schemes consider the non-agricultural uses/needs of water of local communities (beneficiaries)?</li> </ul>

<b>Livestock / Fisheries</b>	
<b>LIVESTOCK</b>	
<b>Key issue</b>	<b>Questions</b>
<b>1: Access to and Control of Livestock and other assets</b>	<ul style="list-style-type: none"> <li>What animals do women have control over?</li> <li>What animals do men have control over?</li> <li>Do women have access to credit and other inputs (extension services, new knowledge and technologies, training events) for livestock development?</li> <li>Is there national legislation related to land tenure (women allowed to own land in their own names)? If so, is it being applied in practice?</li> <li>Do customary laws apply to land tenure? And if so, what is the status of women's land tenure?</li> </ul>

<b>2: Risks, responsibilities and decision making</b>	<ul style="list-style-type: none"> <li>What roles do women assume in livestock production?</li> <li>How much time do women and men spend on livestock husbandry (practices)?</li> <li>To what extent do livestock projects / extension services integrate gender considerations in project planning? Specifically, what output and outcome gender indicators are integrated into the M&amp;E system and project logframe?</li> </ul>
<b>3: Women and men as custodians of local knowledge and domestic animal diversity</b>	<ul style="list-style-type: none"> <li>What are the common livestock disease categories used by the local community? Do they recognize disease symptoms, and do they have names for the various disease symptoms?</li> <li>Is women's knowledge of diseases, its prevention and cure, different than men's? If so, how and for what types of animals?</li> <li>What animals do women prefer, and what animals do men prefer? Why?</li> <li>To what extent are the gender preferences (for animals) determine breed selection by women and men?</li> </ul>
<b>Additional Questions for livestock</b>	
<b>Policies</b>	<ul style="list-style-type: none"> <li>Do the policies support or constrain women producers as compared to men?</li> <li>Are the programs/projects you work on sensitive to gender issues, and do they target men and women equally?</li> </ul>
<b>Assets</b>	<ul style="list-style-type: none"> <li>Are there differences between men's and women's property rights? And if so, how do they impact women differently than men?</li> <li>Do women have different livestock interests, priorities and needs (e.g. food security, income generation etc.)?</li> </ul>
<b>Markets</b>	<ul style="list-style-type: none"> <li>Do women and men have different decision making power in land designation mechanisms (what land to designate for which animals) and markets; livestock product markets?</li> </ul>
<b>Risk and vulnerability</b>	<ul style="list-style-type: none"> <li>What are some regional issues that may affect livestock (e.g. climate change, disease spread, etc)? and are women and men affected differently by these issues? If so, how?</li> </ul>
<b>Information and organization</b>	<ul style="list-style-type: none"> <li>Do women have different access to participation in decision making in livestock services (delivery and participation in trainings, development of new projects etc)?</li> </ul>



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Livestock / Fisheries	
FISHERIES: <sup>7</sup>	
Key issue	Questions
<b>1: Markets, Trade and Migration</b>	<ul style="list-style-type: none"> <li>• What are the role of women in small scale fisheries?</li> <li>• Has/have (your) project / fisheries management and policy formation accounted for women's contribution (e.g. post harvest and trading activities)?</li> <li>• Is there existing research/knowledge on fish value chains, and the role of women (and men)?</li> </ul>
<b>2: Capabilities and well-being</b>	<ul style="list-style-type: none"> <li>• Do women and girls in small scale fisheries communities have access to education and health facilities?</li> <li>• Is there research/knowledge on how changes in fish prices and input markets, climate change etc., impacts local community's vulnerability (especially for women and girls)?</li> <li>• What are the coping strategies employed by women and men to such environmental and social changes?</li> </ul>
<b>3: Networks</b>	<ul style="list-style-type: none"> <li>• Are there any fisheries associations established at the local level?</li> <li>• If YES, what is the role of women in the Association's decision making?</li> <li>• If NO, are there other informal links that between fishers within the community, and outside?</li> </ul>
<b>4: Governance and Rights-based Fisheries</b>	<ul style="list-style-type: none"> <li>• Do community-managed fishery regimes in existence? (as opposed to individual or household management regimes)</li> <li>• If YES, do women have equal access to membership/leadership in community-managed fishery regimes?</li> <li>• Do women have equal decision making power (both in community-managed regimes and/or household level) over resource use (e.g. Benefits, participation in training opportunities etc.)?</li> </ul>
<b>5: Climate Change, Disaster, and Resilience</b>	<ul style="list-style-type: none"> <li>• Is there a policy and institutional arrangement (e.g. disaster preparedness plans, post-disaster rehabilitation processes) in place in the event of large scale natural disaster such as storms, flooding etc.?</li> <li>• If YES, are women and men included in the decision making related to Mitigation and Adaptation options in fishing communities?</li> </ul>

can be used effectively to gather data on the problems within a given community. Some useful participatory tools are:

- Interviews/discussion
  - Individuals
  - Households
  - Focus groups, community meetings
- Mapping
  - Community maps
  - Resource maps
  - Institutional maps
- Ranking
  - Problem ranking
  - Preference ranking
  - Wealth ranking
- Trend Analysis
  - Historical diagramming
  - Seasonal calendars

#### TECHNIQUE 1: Participatory Mapping

Maps are a useful tool to gather several types of information related to natural resources and the socio-economic conditions of the community. The maps can be drawn by the community members and the final map is recorded for use later in the analysis.

Maps can be drawn for various themes such as:

- **Resource maps:** women and men can be asked to draw separate resource maps. This will show which resources are important to them, what boundaries are there for women and men, and how they manage their resources
- **Social maps:** will show different economic conditions within the community, such as wealth status of different households, levels of resource use, and so forth.
- **Historical maps:** are useful to documenting changes that the community has witnessed over a period of time.

### What field tools to Apply?

There are a series of participatory tools that

<sup>7</sup> Source: Gender and Fisheries: do women support, complement or subsidize small-scale fishing

activities? Issues Brief / 2108. World Fish Center, (CGIAR) Malaysia

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#### Participatory Mapping: Tips

- *First, decide what type of information is needed and what type of map to draw*
- *Ensure that the local participants involved in drawing the map has knowledge of the area and is willing to share this knowledge / experience*
- *Help the people get started but let them draw the map themselves. Be patient and don't interrupt them. Its their map*
- *Do not interrupt participants who are drawing the maps. Let them decide what to draw first, what to draw larger, and what component of the map draws the largest response from those members who are watching.*
- *Once the map is drawn, ask questions about what is shown, and take note of issues to follow-up on in subsequent interviews*
- *Keep a permanent (paper) record, including mappers' names to give them credit.*

#### Focus Group Discussion: Tips

- *Have a clear purpose for the group discussion, based on a few key topics*
- *Identify participants with the help of local leaders and key informants in the community. Ensure that women are equally represented in the group.*
- *After establishing a time when participants can attend, let people know well in advance*
- *Start the discussion with a brief introduction, explaining the purpose of the meeting*
- *Facilitate the discussion with enough authority to keep the meeting on track, but with enough sensitivity to include as many people as possible in the discussions. Make sure that women members are also participating in the discussions. However, take note that a single woman is not representing all the women. It is important to try and get the opinions of all the women in the group to be heard.*
- *Try to identify which issues are of general concern to the group and which issues are more controversial or personal in nature. For instance, do women demonstrate more interest in gender issues, while men show disinterest, or make jokes*
- *Look for potential "spokes persons" from different groups who could be asked to meet together to summarize the concerns of their groups and discuss differences among the groups*

#### TECHNIQUE 2: Daily Activity Chart

Constructing a Daily Activity chart requires drawing a 24 hour clock and recording how women and men spend each hour of their day. The purpose of the Chart is to make a comparison of the daily activities between women and men, and between married women versus single women etc.

The Activity chart can also show which times of the day are the busiest, and this will provide important information to plan the timing of project – related activities. For example, it can show the most appropriate time of day for organizing a women's training course and so forth.

#### Organizing Tips

- *The chart can be completed in small focus groups where women and men are separated*
- *Provide participants with charts and pens for them to make the drawings*
- *Use the completed charts to present to the whole group so that women and men can view how each other's days are spent*
- *As much as possible, one should cross-check the information through direct observation if possible, or with extended interviews.*

#### TECHNIQUE 3: Focus Group Discussion

Focus Group Discussions are facilitated discussions held with a small group of people who share common concerns. The discussions usually last one or two hours and have many potential uses.

The size of the focus group depends on the skills of the facilitator. The facilitator uses group process skills to ensure that all participants can speak openly and to direct their discussions to the relevant topic. In addition to the facilitator, another member of the research team should be present to take notes on the discussion.

#### TECHNIQUE 4: Semi-structured Interviewing/Conversational Interviewing

This method is meant to be like a conversation rather than a 'formal' interview. The most important component of the semi-structured interview is to have a checklist of questions or interview guide already prepared to be used as a guide rather than a questionnaire as such.

This type of informal interview can be conducted with:

- Individuals from the community to learn about their own situation in detail, to discuss issues that would be difficult to address in group situations, and to reveal their personal perspective on particular topics. For example, one can conduct such interviews with women and men from different age groups, or different statuses etc. This will allow you to develop a deeper understanding of issues which may not necessarily reveal themselves in a group or more formal interview context
- Key informants, or people with specialist knowledge, to gain insights on a particular subject, or people who can represent a particular group or view point. For instance, women have specialized knowledge on crop choice, seed storage practices, harvesting NTFPs etc. Men on the other hand, may have special knowledge on markets since they are more likely to interact with external agents such as shop keepers and wholesalers from outside the community.

#### Semi-Structured Interviewing: Organizing Tips

- *The interview team should consist of two to four people of different disciplines*
- *Conduct the interview informally and mix questions with discussion*



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- *Be open-minded and objective*
- *Let each team member finish their line of questioning (don't interrupt)*
- *Do not ask sensitive questions (e.g income status, marriage status etc) without building some degree of trust and respect first.*
- *Assign one member of your group to take notes of the interview and discussions*
- *Pay close attention to non-verbal signs. For instance, some questions and discussions may make some in the group feel uncomfortable. This is particularly true when discussing sensitive issues like gender, wealth and so on.*
- *Try to avoid asking questions that can be answered with a simple "yes" or "no". The important point to note here is that you want a longer discussion to take place.*
- *Try and limit your interviews with individuals to about 45 minutes*
- *And limit the group interviews to no longer than 2 hours.*

### How to Summarize the Problem?

Use the Problem Tree to show the causes and effects of a given focal problem. The problem tree has three components:

- The tree trunk represents the PROBLEM
- The roots represent the CAUSES of the Problem
- The branches in the canopy represent the EFFECTS

#### Time: 2-3 hours

What is it?	It is a drawing of a tree which shows the main problem identified, along with its causes and effects
What is it for?	It allows us to identify the causes and effects of a given problem
What kind of information does it contain?	It includes the problem that has been identified (trunk), the causes (roots) and the effects (branches)
How is it done?	<ol style="list-style-type: none"> <li>1. Draw a tree trunk. Then groups should discuss and identify 2 or 3 main problems</li> <li>2. Then draw the roots. Identify the main causes of the problem</li> <li>3. Then draw the branches. Identify the main effects or impacts of the problem</li> </ol>

### What gender concepts to apply in the Problem Analysis?

The critical overall questions that will guide the problem diagnosis are:

1. how and to what extent do project / program activities you propose will contribute to improving the conditions of women and of men
2. how and to what extent do project / program activities you propose contribute to improving women's position in society?

**CONDITION:** This term describes the immediate, material circumstances in which men and women live, related to their present workloads and responsibilities. Providing clean water or stoves for cooking for example, may improve the condition of women by reducing their workloads

**POSITION:** This concept describes the place of women in society relative to that of men. Changing women's position requires addressing their strategic gender interests, including equal access to decision making and resources, getting rid of discrimination in employment, land ownership and so on. In order to change women's position, we must address the way gender determines power, status, and control over resources.

### General Example of Problem

Problem	<ul style="list-style-type: none"> <li>• Women contribute extensively to agricultural production, yet their roles are often unrecognized by extension services and planners</li> <li>• Due to their roles in production, household and community activities, women are overburdened.</li> <li>• Women have little decision making ability at household and community levels</li> </ul>
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### Examples of Problems by Sector

Problem: Agriculture	Despite women's knowledge of seed selection, they have little or no access to Extension Services
Problem: Forestry	Lack of decision making by women in Forestry User Groups
Problem: Irrigation	Women lack access to irrigation services
Problem: Livestock	Lack of women's participation in large animal breeding programs

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## TOOL BOX

### Tool 1: Examples of the Activity Profile by Sector

#### Introduction<sup>8</sup>

The identification of the gender division of labor is crucial because it defines men's and women's socio-economic opportunities, constraints and incentives. Such a profile may be drawn up for the macro, meso, or micro level, as appropriate to the development activity under consideration.

The main questions to ask are:

- who does what?
- where do men and women work?
- when do men and women work and for how long?

Agriculture		
ACTIVITIES	WOMEN /GIRLS	MEN/B OYS
<b>Production Activities</b>		
• Seed selection		
• Seed Storage	X	
• Seed bed preparation	X	
• Seed sowing	X	X
• Land preparation	X	X
• Plowing	X	X
• Transplantation	-	X
• Weeding	X	X
• Watering	X	-
• Harvesting	X	X
• Crop storage	X	X
• Marketing	X	X
• Attending trainings on seed management etc	-	X
<b>Reproduction Activities</b>		
• Cooking	X	
• Value adding for markets	X	
<b>Community Activities</b>		
• Attending harvest ceremonies	X	
• Making religious offerings of first crops	X	X
• Cooking and serving others	X	X

Forestry		
ACTIVITIES	WOMEN /GIRLS	MEN/B OYS
<b>Production Activities</b>		
• collecting timber for house-building		
• collecting grasses for fodder	-	X
• Collecting NTFPs		-
• Value adding to NTFPs	X	-
• Marketing NTFPs		-
• Attending meetings of Forest user group/committee	X	
• Attending trainings on forest management, Energy savings schemes, afforestation, marketing etc	-	X
<b>Reproduction Activities</b>		
• Adding value to NTFPs (e.g cooking, bottling, canning, packaging)	X	-
<b>Community Activities</b>		
• Providing labor for community building projects like temple, community hall etc)	X	X

Livestock		
ACTIVITIES	WOMEN /GIRLS	MEN/B OYS
<b>Production Activities</b>		
• Selection of animal breeds (big and small)	-	X
• Grazing of bigger animals		
• Feed selection	X	-
• Feed preparation		
• Feeding and watering animals		
• Collecting fodder from forests	-	
• Buying items for animal shed		
• Building animal sheds	X	
• Negotiating for animal sale	X	
• Selling animals at home		X
• Selling animals in the market	-	X
• Attending trainings for animal management	-	X
• Etc	-	X
<b>Reproduction Activities</b>		
• Special meat preparation for different occasions like religious offering, sick people, weddings etc.	X	-

<sup>8</sup> Adapted from Gender Issues in the World of Work: Gender Training Package, ILO, Geneva, 1995 and Arja

Vainio-Mattila, International Training Package: Gender Analysis and Forestry, FAO, Rome. 1995

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<b>Community Activities</b>		
• Attending animal welfare /sacrifice ceremonies	-	X
• Responsibility for joint grazing of animals in common areas	X	X
• Preparing food (meat) for community feasts or events	X	-

<b>Irrigation and Water Management</b>		
ACTIVITIES	WOMEN/ GIRLS	MEN/B OYS
<b>Production Activities</b>		
• Clearing the land before construction of irrigation canal	X	X
• Digging irrigation canals		
• Transporting gravel/rocks		
• Transporting water for mixing with cement	X	X
• Cementing the canal		
• Regular cleaning of canal		
• Opening/shutting the water lever	X	X
• Maintenance of water source	-	X
• Opening/shutting the water lever	X	X
• Attending meetings of water user groups or organizations	X	X
• Attending trainings on water management for irrigation, water hygiene for home consumption, group management etc	X	X
• Fetching water for home consumption	- X	X
• etc		
<b>Reproduction Activities</b>		
• Contributing free community labor for canal construction,	X	X
• Contributing free labor for construction of water taps for home consumption etc	X	X
<b>Community Activities</b>		
• Contributing to community work related water ceremonies	X	X

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## Tool 2: Example of the Access and Control Profile by Sector

Men and women do not have the same access or control over productive resources or benefits accruing from them. This gender-based inequality can have implications for the design and implementation of development interventions. In doing gender analysis, planners therefore need to obtain information about the gender-based patterns of access to and control over resources and benefits in the given community. The resources and benefits profile is a tool to help identify these gender-based patterns.

Agriculture					
Resources	Access		Control		Benefits
	W	M	W	M	
-Land rights	X	X	X		-Outside income -Asset ownership -Basic needs (food, clothing, shelter etc) -Exposure to new ideas and knowledge -Increased decision making capability -Political power/prestige -Other
-Agricultural Equipment	X	X			
-Labor	X	X			
-cash	-	X			
-trainings	-	X			
-extension services	-	X			

Forestry					
Resources	Access		Control		Benefits
	W	M	W	M	
-Forest land rights	X	X			-Outside income -Asset ownership -Basic needs (food, clothing, shelter etc) -Exposure to new ideas and knowledge -Increased decision making capability -Political power/prestige -Other
-Markets for NTFPs					
-Labor for NTFP collection					
-Cash from NTFP sales					
-Trainings on forest management and marketing					

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Livestock					
Resources	Access		Control		Benefits
	W	M	W	M	
-Land rights Markets for animal products -Labor for animal care -Cash from sale of animal products -Trainings on animal disease prevention and care, animal breeding and marketing	X	X			-Land rights granted by law, but need to assess in practice -Control of training agenda depends on extension services -Outside income -Asset ownership -Basic needs (food, clothing, shelter etc) -Exposure to new ideas and knowledge Increased decision making capability -Political power/prestige -Other

Irrigation and Water Management					
Resources	Access		Control		Benefits
	W	M	W	M	
-Legal rights to land and water -Labor -Cash -Trainings on water management , hygiene, etc	X	X			Legal rights to land and water granted by law, but need to assess in practice -Outside income -Asset ownership -Basic needs (food, clothing, shelter etc) -Exposure to new ideas and knowledge -Increased decision making capability -Political power/prestige -Other

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### Tool 3: Example of Influencing Factors

This tool helps construct a profile about the constraints and opportunities in the environment that can potentially influence gender-related development efforts in the area.

<u>INFLUENCING FACTORS</u>	<u>CONSTRAINTS</u>	<u>OPPORTUNITIES</u>
<ul style="list-style-type: none"> <li>• <b>community norms &amp; social hierarchy</b></li> <li>• <b>demographic factors</b></li> <li>• <b>institutional structures</b></li> <li>• <b>economic factors</b></li> <li>• <b>political factors</b></li> <li>• <b>legal parameters</b></li> <li>• <b>training</b></li> <li>• <b>attitude of community to development workers</b></li> </ul>	<ul style="list-style-type: none"> <li>• Resistance to new ideas and social change</li> <li>• Low capacity of community members to implement new knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• National policy for gender equality</li> <li>• Innovative training programs</li> <li>• Funds for programs etc.</li> </ul>

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## Gender Concepts<sup>9</sup>

**Sex** refers to the biological difference between women and men. Men produce sperm; women bear children and breast feed them. Such sexual differences exist in all societies of the world.

**Gender:** this refers to the socially constructed differences in roles and responsibilities between women and men in a given cultural context. The concept of gender is different in each culture. Gender identity determines how women and men are perceived and how women and men are expected to behave in a given context. However, the concept of gender can change over a given period of time.

**Gender relations:** Gender relations refer to the distribution of power between women and men and they define the way in which roles and responsibilities and access and control of resources are allocated in a given society. Gender relations also vary over time and space.

**Production:** This includes the production of goods and services for income or subsistence. It is the work done which is mainly recognized and valued as work by individuals and societies, and which is most commonly included in national economic statistics. Both women and men perform productive work, but not all of this is valued in the same way.

**Reproduction:** This encompasses the care and maintenance of the household and its members, such as cooking, washing, cleaning, nursing, bearing children and looking after them, building and maintaining shelter. This work is necessary, yet it is rarely considered of the same value as productive work. It is normally unpaid and is not counted in conventional economic statistics. It is mostly done by women.

### **Access to, and Control over, Resources**

When considering the way in which resources are allocated between women and men (the 'gendered' allocation of resources), it is important to look at the difference between access to resources and control over them.

- **Access:** This is defined as the opportunity to make use of a resource
- **Control:** This is the power to decide how a resource is used, and who has access to it.

Women often have access but no control.

### **Condition and position**

- **Condition:** This term describes the immediate, material circumstances in which men and women live, related to their present workloads and responsibilities. Providing clean water or stoves for cooking for example, may improve the condition of women by reducing their workloads
- **Position:** This concept describes the place of women in society relative to that of men. Changing women's position requires addressing their strategic gender interests, including equal access to decision making and resources, getting rid of discrimination in employment, land ownership and so on. In order to change women's position, we must address the way gender determines power, status, and control over resources.

**Practical needs:** this term refers to the immediate material needs of women and men. If these needs are met, they will lead to an improvement in the material condition of women and men.

**Strategic interests:** this refers to the change in the relationship between women and men (if they are unequal) or to the change in the decision making ability of the community vis a vis external agencies like your proposed project. If these interests are met, the existing relations of unequal power between women and men, or between community and external stakeholder would be changed. In gender terms, strategic interests refer to gender division of labor, power, and control over resources. It should be noted here that very often, women may not recognize their strategic needs and view unequal relations as part of the norm. It is only through an effective facilitation process can women be enabled to realize their strategic need in a given gender relationship.

<sup>9</sup> Source: March Candida, Ines Smyth and Maitrayee Mukhopadhyay. 1999. **A Guide to Gender Analysis Frameworks**. OXFAM Publication. See also; Groverman Verona and Jeannette D. Gurung. 2003. **Gender and Organizational Change: A Training Manual**. International Center for Integrated Mountain Development. Nepal.

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Men also have strategic interests; they may aim to transform their own roles (eg in order to be able to take part in child care or to resist conscription into a fighting force), or, on the other hand, they may resist women's demands for more control over their own lives.

**Gender Mainstreaming:** according to the UN Economic and Social Council, it is the ...*"process of assessing the implications for women and men of any planned action, that includes legislation, policies or programs in all areas and at all levels. It is a strategy to make women's as well as men's concerns and experiences integral in the design, implementation, monitoring and evaluations of policies and programs 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"*.<sup>10</sup>

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<sup>10</sup> United Nations "Report of the Economic and Social Council for 1997". A/52/3.18 September 1997.



## Annex 2: DO-NO-HARM INDICATORS

<b>Common</b>	<b>Indicator</b>	<b>What to look for/examples</b>	<b>Means of verification</b>
Sexual exploitation, abuse or harassment (SEAH)	The project has not increased sexual exploitation, abuse or harassment (SEAH) within the household or within project implementer and its implementing partners	Sexual harassment and abuse coming from the project staff <ul style="list-style-type: none"> <li>- Project staff requesting sexual favors in exchange of project benefits</li> <li>- Threats of demotion or dismissal to coerce their victims into submission</li> <li>- Women being subject to coercive and physical tactics including bullying and intimidation, unwanted sexual touching, groping, physical assaults, etc.</li> </ul>	Sample survey with a straight YES/NO answer to a question. If the answer is yes, additional questions should be asked to the respondent and other women stakeholders.  Ongoing consultations with women stakeholders.  Reports of allegations of SEAH
<b>Domain</b>	<b>Indicator</b>	<b>What to look for/examples</b>	<b>Means of verification</b>
<b>Income &amp; Assets</b>	The project has not directly or indirectly caused the household (i.e. neither women nor men) to lose income or assets (not less than 90% of both women and men)	Forced to sell assets such as livestock/jewelry (vs. planned sale of assets for investment purposes) to maintain new technology; time needed to operate new technology or participation in project activities has affected participation in income-earning activities/gainful employment; If the project has generated employment, there has been no increase in the gender gap in earnings;	Sample survey (a straight YES/NO answer to a question such as: <i>"Has this project in any way caused any member of the household to lose income or have to sell household assets?"</i> ) (Note: enumerators to be trained in what to look for so they can explain the question)

<b>Time</b>	Not less than 90% of both women and men report that the project has not caused any unwelcome and non-remunerated increase of time spent on either productive or reproductive activities (on daily activities excluding leisure time) (check for risks of increased labor for children)	<p>Women's net labor inputs may have increased due to need to collect dung for biogas without corresponding reduction in time to collect firewood or cook;</p> <p>On the other hand: women may have secured jobs and thus have extra commuting time, but the financial benefits offset the increased time;</p> <p>Time increases may give returns and thus not be considered unwelcome: e.g. time saved for firewood collecting may be used for an income generating activity.</p> <p>Labor inputs have increased but both women and men are gaining valued economic benefits from that activity;</p>	
<b>Education and knowledge</b>	The communication and training activities implemented under the project have not included women	Possible gender inequalities in providing training which increased the knowledge gap between women and men	Same
<b>Leadership</b>	There are no women in leadership positions in groups/bodies created by (in the context of) the project	Retailer groups for production of improved cooking stoves do not include women in leadership positions; Biogas users associations do not include women in leadership positions.	Same
<b>Food security</b>	The project has directly or indirectly had a negative impact on household food security (availability, access, quality).	<p><i>Availability</i> (e.g. production of food crops has decreased; or larger % of food crops have been sold to pay for maintenance and repair; less time available for food production due to involvement in project activities; negative environmental impact of project)</p> <p><i>Access</i> (e.g. the household has less money to buy</p>	Same

		food since they have to pay for maintenance and repair, or pay off a debt incurred due to the project); <i>Quality</i> : e.g., consumption of more nutritious food has decreased, due to less income available to buy food or to cultivate crops	
<b>Health</b>	The project has directly or indirectly had a negative impact on the health of women, their families and/or the project community.	Exposure to health hazards (e.g. from use of harmful materials to operate energy plant; harmful working conditions; increased drudgery, especially for women; project-related income loss has limited access to health services; quality of water declined)	Same

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## Annex 3: Output and Outcome indicators with Scoring System Examples

This table of indicators provides examples only. Each project scenario will be unique and indicators should be identified which are responsive to local conditions and issues. Project Implementers should use information obtained through stakeholder consultations and baseline setting to identify appropriate indicators and their respective outcome measurement. These are only provided as an illustrative reference.

Desired outcome	Much worse	Somewhat worse	Worse	Same	Improved	Somewhat improved	Much improved	Total score
<b>Income and assets</b>								
Income generated and controlled by women increased	Evidence of asset seizure in more than 25% of women in project area.	Evidence of asset seizure in more than 10% - 25% of women in project area	Allegations of asset seizure of women in project area. Evidence of up to 10% of women suffering asset seizure.	No income increases reported; cannot decide independently on any expenditure item or sale	Women report 1-10% income increases; Can take independent decision on use of that income for some household expenditures (such as food)	Women report 10-25% income increases; Can take independent decision on use of that income for most household expenditures	Women report above 25% income increases; Can decide independently if needed on all types of expenditure, from household needs to inputs for production; Can sell crops or livestock.	

<p>Women's assets increased (land, trees, equipment, livestock)</p>				<p>Women have no title to land or property. Ownership limited to small stock and jewelry.</p>	<p>Women report 1-10% increases in title to land or property. 1 – 10% now own some larger animals and small household items.</p>	<p>Women report 10 to 25% increases in title to land or property. 10 - 25% now have title to some land, trees or property, own larger animals and farm and household items.</p>	<p>Women report above 25% now hold individual or joint land (or property) titles; own and can sell livestock; own equipment for productive activities.</p>	
<p>Women's economic standing and businesses strengthened</p>				<p>No bank account. No savings. Keeps no records of accounts.</p>	<p>1 to 10% of women report holding bank accounts.  1 to 10% of women report access to or experience with borrowing from savings and credit club.  1 to 10% of</p>	<p>10 to 25% of women report holding bank accounts.  10 to 25% of women report access to or experience with borrowing from savings and credit club.  10 to 25% of women report</p>	<p>More than 25% of women report holding bank accounts.  More than 25% of women report access to or experience with borrowing from savings and credit club.</p>	

					women report some record of accounts	some record of accounts	More than 25% of women report some record of accounts	
<b>Time</b>								
Reduced drudgery	25% of women of project area now undertake on a daily basis tasks so strenuous as to cause physical harm (injury, illness)	10 – 25% of women of project area now undertake on a daily basis tasks so strenuous as to cause physical harm (injury, illness)	Up to 10% of women of project area now undertake on a daily basis tasks so strenuous as to cause physical harm (injury, illness)	No change in daily strenuous activities	Women report a 10% reduction in activities considered to be strenuous	Women report a 10% to 25% reduction in activities considered to be strenuous	Strenuous activities decreased by 25% or more.	
Increased discretionary time	25% of women in project area report greater time burdens	10 to 25% of women in project area report greater time burdens	Up to 10% of women in project area report greater time burdens	No change in time available for women	Women report a 10% increase in discretionary time available	Women report a 10% to 25% increase in discretionary time	Women report more than a 25% increase in discretionary time available	
Increased sharing of – men take on work that is normally considered that of women	More than 25% of women in project area report additional demands in reproductive tasks (cooking,	10 to 25% of women in project area report additional demands in reproductive tasks	Up to 10% of women in project area report additional demands in reproductive tasks	Women report no change in how much men share in reproductive tasks (cooking, childcare, care for sick and	Women report a 10% increase in men sharing reproductive tasks (cooking, childcare,	Women report a 10 to 25% increase in men sharing reproductive tasks (cooking,	At least 25% of women in project area report men share reproductive tasks (cooking,	

	childcare, care for sick and elderly)	(cooking, childcare, care for sick and elderly)	(cooking, childcare, care for sick and elderly)	elderly)	care for sick and elderly)	childcare, care for sick and elderly)	childcare, care for sick and elderly)	
Increased perception of well-being	More than 25% of women report a decline in family well-being (examples: decreased time spent happily together, increased tension or conflict between family as reported)	10 to 25% of women report a decline in family well-being (examples: decreased time spent happily together, increased tension or conflict between family as reported)	Up to 10% of women report a decline in family well-being (examples: decreased time spent happily together, increased tension or conflict between family as reported)	Women have no perception of changed well-being for their family	Up to 10% of women report family well-being has improved (examples: increased time spent happily together, improved respect between family as reported)	10 to 25% of women report family well-being has improved (examples: increased time spent happily together, improved respect between family as reported)	At least 25% of women report family well-being has improved (examples: increased time spent happily together, improved respect between family as reported)	
<b>Educational and knowledge</b>								
Increased knowledge	More than 25% of women report decreased exposure to new ideas, access to information, or educational opportunities.	10 to 25% of women report decreased exposure to new ideas, access to information, or educational opportunities.	Up to 10% of women report decreased exposure to new ideas, access to information, or educational opportunities.	Women report no change in exposure to new ideas, access to information, or educational opportunities	Up to 10% of women report increased exposure to new ideas, access to information, or educational opportunities.	10 to 25% of women report increased exposure to new ideas, access to information, or educational opportunities	More than 25% of women report increased exposure to new ideas, access to information, or educational opportunities.	

Increase in skills				Women report no change in literacy, numeracy or business management skills.	Up to 10% of women report improvements in literacy, numeracy or business management skills.	Up to 10 to 25% of women report improvements in literacy, numeracy or business management skills.	More than 25% of women report improvements in literacy, numeracy or business management skills.	
<b>Leadership</b>								
Increased decision-making roles for women	More than 25 fewer women in governance or leadership roles More than 25% fewer women in executive positions. More than 25% of Women's groups report decreased membership and influence	10% to 25% fewer women in governance or leadership roles Up to 10% fewer women in executive positions. Up to 10% of Women's groups report decreased membership and influence.	Up to 10% fewer women in governance or leadership roles Up to 10% fewer women in executive positions. Up to 10% of Women's groups report decreased membership and influence.	No change in % of women in governance or leadership roles. No change in number of women holding executive positions No change in the number or influence of women's groups.	Up to 10% more women in governance or leadership roles Up to 10% more women in executive positions. Up to 10% of Women's groups report increased membership and influence.	10 to 25% more women in governance or leadership roles 10 to 25% more women in executive positions. 10 to 25% of Women's groups report increased membership and influence.	At least 25% more women in governance or leadership roles At least 25% more women hold executive positions. At least 25% of Women's group's report increased membership and influence.	
<b>Food security</b>								
Decreased food insecurity (goal to decrease under and	25% or more decrease in number of months of	10 to 25% decrease in number of months of food	Up to a 10% decrease in number of months of food security.	No change in number of months of food security.	Up to a 10% increase in number of months of food	A 10 to 25% increase in number of months of food	A greater than 25% increase in number of months of food security.	



malnutrition)	food security.  25% or more decrease in diversity of nutritious crops and vegetables/fruits grown	security.  10 to 25% decrease in diversity of nutritious crops and vegetables/fruits grown	Up to a 10% decrease in diversity of nutritious crops and vegetables/fruits grown	No change in levels of crop and vegetable /fruit production  No change in diversity of nutritious crops and vegetables/fruits grown	security.  10% increase in diversity of nutritious crops and vegetables/fruits grown	security.  A 10 to 25% increase in diversity of nutritious crops and vegetables/fruits grown	A greater than 25% increase in diversity of nutritious crops and vegetables/fruits grown	
<b>Health</b>								
Improved health				Women report no change in air or water quality (safety/cleanliness, availability)  Women report no changes in household or public sanitation.  Women report no change in access to health services	Up to 10% of women report improvements in air or water quality (safety/cleanliness, availability)  Up to 10% of women report improvements in household or public sanitation.  Up to 10% of women report improvements in access to health services	10 to 25% of women report improvements in air or water quality (safety/cleanliness, availability)  10 to 25% of women report improvements in household or public sanitation.  10 to 25% of women report improvements in access to health services	More than 25% of women report improvements in air or water quality (safety/cleanliness, availability)  More than 25% of women report improvements in household or public sanitation.  More than 25% of women report improvements in access to health services	

## Annex 4: Complaints, Disputes and Appeals Process

### Overview

The WOCAN Board includes a W+ Standard Oversight sub-committee to which the W+ Standard Coordinator also reports. The Oversight Committee serves to resolve any complaints or potential conflicts of interest.

A record of all complaints, disputes and appeals is maintained internally and reviewed by the W+ Standard Coordinator, the WOCAN Executive Director, W+ Standard Oversight sub-committee and the W+ Advisory Council, annually.

Complaints may be registered with the W+ Standard Coordinator at: [coordinator@wplus.org](mailto:coordinator@wplus.org)

Examples of possible complaints include: concerns about the completion of certification requirements, issues with the certification process, misuse of the certification marks, misleading marketing related to certification, timeliness, consistency or completeness of W+ information, timeliness, consistency or completeness of W+ accredited verifiers, availability and accuracy of W+ website.

Complaints should include specific information about the issue, circumstances and parties involved as would be necessary to resolve the problem.

The W+ Standard Coordinator is responsible for coordinating a response to the complaint, tracking and documenting the resolution of the issue to closure.

If the complaint is about the W+ Standard Coordinator, the complaint may be filed with the Executive Director of WOCAN.

### Receiving Complaints:

The W+ Standard Coordinator will:

- Determine whether the complaint refers to a new, completed or ongoing project.
- Acknowledge receipt of the complaint and provide information about how the complaint will be handled.
- Document all correspondence and progress including dates and any relevant information.
- Evaluate whether the complaint is valid and if resolution of the complaint falls within WOCAN's scope and authority to address.

- Coordinate an initial response to the complaint within five working days of the receipt of a complaint
- Have an overall understanding of the complaints received, perform root cause analysis, and if needed, propose corrective actions and check on the implementation of corrective actions.

### **Investigating and Responding to Complaints**

The W+ Standard Coordinator is responsible for pursuing a complaint to its conclusion. That role includes:

- Deciding if an immediate or corrective action is needed, considering other complaints received
- Informing relevant persons
- Acting if appropriate to the W+ Standard Coordinator's scope, or otherwise planning

an appropriate course of action

- Recording actions taken
- Responding to the complaining party

If the complaining party does not accept the W+ Standard Coordinator's response, she/he will be advised of the appeals procedure. Information related to the handling of complaints shall be kept confidential.

### **Disputes**

Disputes may be registered with the W+ Standard Coordinator by a W+ Standard Applicant (a Project Implementer) or a Verifier. Examples of disputes include a disagreement regarding the interpretation of a certification requirement or a disagreement regarding a verification outcome.

Disputes are to be handled as follows:

- If the dispute relates to non-fulfillment of a clear requirement, the dispute shall not be considered a dispute.
- If the dispute relates to the interpretation of a requirement, the W+ Standard Coordinator will first mediate the dispute, if additional interpretation is needed, the W+ Standard Coordinator will seek the input of the Standard Committee of the Advisory Council
- The W+ Standard Coordinator will document the interpretation and communicate the response to all parties involved in the dispute.

- If the disputing party does not accept the interpretation, they may avail themselves of the appeals procedure.

### **Appeals**

Appeals may be registered with the W+ Standard Coordinator by any interested party with a valid complaint

Examples of appeals include an appeal of certification outcome, and other disputes that could not be resolved as indicated above. Appeals received by the W+ Standard Coordinator are handled as follows:

- The W+ Standard Coordinator shall promptly engage the WOCAN Executive Director who will act as the representative of the appellant to the WOCAN Board of Directors.
- The W+ Standard Coordinator is responsible for the documenting, monitoring and the coordinating a formal, written response.
- The appellant will be informed by the W+ Standard Coordinator of the receipt of the appeal, the appeal handling process, including their option to present their case to the WOCAN Board of Directors personally, and the persons engaged in the appeal process.
- All WOCAN personnel involved in the appeal process shall ensure that no discriminatory action occurs to the appellant because of the appeal.

The decision reached by the WOCAN Board of Directors shall be communicated to the appellant in writing by someone not previously involved in the subject of the appeal and will be final.

If the appeal has the potential to lead to legal or financial consequences for WOCAN, then legal staff shall be notified as soon as possible.

The appellant will be provided reports and a formal notice of the outcome of the appeal. Information related to the handling of appeals shall be kept confidential.

### **Corrective Action**

The W+ Standard Coordinator, in consultation with the WOCAN Executive Director, shall review the outcome of all complaints, disputes, and appeals on an annual basis and, where appropriate, initiate action to prevent repetition and achieve improvements in the delivery of service.

**ANNEX 5 - W+ PROJECT DESIGN DOCUMENT (PDD) – CHECKLIST FOR REVIEW**

Issue/PDD section/s	Question	Yes	No	Partially	Comment	Recommendation	Project Developer feedback
Context and rationale (1.9, 2.1, 2.2 and overall)	Is the information and data provided in <i>Conditions Prior to the Project's Initiation of Activities (PDD Template 1.9)</i> (including sex-disaggregated data) adequate to demonstrate the added value of the Project activities for women's empowerment (in selected W+ domains)?						
	Does the PDD provide evidence that representative women from the project area have been consulted (see Program Guide, Annexe 1), as well as key informants with knowledge of the situation? (PDD Template 2.2)						
	Is the information on the Stakeholder Analysis (2.1) and Consultations (2.2) adequate to identify the actions and inputs needed to empower women, as well as the obstacles and risks?						
	Based on the above - and as described in the PDD - are identified project activities (1.7) relevant and do they have the potential to empower women?						

Relevance (1.7 ; 3.1and overall)	Based on the results of the gender analysis and consultations, and activities described in the PDD, is the choice of Domain/s (3.1) appropriate?						
Target group/s (1.8),	Is it clear how many women will be targeted (or have been involved if/where back-crediting is being applied) and who they are (by age, socio-economic category, ethnicity, etc. when relevant)? (PDD 1.8)						
Women's empowerment results chain (3.2)	Is the progression from immediate to intermediate and end outcomes for women's empowerment adequately described (section (3.2)?						
	Are the related indicators SMART and appropriate?						
Do-no-harm Requirements (5)	Does the PDD identify indicators and mitigating measures if needed to limit and measure risks for women, in line with W+ Do-no-harm requirements?						
Revenue-sharing mechanism (4)	Does the PDD set out the elements for the design of the revenue- sharing mechanism? Do these elements seem appropriate?						

Implementation capacity	Does the PDD provide evidence that whoever implements women's empowerment activities has experience in working on women's empowerment?						
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## ANNEX 6: W+ Logo and Trademark Use Application

Parties requesting permission to display the W+ Logo and Trademark must complete the Logo and Trademark Use Application, which includes terms for using the mark, and submit a signed copy to the W+ Coordinator ([coordinator@wplus.org](mailto:coordinator@wplus.org)) together with sample(s) of proposed use(s) of the mark(s).

Upon approving an application, the W+ Coordinator will prepare a trademark use agreement with pre-approved use(s), the W+ Logo and the Trademark Style Guide. There is no fee for using the mark(s), but all uses require prior approval.

The W+ Coordinator may place restrictions on use of the mark(s) or reconsider a usage approval at any time.

### Part 1: User Type

Applicants must indicate type of user by identifying themselves with one or more of the following categories:

- W+ Registered Project: Owner or legal representative of a project registered on the W+ Projects Registry.
- Project Applicant: Owner or legal representative of a project submitting a Project Idea Note (PIN) or Project Design Document (PDD).
- Projects utilizing more than one standard: Owner, project developer or legal representative of a project applying the W+ Standard to an existing project utilizing another standard (such as VCS).
- Retailer/Broker: A third party holding, trading or selling active W+ Credits or W+ Labeled Credits created using a Buyer: A third party holding or owning retired VCUs or having VCUs retired in its name.
- Validation/Verification Body or Individual: A third party who is accredited to validate projects and/or methods.
- Registry Provider: An entity who has signed a registry agreement with WOCAN to issue, track and retire W+ Credits.
- Partner/Service Partner: A third party with whom WOCAN has signed a service partnership agreement related to the administration or application of the W+ Standard.
- Joint Marketing Partner or conference organizer (please describe):
- Other, non-commercial user (please describe):



## **Part 2: Terms of Use**

WOCAN requires that all parties using or displaying the W+ logo and trademark agree to the following Terms of Use (Terms):

The W+ logo and trademark are the exclusive property of WOCAN. Acceptance of these Terms is mandatory and any use without prior acceptance of these Terms will be treated as a violation of WOCAN's intellectual property rights. WOCAN may authorize a third party to use or display the W+ logo and trademark within online or print materials which are produced or maintained by or on behalf of an Authorized User, in connection with their services.

Authorization to use or display the W+ logo and trademark is contingent upon pre-approval by the W+ Coordinator of samples of the proposed use(s) of the logo and trademark. The Authorized User acknowledges that the ownership of all rights to the W+ logo and trademarks remains with WOCAN. WOCAN may, in its absolute discretion, restrict, amend or cancel its authorization to use or display its trademarks, by written notice to the Authorized User, who shall within [14] days, comply with the restrictions, modifications or cancellation.

Authorized Users shall only use or display the trademarks as defined by these Terms and by the WOCAN/W+ Style Guide. WOCAN and the W+ Standard Coordinator may monitor compliance with these Terms. Upon reasonable request, an Authorized User shall promptly provide WOCAN or the W+ Standard Coordinator with copies of the electronic print and other materials on which the W+ logo and trademark are or will be displayed.

Authorized Users shall always act in good faith and abstain from engaging in misrepresentations or fraud in any transaction, particularly transactions involving the W+ Program.

Authorized Users are to refrain from any behavior that could reasonably be expected to damage the reputation of WOCAN and the W+ Standard.

### **Style Guide**

Authorized Users shall uphold all WOCAN and W+ guidelines, requirements and prohibitions for using their logo and trademark, including, but not limited to, the following:

- The W+ logo and trademark shall not appear in any placement, online or in print, in association with projects that have not been registered on the W+ Project Registry (or another registry with whom the W+ may have established a formal relationship)
- The marks shall not appear in any placement, online or in print, which would be reasonably expected to be construed to imply that WOCAN or the W+ endorses or approves any activity, product or organization that it has not explicitly endorsed or approved by the WOCAN Board of Directors or Executive Director;

Document Number <b>2.0</b>	TITLE <b>W+ Standard Guidance Document</b>
DOCUMENT MANAGER W+ Standard Coordinator	<b>Version 2.0</b>
APPROVAL W+ AC/Standard Committee	FILE LOCATION(S) W+ Standard Guidance Document at <a href="https://www.wplus.org/requirements/">https://www.wplus.org/requirements/</a>

- The marks shall not be used in association with or in proximity to any false or misleading marketing claims;
- Unless certified by WOCAN and W+ (and any other collaborating organization, as applicable, the W+ logo and trademark shall not be used on or in proximity to any certificate or online database in such a way that would be reasonably be inferred that such certificate is a W+ Credit or a W+ labeled credit associated with collaborating standard;
- When used online, the W+ logo and trademark shall not appear on the home page or in the header, footer or menu bar of a user’s website;
- When used online, the W+ logo and trademark shall include a hyperlink to the W+ website (www.wplus.org) embedded in the image.
- When used in print, the W+ logo and trademark shall be accompanied by the URL of the W+ website (www.wplus.org) and with the following disclaimer, on the same page, and in a font size of 9pt or greater.
- When using the W+ logo and trademark: “W+ is a certification standard owned by WOCAN, applied to diverse types of projects to quantify women’s empowerment and provide benefits to women and women’s groups in project communities. WOCAN does not oversee retail markets and doesn’t certify or endorse any retailer or broker of W+ Credits.”
- Upon certification or verification of a project applying the W+ Standard, the project proponent, and any affiliates, shall provide the W+ Standard administrator with a signed Terms of Use agreement (see the following).

I hereby accept these Terms of Use for use and display of the W+ logo and trademark.

Company (provide full corporate name)

Jurisdiction of Incorporation

Street Address/City/State/Country/Postal Code

Web Address and Email

Owner, Director or Chief Executive (Name and Title)

Telephone and Email (of Owner, Director or Chief Executive) \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

These Terms of Use must be signed and submitted together with samples of the proposed use(s) of the W+ logo and trademark by email to: [coordinator@wplus.org](mailto:coordinator@wplus.org)