



# Building socio-ecological resilience to climate change impacts by ecosystem-based adaptation approaches at iSimangaliso MPA

## Gender Action Plan

### Wildlands Conservation Trust [WILDTRUST]

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## List of Acronyms and Abbreviations

|             |  |
|-------------|--|
| ABCD        | Asset Based Community Development  |
| AIM         | Africa's Integrated Maritime   |
| AU          | African Union  |
| BAF         | Blue Action Fund   |
| Blue Action | Blue Action Fund   |
| CEDAW       | Convention on the Elimination of all Forms of Discrimination Against Women |
| COGTA       | Department of Cooperative Governance and Traditional Affairs               |
| CSIR        | Council for Scientific and Industrial Research                             |
| DARD        | Department Of Agriculture & Rural Development                              |
| DEA         | Department of Environmental Affairs  |
| DEAT        | Department of Environment Affairs and Tourism                              |
| DFFE        | Department of Forestry, Fisheries and Environment                          |
| DNA         | Data Not Available   |
| DWS         | Department of Water and Sanitation   |
| EbA         | Ecosystem-based Adaptation   |
| EDTEA       | KZN Department of Economic Development, Tourism and Environmental Affairs  |
| EEZ         | Exclusive Economic Zone  |
| EKZNW       | Ezemvelo KZN Wildlife  |
| EMP         | Estuary Management Plan  |
| ESA         | Environmental and Social Assessment  |
| ESMP        | Environmental and Social Management Plan                                   |
| ESMS        | Environmental and Social Management System                                 |
| GAP         | Gender Action Plan   |
| GBV         | Gender Based Violence  |
| GCF         | Green Climate Fund   |
| GDI         | Gender Development Index   |
| GDP         | Gross Domestic Product   |
| GII         | Gender Inequality Index  |
| GM          | Grievance Mechanism  |
| HDI         | Human Development Index  |
| ILO         | International Labour Organisation  |
| IMP         | Integrated Management Plan   |
| IWP         | iSimangaliso Wetland Park  |
| IWPA        | iSimangaliso Wetland Park Authority  |
| KZN         | KwaZulu-Natal  |
| MCM         | Marine and Coastal Management  |
| MEL         | Monitoring Evaluation and Learning   |
| MER         | Marine & Estuarine Research  |
| MLRA        | Marine Living Resources Act  |
| MP          | Management Plan  |
| MPA         | Marine Protected Area  |
| NGO         | Non-Governmental Organisation  |
| NPC         | National Development Plan  |
| OECD        | Organisation for Economic Co-operation and Development                     |
| OC          | Oceans and Coasts  |
| ORI         | Oceanographic Research Institute   |
| ORRAA       | Ocean Risk and Resilience Action Alliance                                  |
| OSW         | Office on the Status of Women  |
| PAP         | Project Affected People  |
| S&T         | Subsistence and Travel   |
| SA          | South Africa   |
| SADC        | Southern African Development Community                                     |
| SAEON       | South African Environmental Observation Network                            |
| SAIAB       | The South African Institute for Aquatic Biodiversity                       |
| SANBI       | South African National Biodiversity Institute                              |
| SE          | Stakeholder Engagement   |
| SEP         | Stakeholder Engagement Plan  |
| SF          | Sustainable Finance  |

|        |   |
|--------|---|
| SIGI   | Social Institutions and Gender Index                  |
| TA     | Traditional Authority                                 |
| TBC    | To Be Confirmed                                       |
| TC     | Traditional Counsel                                   |
| ToR    | Terms of Reference                                    |
| UKZN   | University of KwaZulu-Natal                           |
| UN CBD | United Nations Convention on Biological Diversity     |
| UNFCCC | United Nations Framework Convention on Climate Change |
| WEF    | World Economic Forum                                  |
| WHS    | World Heritage Site                                   |
| WIO    | Western Indian Ocean                                  |
| WT     | WILDTRUST   |
| YES    | Youth Employment Service                              |

## 1. Introduction

### 1.1 Guiding principles (BAF)

**Gender** refers to the cultural and social expectations of the roles and behaviours of individuals in a society based on their biological sex (male, female or inter-sex). Gender is different from biological sex, in that gender roles, behaviours and the relations among them change and evolve over time to contribute to the resilience of a community or society. Gender is not only about women and refers to both women and men—as well as third gender/non-binary individuals—and the relations between them, including economic, political and socio-cultural attributes, barriers and opportunities. Gender roles, behaviours and expectations can vary widely within and across a culture, even if aspects of these roles originated in the biological differences between the sexes.

**Gender equality** refers to the belief that rights and opportunities of individuals are not and should not be dependent on one's gender. It asserts that the interests, needs and priorities of each person, regardless of their gender, are taken into consideration and that the diversity of differences among women, men and non-binary individuals is recognised. Gender equality is both a human rights issue and a precondition for, and indicator of, sustainable people-centered development.

**Women's empowerment** concerns women gaining power and control over their own lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality. The process of empowerment is as important as the goal. The empowerment of women and marginalised groups in coastal and marine resource management is essential for equitable social and improved ecological outcomes.

There are four major types of empowerment —political, economic, socio-cultural, and physical which are interrelated and influence one another. For example, a person may be empowered economically through his or her professional advancement but disempowered in their personal or family life due to cultural norms about appropriate feminine or masculine behaviour.

**Political empowerment.** All persons involved, including women, are participating in decision-making, including organizing themselves in groups, such as fishers' groups, water management groups, waste management groups, etc.

**Economic empowerment.** Both women and men have right to paid employment, equal wages, and the right to decide about the spending of one's income. It refers to valuing and recognizing women's and men's work equally, where unpaid and domestic care work is also valued and acknowledged. All people should have equal access to means of production, to training, credit, etc., free of bribery and exploitation.

**Socio-cultural empowerment.** Relates to an individual's self-confidence and ability to develop a sense of autonomy. It gives individuals the power and confidence to change social relationships, harmful cultural norms, and the institutions and discourses that have systematically marginalised them. Development work in the marine environment can boost women's leadership and make them see themselves as crucial links in the chain, whilst also the society changes the attitude towards more respect for them.

**Physical empowerment.** To have a say over one's body, relates to the right to physical health and wellbeing and have access to water, food and healthcare. This aspect of empowerment is also related to being able to resist violence, inside and outside the home. (Source: United Nations Environment Programme and Gender and Water Alliance (2019))

### 1.2 Purpose

The purpose of a Gender Action Plan (GAP) is to act as a key gender mainstreaming tool and mechanism for ensuring gender-inclusive design and implementation of the Project. A gender action plan utilises information from the gender analysis, identifies priority activities and focus areas for responding to gender specific issues and risks, and enhances gender equity throughout the Project's lifecycle. It is intended to serve as a roadmap for strengthening project outcomes while contributing to gender equality and women's empowerment.

The gender action plan should include:

- Specific actions to address any identified vulnerabilities and risks, and opportunities to strengthen

women's participation in decision-making and management in project activities.

- Qualitative and quantitative gender-responsive indicators for proposed interventions to demonstrate accountability and commitment to gender targets.
- Actions to allocate resources within the budget for ensuring gender-responsive activities and capacity building needs.

WILDTRUST acknowledges that:

- In all of our conservation work, gender plays an important role in achieving long-term goals and objectives and should be considered in all aspects of project implementation by the team
- Gender equity is a critical component of our overall strategy to ensure empowered civil society, equitable participation and decision-making by stakeholders at all scales, and the sustainability of conservation impacts
- Both women and men encounter constraints based on gender. If not addressed, these constraints can cause delays in the success of project objectives.

### 1.3 Background and Context

The iSimangaliso Wetland Park is situated in Maputaland, of the province of KwaZulu-Natal in the north-eastern corner of South Africa on the border with Mozambique (Map 1). The Park covers an area of about 1 314 539 ha, comprising a terrestrial (241 574 ha) and marine (1 072 965 ha) component made up of 15 ecosystems and diverse landscapes. It was proclaimed a World Heritage Site (WHS) in 1999.

Located within the Maputaland - Albany-Pondoland Global Biodiversity Hotspot, the Park was recognised for meeting 3 WHS criteria: (vii) superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance, (ix) an outstanding example of significant ongoing ecological and biological processes in the evolution and development of terrestrial, freshwater, coastal and marine ecosystems, and communities of plants and animals, and x) most important and significant natural habitats for in situ conservation of biological diversity, including those containing threatened species of outstanding universal value from the point of view of science or conservation. iSimangaliso also contains four Ramsar wetland sites: 1) St Lucia Lake System, between the uMfolozi Swamps just south of the uMfolozi River in the south, to the uMkhuze River in the north; 2) Turtle Beaches and Coral Reefs from Cape Vidal northwards to the border of Mozambique; 3) Kosi Bay Lake south of Mozambique on the Maputaland Coastal Plain; and Lake Sibaya north-west of Sodwana Bay. The marine part of the Park was extended in 2019 to 10nm out to sea, making it the largest marine protected area in South Africa, remarkable for its coral reefs (southernmost in Africa), sub-marine canyons (habitat for coelacanths), and a 200km near-pristine coastline with unbroken high-forested dunes, bio-diverse rocky shores, a long sweep of sandy shores (important turtle nesting grounds), and 3 estuarine systems intersecting the shoreline.

The Park lies largely within the uMkhanyakude District Municipality, which is the second most impoverished municipality in South Africa; service delivery is generally low but uneven between urban areas and rural areas. In rural areas, a lack of access to services (water, electricity, health, education, sanitation) is prevalent.

This project will focus on the entire length of the iSimangaliso Wetland Park and MPA as well as on the communities and important habitats that fall adjacent to the park. The project targets 35 communities that fall within three Tribal Authorities, from north to south in the park, including Tembe, Mbila and Sokhulu (**Figure 1**). All these communities are situated directly adjacent to either an estuary or coastal lake and utilise these important habitats for subsistence agriculture and fishing.

UMkhanyakude District Municipality is dominated by rural settlements, with the majority of people residing within traditional authority areas, which make up more than 90% of the municipality (Magwaza et al., 2021). This is by far the biggest proportion of Ingonyama Trust Land in a municipality within the province. Approximately 33.2% of the district municipality's environmental assets are formally protected and are located within nature reserves (Magwaza et al., 2021). What is critical in this context, is that people live within these protected areas and form part of the parks and nature reserves. Coastal communities are found adjacent to and within the IWP coastal zone.

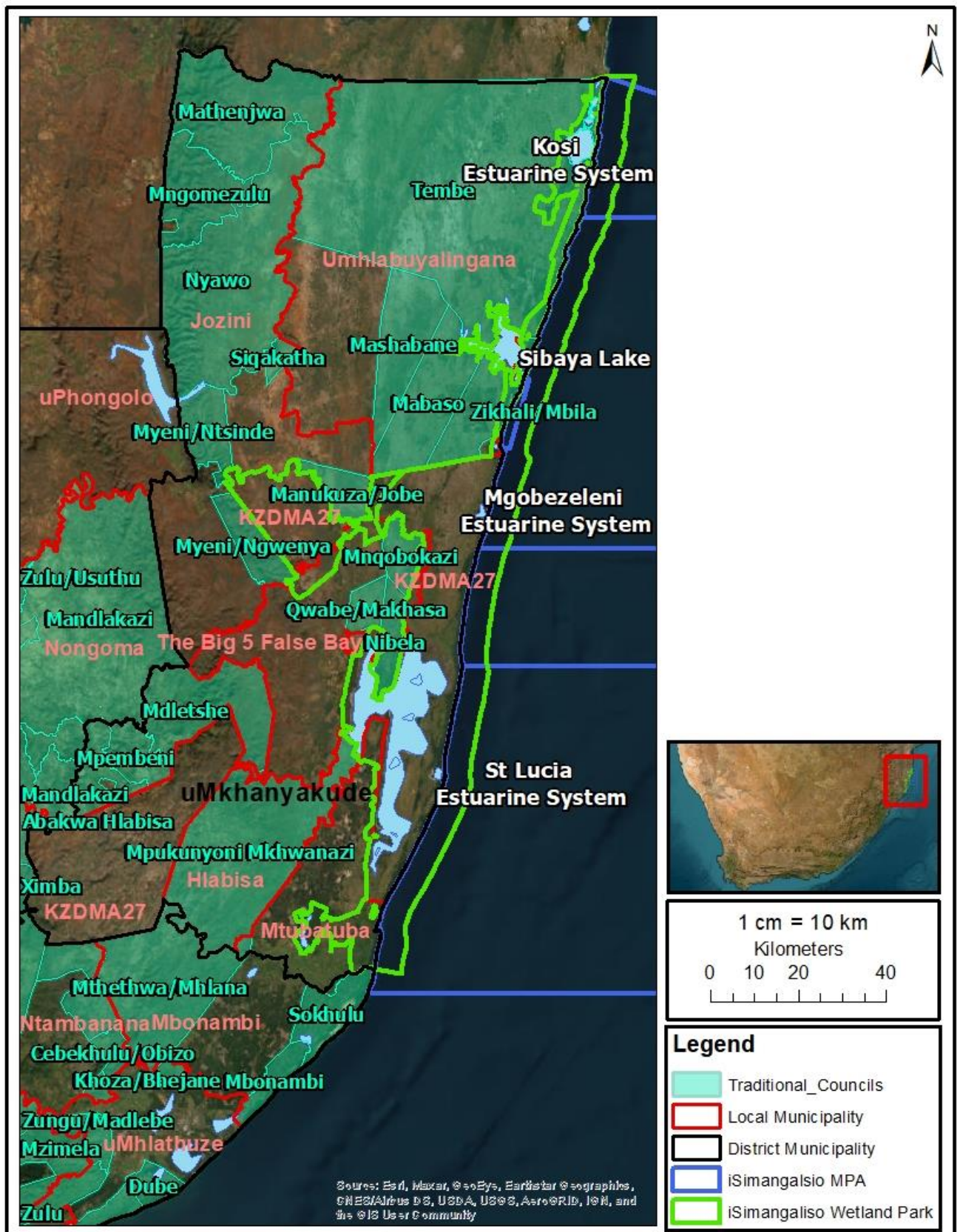


Figure 1: iSimangaliso MPA Ecosystem-Based Management Project area, including dual governance of Local Municipalities and Traditional Councils.



The Project Scoping exercise identified a moderate level of risk in relation to vulnerable groups, particularly women, being disproportionately affected by access restrictions, excluded from benefit sharing opportunities, and excluded from MPA and project decision-making.

There are high levels of poverty and inequality in the region, with unemployment being a major issue. Poverty and inequality, as well as development deficits, impact on service provision, as there is pressure on the state to provide free basic services. Large areas of the region are on Ingonyama Trust Land, which do not generate rates and taxes for local government, which further impacts on provision of services and facilities, resulting in continued marginalization of communities in the area.

Gender responsive approaches are critical for the Project, as women are largely excluded from participating in development processes and decision-making due to strongly patriarchal Traditional Authority governance systems. And yet, women are the primary custodians of households and natural resources in the area. The ESA engagements with communities demonstrated that women want to be seen and have their voices heard. They want to be part of development and transformation processes, they want to contribute their own knowledge and experiences, and that they want to be empowered. This includes empowerment in both political and developmental governance structures. Women also want Project activities that will support them in developing and/or improving their lives.

Capacity building opportunities for women, particularly young women, was also identified as a key need. The Project should adopt a nuanced approach to the identification of target groups for jobs and other opportunities created through the Project. This requires close engagement with each beneficiary community to understand who the vulnerable groups are in each context. Gender sensitivity remains a key principle, as women are universally marginalized in the region through the operation of the local rule of law.

In this project, we will focus on four main interventions:

- **Strengthen management and protection of ecosystems important for climate adaptation and mitigation** in the iSimangaliso MPA and three associated estuarine systems of the iSimangaliso Wetland Park, including offshore coral reefs and kelp beds, estuarine mangroves, reed beds and swamp-forest in estuarine-associated floodplain areas, and forested coastal dune cordons.
- **Rehabilitate and improve the ecosystem health of coastal ecosystems relevant for climate change adaptation and mitigation**, including mangroves, reed beds and swamp-forest in estuarine-associated floodplain areas and forested coastal dune cordons.
- **Improve livelihoods and food security for vulnerable communities associated with the iSimangaliso MPA and connected estuarine systems** through community involvement in sustainable resource management (co-management) and identification and implementation of alternative livelihood opportunities.
- **Improve knowledge and capacity for ecosystem-based adaptation approaches for enhancing socio-ecological resilience** in and around a financially sustainable MPA, providing a regionally relevant case study that informs policy and action elsewhere.

## 1.4 Gender-Responsive Analysis

In this section we present the gender context in South Africa and in the Project area, to provide insight into how gender relations and norms may affect project outcomes and impact stakeholders.

### 1.4.1 Data Collection

Data was drawn from multiple sources for the development of this gender action plan, including both primary and secondary data.

#### *Primary Data*

- A social baseline developed for the “Strengthening Management and Expanding Coverage of iSimangaliso Marine Protected Area to Build Socio-Economic and Ecological Resilience” Blue Action Fund Oceans Alive Project, collected from 202 households in nine key communities.
- Environmental and Social Assessment conducted for the development of the iSimangaliso MPA Ecosystem-based Adaption project.

#### *Secondary Data*

- Blue Action Fund Gender Guide (2020)



### 1.4.2 Gender Assessment

The gender assessment summary provided here gives some context on gender in South Africa and in our project area. We have drawn primarily from the Environmental and Social Assessment conducted for the development of the iSimangaliso MPA Ecosystem-based Adaption project.

**Box 1:** Blue Action Gender Guide – South African Gender Assessment Summary

Of the four Western Indian Ocean countries [funded by BAF], South Africa is the most developed and performs, on average, better on the included gender equality indices. The country is party to numerous international conventions and platforms that strongly prioritize and advocate for the improvement and promotion of gender equality, women's empowerment, and their full participation in decision-making processes. Women are offered full and equal rights under the country's constitution, and in 2007, the country developed its National Policy Framework for Women's Empowerment and Gender Equality, which included the utilization of gender focal points throughout different ministries and across various political sectors. Furthermore, Chapter one of the country's National Environmental Management Act (107, 1998) presents a number of principles that guide environmental management, and they emphasize the central role of people in environmental management, and the necessity to ensure equitable service to people's physical, psychological, developmental, cultural and social interests. The environmental legislation also advocates for an integrated approach to environmental management and promotes equitable access to natural resources. However, a large proportion of women in rural areas who are heavily dependent on natural resources and who are affected by poverty, often have limited access to these resources. In large measure, some rural women's resource rights are limited due to a number of factors, including low literacy levels, traditional gender norms, and discriminatory customary law.<sup>1</sup>

<sup>1</sup>Office on the Status of Women (OSW). National Policy Framework for Women's Empowerment and Gender Equality. [https://www.environment.gov.za/sites/default/files/docs/national\\_policy\\_framework.pdf](https://www.environment.gov.za/sites/default/files/docs/national_policy_framework.pdf)

#### *Socioeconomic, legal and political context*

The Park falls within the uMkhanyakude District Municipality and borders on the uMfolozi Local Municipality, which forms part of the King Cetshwayo District, to the south. uMkhanyakude District is ranked as the second poorest and most deprived municipality in the country (Mander et al., 2023). Over 80% of households live below the poverty line and an estimated 42% of the economically active population is formally employed. Most of the services in this district are located and distributed in the district's urban areas and this contributes to the inability of the local municipalities to provide the economic stimuli for the district municipality, in order to break the poverty cycle that is affecting its economic growth and prosperity (Dlamini, 2018).

Of the District's citizens who are 20 years and older, 57.3% have matric and 3.5% have higher education. HIV prevalence is between 13 and 15% (IMP, 2022-2031). Much of uMkhanyakude District is characterized by remote, but densely settled and poorly serviced communities. High dependency ratios, HIV/AIDS prevalence, high numbers of orphaned children, unemployment and social grant dependency make for highly vulnerable communities. The social impacts of migrancy remain strong – many households are female-headed, or headed by orphaned children (IWPA, 2022). The people living around iSimangaliso Wetland Park adopt complex livelihood strategies, underpinned by networks of migrant labour wage remittances, state welfare support in the form of pensions, child grants and disability grants, and subsistence agriculture and forestry (Mander et al., 2023).

The predominant land uses within the municipalities surrounding the Park include agriculture, mining and commercial timber plantations, conservation/eco-tourism and settlement. Densifying settlements in areas under Traditional Authority governance can be seen along the edges of the park, as a result of the way in which land is allocated through the Ingonyama Trust and Traditional Authorities – largely male-dominated structures.

### ***Gender roles and responsibilities, knowledge and skills***

Generally, men play a greater role than women in the exploitation of natural resources for commercial purposes, since women also dedicate time to domestic activities (i.e., cooking, water and fuelwood collection, childcare, etc.). These roles can vary. For example, when men migrate in search of job opportunities, women may assume more roles and responsibilities. Often, women have responsibilities related to the management of natural resources, but not rights over them. On average, women make up 54% of the local population in the Project area. However, this is age differentiated. From birth up to 19 years old (end of schooling life) the ratio of male: female is approximately the same; whereas from 20 years onwards there are consistently less males than females – this is related to more males than females venturing away from their households after schooling is completed and once adulthood is reached to seek employment opportunities or study. Those women who remain in the area are less likely to have any formal employment, thus there is a need to provide local employment opportunities for the women (Mander et al., 2023).

### ***Access to (use rights) and control (decision-making rights) of resources and livelihood assets.***

Due to economic, social, institutional and legal factors, the right to access and control natural resources, such as land, water and forests, is different for men and women. Globally, women have experienced greater restrictions, particularly with respect to independent ownership and access to land. This may partially explain why the majority of the world's poor are women who depend on natural resources for subsistence. Insecurity regarding land tenure influences how much time women and men are willing to spend on sustainable development practices. Lack of land and other constraints mean that women generally have fewer opportunities to obtain credit and support services, unless these are provided for the explicit purpose of overcoming women's disadvantages.

Although the distribution of schools correlates with population distribution, the distances to rural schools, teacher pupil ratios, condition of facilities and training of teachers are marginal. Within the uMkhanyakude District, an average of 33% of the population have no formal education. An average of 6.5% of residents have only received primary education and only an average of 3.5% attained a higher educational qualification. A relatively high number of people are receiving a secondary education but are unable to pursue higher level learning due to the poor economic situation in this district and poor-quality education. Within the District, education levels are generally higher in the uMhlabuyalingana and Matubatuba Local Municipalities, and lower in the Jozini and Big 5 Hlabisa Local Municipalities (Mander et al., 2023). These low literacy levels have proven to be a contributing factor to the low participation of women in the control (decision-making rights) of resources and livelihood assets. While cultural and societal shifts do not occur overnight, these dialogues were a necessary starting point to empower women and build acceptance within the communities, with women now actually participating in decision-making structures within their land.

### ***Benefit sharing***

Generally, women have had fewer opportunities to participate in making environmental decisions. As a result, their perceptions and interests are sometimes ignored or excluded when policies are designed. The absence of opportunities is often due to cultural restrictions, women's lack of schooling and low self-esteem, while logistical reasons may be a factor in other circumstances.

### ***Knowledge gaps***

As a result of the differences in activities and access, women's and men's knowledge about the use of natural resources can also be different. For example, some women have become guardians of biodiversity by using their knowledge to utilize a wide variety of harvesting practices. This knowledge has been passed on from mothers to daughters for generations. Differences in knowledge between women and men also depend on their particular social class, age and ethnic groups. These will be explored in the Inception phase of the Project.

**Table 1** is sourced directly from the Blue Action Fund Gender Guide (2020, p63 – 67) and serves as a gender assessment summary of the South African context.

**Table 2** provides further context of the Project area.

**Table 1: South African Gender Assessment Summary**

| Human Development <sup>1</sup>   |   |                               |  |   |
|--|---|-------------------------------|--|---|
| Demographics   |   |                               |  |   |
| Population   | % female population   |                               | % male population  |   |
| 57,779,622 (2018)  | 50.70%  |                               | 49.00%   |   |
| Economy and Labour   |   |                               |  |   |
| GDP  | GDP per capita  |                               | Agriculture, forestry and fishing value added            |   |
| 368.29 billion USD (2018)  | 6,374.0 USD   |                               | 2.2% of GDP  |   |
| Labour force participation rate (2019)   | Female participation rate (% of female population, ages 15+)  |                               | Male participation rate (% of male population, ages 15+) |   |
| 25%  | 54%   |                               | 66%  |   |
| Gender Equality  |   |                               |  |   |
| Indices Ranking  |   |                               |  |   |
| World Economic Forum (WEF) Global Gender Gap Index (out of 153 countries) <sup>2</sup> | OECD Social Institutions and Gender Index (SIGI) <sup>3</sup>   | Gender Inequality Index (GII) | Gender Development Index (GDI)                           | Human Development Index (HDI) (out of 189) <sup>4</sup> |
| Ranked 17 <sup>th</sup> globally, 3 <sup>rd</sup> in Sub-Saharan Africa                | Categorised as low level of discrimination with a SIGI value of 22%, signifying relatively low inequality (listed as 46 of 122 countries rated) | 97 <sup>th</sup>              | Group 1 <sup>5</sup>                                     | 113   |
| Rank in economic participation   | Discrimination in the family  | Value 0.422                   | Value 0.984  |   |
| 92 <sup>nd</sup>   | 33%   |                               |  |   |
| Rank in educational attainment   | Restricted physical integrity   |                               |  |   |

<sup>1</sup> Data from <https://data.worldbank.org/indicator> unless otherwise noted.

<sup>2</sup> WEF. (2020). Global Gender Gap Report: <https://www.weforum.org/reports/gender-gap-2020-report-100-years-pay-equality>

<sup>3</sup> Note: Higher values indicate higher inequality. Percentages range from 0 to 100, while legal variables are categorised as 0%, 25%, 50%, 75% or 100%. OECD. (2019). SIGI Global Report: <https://www.oecd.org/development/sigi-2019-global-report-bc56d212-en.htm>

<sup>4</sup> HDI. (2019). Human Development Report: <http://hdr.undp.org/sites/default/files/hdr2019.pdf>

<sup>5</sup> Countries are divided into five groups by absolute deviation from gender parity in HDI values. Group 1 countries have high equality in HDI achievements between women and men; Group 2 medium-high equality; Group 3 medium equality; Group 4 medium-low; Group 5 low equality.

|  |   |   |   |   |  |  |
|--|---|---|---|---|--|--|
| 67 <sup>th</sup>   | 15%   |   |   |   |  |  |
| <i>Rank in health and survival</i>   | <i>Restricted Access to productive and financial resources</i>  |   |   |   |  |  |
| 1 <sup>st</sup>  | 20%   |   |   |   |  |  |
| <i>Rank in political empowerment</i>   | <i>Restricted civil liberties</i>   |   |   |   |  |  |
| 10 <sup>th</sup>   | 21%   |   |   |   |  |  |
| <b>Gender-based violence (GBV)<sup>6</sup></b>   |   |   |   |   |  |  |
| <i>Child marriage</i>  |   | <i>Lifetime Physical and/or sexual intimate partner violence</i>                |   | <i>Lifetime non-partner sexual violence</i>               |  |  |
| 6%   |   | 21.3 %  |   | n/a   |  |  |
| <b>Enabling Conditions</b>   |   |   |   |   |  |  |
| <b>Supportive legal and policy frameworks</b>  |   |   |   |   |  |  |
| <i>International</i>   |   |   |   |   |  |  |
| <i>CEDAW</i>   | Signed in 1993 and ratified in 1995. Submitted an initial report in 1998, and status/response <a href="#">report</a> at the 48 <sup>th</sup> session for issues and questions with regard to the consideration of the combined second, third and fourth periodic reports. |   |   |   |  |  |
| <i>Beijing Platform for Action</i>   | Signed in 1995. Submitted <a href="#">progress report 2014-2019</a> for Beijing+25  |   |   |   |  |  |
| <i>UN CBD</i>  | Signed in 1993, Ratified in 1995  |   |   |   |  |  |
| <i>UNFCCC</i>  | Signed 1993, Ratified 1997  |   |   |   |  |  |
| <i>ILO Labour Standards ratification status (with relevance to gender and fisheries)</i> | <i>Equal Remuneration Convention (1951)<br/>No. 100</i>   | <i>Discrimination (Employment and Occupation) Convention (1958)<br/>No. 111</i> | <i>Workers with Family Responsibilities Convention (1981)<br/>No. 156</i> | <i>Maternity Protection Convention (2000)<br/>No. 183</i> | <i>Work in Fishing Convention (2007)<br/>No. 188</i> | <i>Violence and Harassment Convention (2019)<br/>No. 190</i> |
|  | Ratified  | Ratified  | No  | No  | Ratified   | No   |
| <i>Regional</i>  |   |   |   |   |  |  |
| The Southern African Development Community (SADC) Protocol on Gender                     | Ratified  |   |   |   |  |  |

<sup>6</sup> Other resources for more information on GBV: [UN Women](#)

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|   |   |
|---|---|
| and Development   |   |
| SADC Protocol on Fisheries (2006)   | Ratified  |
| The Nairobi Convention  | Contracting Party   |
| 2050 Africa's Integrated Maritime (AIM) Strategy  | African Union (AU) Member State (participating member)  |
| Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa (Maputo Protocol) | Signed and ratified   |
| <i>National</i>   |   |
| Gender authority  | National machinery on gender operates as "an integrated package" of structures located at various levels of state, civil society and within the statutory bodies. The policy framework specifically for women's empowerment and gender equality lies under the Office on the Status of Women (OSW), the Presidency, placing the responsibility for gender mainstreaming as a strategy for realising gender equality through the use of gender focal points in national, provincial, and local levels of government. <sup>7</sup>                          |
| Legal framework   | South Africa's <a href="#">National Policy Framework for Women's Empowerment and Gender Equality</a> Gender Policy Framework for Local Government<br>South Africa Local Government Gender Action Plan Manual  |
| <i>Local/Customary</i>  |   |
| <i>Will vary according to context</i>   | Despite National legislation, African customary law is still in practice. Based on the Black Administration Act 35 of 1927, the customary law disinherits women and they are denied rights to own property independently, to enter into contracts, to sue or be sued and to obtain credit. Women in marriages under customary law may not inherit property or land held in individual tenure. Women may, however, apply to be exempted from "Black Law and Custom". <sup>8</sup>  |
| <b>Political will: Integration of gender into sectoral policies</b>   |   |
| <i>Fisheries<sup>9</sup></i>  |   |
| Fisheries authority   | Marine and Coastal Management (MCM) within the Department of Environment Affairs and Tourism (DEAT) is the regulatory authority responsible for managing all marine and coastal activities, and the issuing of rights to commercial and subsistence fisheries.  |
| Legal framework & gender considerations   | Section 24 of South Africa's Constitution and the Marine Living Resources Act (MLRA) of 1998 (and associated regulations and specific permit conditions). Other Acts that add to the marine legislative framework that work in conjunction with the MLRA include: the National Environmental Management Act - Protected Areas Act (No. 57 of 2003), the National Environmental Management Act - Biodiversity Act (No. 10 of 2004), the Maritime Zones Act (No. 15 of 1994), Sea Birds and Seals Protection Act (No. 46 of 1973), Sea Shore Act (No. 21 of |

<sup>7</sup> Japan International Cooperation Agency (JICA). (2009). Country Gender Profile: South Africa. Available: [https://www.jica.go.jp/english/our\\_work/thematic\\_issues/gender/background/pdf/e09sa.pdf](https://www.jica.go.jp/english/our_work/thematic_issues/gender/background/pdf/e09sa.pdf)

<sup>8</sup> Office on the Status of Women (OSW). National Policy Framework for Women's Empowerment and Gender Equality. Available : [https://www.environment.gov.za/sites/default/files/docs/national\\_policy\\_framework.pdf](https://www.environment.gov.za/sites/default/files/docs/national_policy_framework.pdf)

<sup>9</sup> Fishery and Aquaculture Country Profiles: The Republic of South Africa. Available: <http://www.fao.org/fishery/facp/ZAF/en#CountrySector-LegalFrameworkOverview>

Gender Action Plan, iSimangaliso MPA EbA Project, WILDTRUST

|   |  |
|---|--|
|   | <p>1935) and the Nature and Environmental Conservation Ordinance, (Ordinance 19 of 1974).</p> <p>Gender is addressed through the National Policy Framework for Women's Empowerment and Gender Equality, through the employment of a gender focal point system. Additionally, a new strategy was recently launched for <a href="#">gender mainstreaming across the environment sector (2016-2021)</a> by the Department of Environmental Affairs. There is a specific section on <i>Gender and Biodiversity &amp; Conservation/ Oceans &amp; Coasts Management</i>.</p>   |
| <i>Climate Change</i>                                   |  |
| Climate change authority                                | Ministry of Environment, Forestry and Fisheries – Department of Climate Change, Air Quality and Sustainable Development  |
| Legal framework & gender considerations                 | <p>National Climate Change Response Policy (DEA, 2011) and the National Development Plan 2030 (NPC, 2011),</p> <p>Gender is addressed through the National Policy Framework for Women's Empowerment and Gender Equality, through the employment of a gender focal point system. Additionally, a new strategy was recently launched for <a href="#">gender mainstreaming across the environment sector (2016-2021)</a> by the Department of Environmental Affairs (DEA). There is a specific section on Gender and Climate Change.</p>  |
| <i>Coastal Zone Management / Marine Protected Areas</i> |  |
| Coastal zone management authority                       | Ministry of Environment, Forestry and Fisheries – Department of Oceans and Coasts (OC)   |
| Legal framework & gender considerations                 | <p>In South Africa, the leading instrument for MPA making has historically been the Marine Living Resources Act and, to a lesser extent, the National Parks Act. Today, the South Africa National Environmental Management: Protected Areas Act provides for a more coordinated approach to creating protected areas, including MPAs, and sets out the objectives and framework for the declaration and management of protected areas generally. Additionally, institution of the <a href="#">Integrated Coastal Management Act of 2008</a> reorganized marine environmental protection and conservation with a unique integrated approach that includes provision for coastal protected areas, coastal wetlands, specially protected areas, special management areas, extending through the country's EEZ.</p> <p>Gender is addressed through the National Policy Framework for Women's Empowerment and Gender Equality, through the employment of a gender focal point system. Additionally, a new strategy was recently launched for <a href="#">gender mainstreaming across the environment sector (2016-2021)</a> by the Department of Environmental Affairs. There is a specific section on <i>Gender and Biodiversity &amp; Conservation/ Oceans &amp; Coasts Management</i>.</p> |

Source: Blue Action Fund Gender Guide: Gender-responsive guidance for coastal conservation and sustainable fisheries projects (2020)

**Table 2:** Socio-Economic Context of project Area

| <b>Socio-Economic Context of project Area</b> |   |                     |
|---|---|---------------------|
| <b>Categories</b>                             | <b>uMkhanyakude District Municipality</b>   | <b>Source</b>       |
| <b>Ethnicity</b>                              | Majority Black; isiZulu speaking (99%)  | Mkhize et al. 2019  |
| <b>Education levels</b>                       | 33% of the population have no formal education  | Mander et al. 2023  |
| <b>Matric aged 20+</b>                        | 26%   | Magwaza et al. 2021 |
| <b>Unemployment rate</b>                      | 17% (69% of workers are in formal employment, 18% in the informal sector, and 9% are employed in private households as domestic worker) | Mander et al. 2023  |
| <b>Average income source</b>                  | 90% of average income received by the district comes from grants and subsidies  | Mkhize et al. 2019  |
| <b>Female - headed households</b>             | 60% (average age was above 65 years old)  | Mkhize et al. 2019  |



### **Summary of Key Risks**

Women have high levels of responsibility in the household, with approximately 50% of households being female-headed. Despite this, 20% of women have restricted access to productive and financial resources, and only 54% of women are participants in the labour force (compared to 66% of men). 33% of women also experience discrimination in the family, and 21% experience restricted civil liberties. There are also relatively high incidents of GBV in South Africa. Women in our project area are likely to be on the more severe end of these statistics, given their rural living conditions.

The risks to women identified include:

- Limited involvement in decision-making regarding the MPA.
- Cultural discrimination in economic and entrepreneurial endeavours.
- Increased conflict generated by greater empowerment or opportunity being given to women because men feel opportunities are being ringfenced.
- Historic inequality and low employment levels among women results in reduced capacity for involvement in the economy and lower confidence levels.
- Gender-based violence may result because men do not want women involved in the Project.
- Household responsibilities limit the capacity for involvement in the Project and in decision-making associated with the MPA.
- Failure to make systematic changes to include women in MPA decision-making.
- Increase in workload for women involved in the Project.
- Women are mostly affected when harvesting marine resources leading to the confiscation or destruction of their harvesting tools.
- Unequal benefit sharing among men and women, which could result in psychological stress or conflict.

These risks will be addressed by our Gender-responsive Stakeholder Engagement Plan

## **2. Gender Responsive Stakeholder Engagement Plan**

A gender-responsive Stakeholder Engagement Plan (SEP) should include both women and men, with close consideration for the traditional/cultural context of the Project area to ensure that gender-disaggregated feedback is captured and included in the Project implementation, design and or management of other risks. Participation of all project stakeholders, regardless of position, is important as it takes into account people's social and economic needs, creates ownership and promotes accountability.

A gender-responsive stakeholder engagement means having meaningful consultation such that those who are going to be most affected (by a decision; or activity) have a right to be involved in the decision-making process and should also have the right information to participate in a meaningful way and be aware of how their input affects the decision.

### **2.1 Identifying Stakeholders**

Stakeholder identification and analysis is a tool that helps identify the key actors (or stakeholders) and assess their respective interests, influences, and degree to which they might be impacted. Different stakeholders have interests and will have different positions and views on the Project. As such, the stakeholders for this project were identified as early on in the Project design.

WILDTRUST and the ESA consultants conducted a stakeholder identification exercise which is summarised here. Stakeholders within the project area have been identified and included in the Stakeholder Engagement Plan register (**ESMP, Annex A.1**). Stakeholders were grouped for the analysis, and include:

- **WILDTRUST project staff**
- **Collaborating Authorities and Partners:** DFFE, iSimangaliso Wetland Park Authority, Ezemvelo KZN Wildlife (EKZNW)
- **Project Livelihood Sub-grantees:** Mahlathini Development Foundation, Africa Ignite!, and Indalo Inclusive

- **Sub-grantees:** South African Environmental Observation Network (SAEON)
- **Local & other Authorities:** Traditional Leadership (Amakhosi and iziNduna), National COGTA, South African Heritage Research Agency (SAHRA), AMAFA Institute, KZN EDTEA, KZN DARD, Tourism KZN, District Municipalities (uMkhanyakude and King Cetshwayo District Municipalities) uMhlosinga Development Agency, Local Municipalities (uMhlabuyalingana, Jozini, Big 5 Hlabisa, Mtubatuba, uMfolozi)
- **Law Enforcement and Security:** Local magistrates, SAPS Marine Unit, SA Navy
- **Research and Monitoring Organisations:** University of KwaZulu-Natal (UKZN), Ocean Risk and Resilience Action Alliance (ORRAA), South African Institute for Aquatic Biodiversity (SAIAB), South African Association for Marine Biological Research (SAAMBR).
- **Rural communities:** Communities within the direct (and partial/indirect) influence of the project and outside the sphere of influence, vulnerable/ marginalized groups (women, youth and people with disabilities; and subsistence and small-scale fishers. (See **Box 1** for the list of partner communities).
- **Recreational Users of iSimangaliso MPA:** Recreational Fishers/ Boating Clubs, Tourists, Scuba-Diving individuals
- **Commercial users of iSimangaliso MPA:** Tourism operators inside MPA, Commercial line fishing Operations (offshore) – illegal, SCUBA Diving Concessionaires, Boat charters, Small scale fishers (co-operatives)
- **Civil Society Organisations, Local NGOs and Business Interests:** Media, Private Property Owners/ Developers, Commercialisation investors, Ratepayers/ residents, Conservation NGOs, Ecological / Human Rights Activist Groups, Friends of Small-scale Fishers

## 2.2 Engaging Stakeholders & Overcoming Barriers to Stakeholder engagement

How stakeholders are engaged is vital to the success of the Project and to ensuring gender equity in project activities. A key component of this, is being aware of and managing the potential barriers to women’s participation in project engagements. **Table 3** identifies these barriers to stakeholder engagement and the relevant measures employed by the Project to best manage them.

**Table 3:** Identified Barriers to Stakeholder Engagement and relevant measures employed by the Project

| Identified Barriers to Stakeholder Engagement   | Approach and measures that will be taken to remove these barriers/ ensure its effectiveness  |
|---|--|
| Low literacy levels   | <ul style="list-style-type: none"> <li>• Use of local language in documents and during the engagement</li> <li>• Frame engagement/content/questions in a way that stakeholders can understand - taking into consideration the literacy levels and education levels of the stakeholders</li> <li>• Where possible, provide foundational workshops for individuals who have less background/experience on the subject so that everyone can be prepared and knowledgeable</li> </ul>  |
| Lack of access to information   | <ul style="list-style-type: none"> <li>• Create communication materials in languages (or with images) that everyone can understand. Tailor messages for different groups through the most appropriate communication channels (e.g., radio, written, informal, community meeting, etc.) depending on how each gets their information</li> </ul>   |
| Not able to participate effectively/freely (being in the same group with men; for youth - older age groups) | <ul style="list-style-type: none"> <li>• Conduct separate activities with women and men (with same sex facilitators) so that participants feel comfortable.</li> <li>• Promote equal opportunities for both men and women</li> <li>• Encourage the facilitator to seek out opinions and contributions from quieter groups/individuals.</li> <li>• Provide all relevant information in a friendly manner to stakeholders/participants</li> <li>• Explicit invitations to participate and showing that the facilitator values the contributions of all voices and hopes</li> </ul> |

|   |  |
|---|--|
|   | <p>to see a diversity of community members.</p> <ul style="list-style-type: none"> <li>• Ensure that activity discourse is conducted in the local language.</li> <li>• Work with local leaders and male project participants to explain the importance of women's participation and identify culturally appropriate ways to allow for their participation.</li> </ul>                  |
| Take note of the differentiated priorities and needs of females, males, and youth                   | <ul style="list-style-type: none"> <li>• Understand cultural norms work with households to identify appropriate ways to allow for both women's and men's participation</li> </ul>  |
| Mobility/distance to the location of the engagement   | <ul style="list-style-type: none"> <li>• Move activities closer to communities where you want to engage with people.</li> <li>• Provide transportation to activities.</li> </ul>   |
| Not being involved in decision-making and lack of representation in community leadership structures | <ul style="list-style-type: none"> <li>• Try to tackle social and or economic needs, gender stereotypes/issues faced in the Project area or amongst stakeholder groups</li> <li>• Formation of women/men groups as means of engagement</li> </ul>  |
| Conflicting priorities/ timing of engagements   | <ul style="list-style-type: none"> <li>• Childcare assistance at the time of the engagement (women)</li> <li>• Take note of the differentiated priorities and needs of females, males, and youth.</li> <li>• Find out what time of day/season women and men tend to be available and schedule activities then.</li> <li>• Engage with women and men separately where needed</li> </ul> |

The Project design will take into account these barriers to participation and consider the following in response:

- Provide basic gender training and follow-up trainings, particularly for staff members and project partners who interact with the community to highlight gender dynamics and integrate social inclusion of all groups (men, women and the youth).
- Allocate an amount in the project budget for gender activities and/or training directed particularly at empowering women, men and youth to meaningfully participate in decision-making platforms, project interventions and promote social inclusion of all groups within the Project area.
- Consult with all stakeholder groups including local women's organizations, traditional authorities, indigenous (where relevant) and youth groups, governmental entities, or conservation/development NGOs on best practice of social inclusion of men, women and youth within project area.

### 2.2.1 Proposed Gender-Responsive Measures

Gender responsive measures to SE mechanisms are detailed in **Table 4**.

**Table 4: Gender Measures for Stakeholder Engagement Mechanisms**

| Planned Stakeholder Engagement Mechanisms    |  |   |                         |  |   |
|--|--|---|-------------------------|--|---|
| SE Mechanism                                 | Lead by  | Other participants  | Type                    | Activities / Topics included   | Gender measures   |
| Partnership-building and Dialogue Process    | Andrew Boraine (Consultant)  | iSimangaliso Authority, EKZNW, Traditional Authorities and Communities, and WILDTRUST   | WT partner activity     | An expert experienced in facilitation of partnership-building and in steering and managing complex societal transitions in the South African context, to advise on and oversee the design of a process and the capacity-building of key stakeholders, and support trust-building and positive engagement for common shared outcomes amongst traditional leadership and communities and the Park authorities. | <ul style="list-style-type: none"> <li>• Promote fair representation of PAPs and stakeholders, including women, men, youth and vulnerable and affected people.</li> <li>• Engagement and content to be shared should be in isiZulu and English.</li> <li>• Key PAPs/stakeholders, including women have a fair opportunity to contribute.</li> <li>• If possible, engagements to take place at a central, accessible point, taking barriers such as time and accessibility for women into account.</li> </ul>  |
| Trust in Action Dialogue Workshops           | Local social facilitator/s (selected by both IWPA and the communities) | iSimangaliso Authority, EKZNW, Traditional Authorities and Communities, and WILDTRUST   | WT partner activity     | A space for dialogue around a few key issues to build a foundation of trust in action, on which a stronger relationship can be built and shared common outcomes and how action towards these can be arrived at.  | <ul style="list-style-type: none"> <li>• Facilitate the inclusion of gender-responsive analyses and assessments into the discussion to further understand the gender- differentiated impacts, resource use and issues faced in MPAs.</li> <li>• Offer of childcare support for women if feasible.</li> </ul>  |
| MPA, Estuary and Catchment Stakeholder Forum | iSimangaliso, EKZNW  | WILDTRUST, various MPA stakeholders to be defined in the Stakeholder Forum ToR including EDTEA, DWS, DFFE, Health, Rural Development, Traditional Authorities. Includes representatives of project affected people. | Formal mandated process | All matters related to MPA, including stakeholder and law enforcement issues. Discussion and feedback on social and ecological data collection objectives, methodologies and feedback on results. This forum will allow stakeholders to engage regularly with Park management and address and share information and inputs to the management planning process and introduce EbA approaches and benefits.     | <ul style="list-style-type: none"> <li>•Promote fair representation of PAPs and stakeholders, including women, men, youth and vulnerable and affected people.</li> <li>• Engagement and content to be shared should be in isiZulu and English.</li> <li>• Key PAPs/stakeholders to be capacitated by WILDTRUST to enable their input, including separate consultations with women's groups (and also potentially men's groups) to ensure women have a fair opportunity to contribute.</li> <li>• If possible, engagements to take place at a central, accessible point, taking barriers such as time and accessibility for women into account.</li> <li>• WILDTRUST's Community Engagement Principles (including</li> </ul> |

| Planned Stakeholder Engagement Mechanisms              |                     |  |                     |   |   |
|--|---------------------|--|---------------------|---|---|
| SE Mechanism   | Lead by             | Other participants   | Type                | Activities / Topics included  | Gender measures   |
|  |                     |  |                     |   | Gender Measures) to be shared with key IWPA, EKZNW and WILDTRUST staff leading up to the establishment of the forum and subsequent stakeholder engagement.<br><ul style="list-style-type: none"> <li>• Offer of childcare support for women if feasible.</li> </ul>   |
| Park boundary clarification field visits and workshops | iSimangaliso, EKZNW | Induna-led community delegations                                       | WT partner activity | Facilitate field site visits and workshops to develop shared and common understanding between the Park Authority and communities of the park boundaries, and erect relevant language and culture-sensitive signage and demarcation methods (markers) to clarify these on the ground.  | <ul style="list-style-type: none"> <li>• Ensure fair representation of PAPs and stakeholders including women, men, youth and vulnerable and affected people.</li> <li>• Engagement and content to be shared should be in local language.</li> <li>• Engagements can be separated if necessary to ensure women feel confident to voice their opinions.</li> <li>• Offer of childcare support for women if feasible.</li> </ul> |
| Boundary Demarcation Area Maps                         | WILDTRUST           |  | WT project activity | Develop local area maps (for each 5 Primary Community areas and surrounding Secondary Community areas, and for the 4 clusters of Outlying and Peripheral Communities), with Park boundaries, traditional authority boundaries and municipal boundaries, landcover, vegetation and habitats shown, including information on park rules and rationales, to distribute to affected stakeholders and generate posters for display at prominent places and in Community Resource Hubs. | <ul style="list-style-type: none"> <li>• Facilitate the inclusion of gender-responsive analyses and assessments into the discussion to further understand the gender- differentiated impacts, resource use and issues faced in MPAs.</li> </ul>   |
| Co-management Committees                               | WILDTRUST           | Marine subsistence resource users (non-commercial small-scale fishers) |                     | Co-management of marine subsistence resource use (non-commercial small-scale fisheries for food security), including the establishment of co-management zones within the iSimangaliso MPA and adjacent buffer zones, implemented with a focus on piloting this during this project (using the provisions in the Protected Areas Act) in   | <ul style="list-style-type: none"> <li>• Facilitate the inclusion of gender-responsive analyses and assessments into the discussion to further understand the gender- differentiated impacts, resource use and issues faced in MPAs.</li> </ul>   |

| Planned Stakeholder Engagement Mechanisms                   |                  |   |  |   |   |
|---|------------------|---|--|---|---|
| SE Mechanism  | Lead by          | Other participants  | Type   | Activities / Topics included  | Gender measures   |
|   |                  |   |  | <p>kwaSokhuku, kwaMabibi, kwaDapha, eNkovukeni.</p> <p>This will include 3 functioning Co-management committees, composed of fisher representatives, MPA managers and supported by NGOs and/or researchers and focal group/workshops with fishers in each of the pilot communities to gather traditional and indigenous local knowledge and practices with regards to harvesting areas and species.</p> |   |
| Socio-economic and project baseline surveys and assessments | WILDTRUST / UKZN | Community Households in 5 Primary beneficiary communities and associated Secondary communities  | WT Activity - Household Survey in relevant project sites - <i>focal group discussions and survey interviews.</i> | This will serve as a baseline and project closure assessment of the understanding of climate risks and existing mitigation measures. This will inform mitigation planning for the revision of the ESMP, MPA stakeholder consultation and engagement process, selection of areas where climate-smart agriculture is required and will not have any negative social and environmental impacts.            | <ul style="list-style-type: none"> <li>• Ensure fair representation of PAPs and stakeholders including women, men, youth and vulnerable and affected people.</li> <li>• Surveys and focus groups will be done in local language and at a time/location that is suited to the participants.</li> <li>• The research team collecting data will be a mix of females and males.</li> <li>• Women will be engaged separately</li> <li>• The survey and focus group questions will be gender sensitive.</li> <li>• Facilitate the inclusion of gender-responsive analyses and assessments into the discussion to further understand the gender- differentiated impacts, resource use and issues faced in MPAs.</li> </ul> |
| Co-created livelihoods beneficiation Meetings and Workshops | WILDTRUST        | Interviews, focal group discussions and workshops held with rural communities and community leadership and designated representatives in each partner community | WT project activity  | To develop clear livelihoods beneficiation and communication strategies that (1) are targeted at the most vulnerable community members, and (2) are deemed fair and appropriately apportioned community beneficiaries, and (3) support and build on IWPA's beneficiation strategy.  | <ul style="list-style-type: none"> <li>• Ensure that gender dynamics identified in gender analysis are considered in all engagement activities.</li> <li>• Ensure fair representation of PAPs and stakeholders including women, men, youth and vulnerable and affected people.</li> </ul>   |
| Co-created livelihoods beneficiation Meetings and Workshops | WILDTRUST        | iSimangaliso Authority  | WT project activity  | To align approaches to beneficiation where there is opportunity to enhance  | <ul style="list-style-type: none"> <li>•WILDTRUST's Community Engagement Principles will be shared with the Project Team.</li> </ul>  |

| Planned Stakeholder Engagement Mechanisms      |   |   |                     |   |  |
|--|---|---|---------------------|---|--|
| SE Mechanism                                   | Lead by                                       | Other participants  | Type                | Activities / Topics included  | Gender measures  |
|  |   |   |                     | livelihoods and benefits for communities through collaboration.   | <ul style="list-style-type: none"> <li>• Ensure that benefit sharing for potential livelihood initiatives across all groups has been identified</li> </ul>   |
| Indigenous Knowledge Gatherings                | WILDTRUST                                     | Community representatives   | WT project activity | Community gatherings, storytelling, and performances to better understand traditional and existing agricultural and other livelihood practices at hubs. Participatory methods such as Timeline, which can elicit rich indigenous knowledge and historical background which renders old participants in the group invaluable to discussions, will be explored as part of the methodologies.  | <ul style="list-style-type: none"> <li>• Facilitate the inclusion of gender-responsive engagements to ensure that both men and women's indigenous knowledge is considered and captured</li> <li>• Ensure fair representation of PAPs and stakeholders including women, men, youth and vulnerable and affected people.</li> <li>• Engagement and content to be shared should be in local language.</li> <li>• Engagements can be separated if necessary to ensure women feel confident to voice their opinions.</li> <li>• Offer of childcare support for women if feasible.</li> </ul> |
| Regional WIO Workshop                          | WILDTRUST (BAF uThukela MPA EbA project team) | Local, national, and international institutions including iSimangaliso project members and partners | WT project activity | Regional 3-day online workshop covering key Marine EbA themes and case studies identified during the Project and relevant to the latest Marine EbA Priorities. The workshop will include a balance of presentations of lessons learned from this project, and others across the region, with multiple breakaway discussion groups where participants can discuss these themes and the emergent topics identified by participants. | <ul style="list-style-type: none"> <li>• Facilitate the inclusion of gender-responsive analyses and assessments into the discussion to further understand the gender- differentiated impacts, resource use and issues faced in MPAs.</li> </ul>  |
| Exchange Visits between EbA projects           | WILDTRUST                                     | WILDTRUST uThukela MPA project and Peace Parks Foundation PPR MPA project                           | WT project activity | Exchange visits between MPA managers and national agencies involved in this Blue Action EbA with other relevant projects in South Africa and Mozambique   |  |
| International and regional symposia attendance | TBC   | WILDTRUST   | WT project activity | Members of the Project team will attend and present project results and lessons at national, regional, and international Symposia   | <ul style="list-style-type: none"> <li>• Ensure fair representation of PAPs and stakeholders and opportunities enabled for women.</li> </ul>   |



| Planned Stakeholder Engagement Mechanisms                |                     |  |                     |  |   |
|--|---------------------|--|---------------------|--|---|
| SE Mechanism   | Lead by             | Other participants   | Type                | Activities / Topics included   | Gender measures   |
| High-level Strategy and Policy Planning Workshops        | WILDTRUST           | Key individuals from the district, provincial, national government Policy and Planning departments being organised by the BAF uThukela EbA project   | WT project activity | Contributing to higher importance of EbA approaches for climate resilient management   | <ul style="list-style-type: none"> <li>Facilitate the inclusion of gender-responsive analyses and assessments into the discussion to further understand the gender- differentiated impacts, resource use and issues faced in MPAs.</li> </ul> |
| iSimangaliso Climate Resilience Governance Liaison Forum | iSimangaliso, EKZNW | DFFE, EDTEA, COGTA local government and WILDTRUST (possibly as secretariate)   | WT partner activity | Forum to integrate across stakeholders and government agencies to identify and solve challenges. Informed by the Socio-ecological Systems Model for Climate Resilience developed under Output 4, and creating a platform for different government departments, NGOs, traditional authorities, and representatives of stakeholder groups to come together to discuss and coordinate activities and interventions. Terms of reference will be developed on inauguration but envisaged to include food security, land use, education, water, basic service provision (water, electricity), sustainable development, health, and conservation. | <ul style="list-style-type: none"> <li>Facilitate the inclusion of gender-responsive analyses and assessments into the discussion to further understand the gender- differentiated impacts, resource use and issues faced in MPAs.</li> </ul> |
| Small-scale Fisheries Reference Group                    | WILDTRUST           | Small-scale Fisheries Reference Group comprising members of research institutions, non-governmental organizations and key individuals who have experience and knowledge of small-scale fisheries in South Africa | WT project activity | Provide a platform for comment on the ToR of the review as well as the product that results (Activity 7.1.4), and to enable constructive informed discussions amongst players and in engagements with government   | <ul style="list-style-type: none"> <li>Facilitate the inclusion of gender-responsive analyses and assessments into the discussion to further understand the gender- differentiated impacts, resource use and issues faced in MPAs.</li> </ul> |
| Small-scale Fishers' National Meetings Attendance        | WILDTRUST           | Small-scale fishers from iSimangaliso MPA  | WT Project Activity | Provide support for small-scale fishers from iSimangaliso MPA to attend national MPA workshops/forums which provide MPA decision-makers and managers and fishers opportunity to engage, understand and address challenges.   |   |

| Planned Stakeholder Engagement Mechanisms                           |           |   |   |   |  |
|---|-----------|---|---|---|--|
| SE Mechanism  | Lead by   | Other participants  | Type  | Activities / Topics included  | Gender measures  |
| Project Team Meetings   | WILDTRUST | N/A   | WT project activity                         | To ensure the workplan is followed  | WILDTRUSTs Community Engagement Principles will be shared with the Project Team.   |
| Full partner meetings   | WILDTRUST | All project partners  | WT project activity                         | To ensure the workplan is followed, collaborative and informed decisions can be made and the programme is moving forward consistently   | Bi-annually<br><ul style="list-style-type: none"> <li>Traditional Authorities (TA's – community leadership) usually do not have female representation. In Year 1 the Community Site Manager and/ stakeholder engagement manager employed for the Project will establish ways to incorporate women's (and other underrepresented groups) input into TA's decision-making related to the Project in a culturally appropriate way that is designed by the community and supported by the TA.</li> <li>WILDTRUSTs Community Engagement Principles will be shared with the Project Steering Committee.</li> </ul> |
| Community Resource Centre Steering committee or "similar structure" | WILDTRUST | iSimangaliso Management Authority, EKZNW, Community leadership and MPA management authority                 | WT project activity                         | Develop long term strategies for sustainability of the operations of each of the Community Resource Centres established, and of participatory co-management of natural resource use. This will be part of the joint vision action, tackled as part of the partnership dialogue process.   |  |
| Climate mitigation and adaptation knowledge-building workshops      | WILDTRUST | iSimangaliso Authority, DEFF, EKZNW, DWS, and relevant local municipalities and key stakeholder groups reps | Community centre sites / other local venues | Information sharing and knowledge-building workshops to promote the understanding of EbA approaches and support the Project in the implementation of EbA approaches - build capacity and knowledge to empower engagement.   | <ul style="list-style-type: none"> <li>Ensure fair representation of PAPs and stakeholders including women, men, youth and vulnerable and affected people.</li> <li>Engagement and content to be shared should be in local language.</li> <li>Engagements can be separated if necessary to ensure women feel confident to voice their opinions.</li> <li>Offer of childcare support for women if feasible.</li> </ul>  |
| Women's group training and peer support groups                      | WILDTRUST | Female leaders in communities   | Support groups                              | Facilitate set up of support groups/networks, that meets quarterly at the five (5) Community Climate Adaptation Resource Centres. Topics will include anything of importance to women with a focus on known issues such as GBV, teenage pregnancy, health, empowerment, stokvels, and business support. Where possible other community support programmes will be | <ul style="list-style-type: none"> <li>Fair representation of women across age and income groups.</li> <li>Some engagements will include men, to hear their perspectives, establish gender dynamics and promote social cohesion.</li> <li>Engagement and content to be shared should be in local language.</li> </ul>  |

| Planned Stakeholder Engagement Mechanisms   |           |   |  |   |  |
|---|-----------|---|--|---|--|
| SE Mechanism  | Lead by   | Other participants                                      | Type   | Activities / Topics included  | Gender measures  |
|   |           |   |  | invited to participate and provide guidance and support.  | <ul style="list-style-type: none"> <li>The Traditional Counsel (TC) will be informed of these engagements to avoid any suspicion or conflict.</li> </ul>   |
| Community involvement in identification of criteria (including where the recruitment pool stems from within project feasibility) for employment opportunities | WILDTRUST | Traditional authorities leadership reps and Counsellors | Community meetings   | Inclusion of Traditional Authority leadership and the Counsellors in design process for employment opportunities that will become available for the youth and communities.  | <ul style="list-style-type: none"> <li>Traditional Authorities (TA's – community leadership) usually do not have female representation. In Year 1 the Community Site Manager and Stakeholder Engagement manager will establish ways to incorporate women's (and other underrepresented groups) input into TA's decision-making related to the Project in a culturally appropriate way that it designed by the community and supported by the TA.</li> <li>Ensure fair representation of PAPs and stakeholders including women, men, youth and vulnerable and affected people.</li> <li>Engagement and content to be shared should be in local language.</li> </ul> |
| Facilitate Awareness-raising (Media articles and publications)  | WILDTRUST | Regional media  | Press releases, social media, hub awareness raising, website to track project processes. | Use media communications to build awareness of EbA approaches and MPA benefits, including lessons learned during project period with a focus on inclusive access to media. One media trip per year to educate the media about the challenges in the park and promote balanced media publications and elicit their support for holistic solutions for people and nature in the area. | <ul style="list-style-type: none"> <li>Inclusion of women's success stories to highlight progress for women and build confidence.</li> </ul>   |
| Workshops, webinar series and publication of EbA MPA lessons learned  | WILDTRUST | All stakeholders  | Events and public document for circulation (case study)                                  | Feedback to stakeholders on lessons learned.  | N/A  |

## 2.2.2 GBV Mitigation Measures

To ensure social cohesion and not increase any risks of GBV to women, the Project is taking the following measures:

- Facilitate the inclusion of gender-responsive analyses and assessments into discussions
- Ensure fair representation of PAPs and stakeholders including women, men, youth and vulnerable and affected people.
- Ensure that gender dynamics identified in gender analysis are considered in all engagement activities
- Ensure that benefit sharing for potential livelihood initiatives across all groups has been identified
- Ensure that WILDTRUST's Community Engagement Principles are shared with the Project Team
- Ensure that project establishes ways to incorporate women's (and other underrepresented groups) input into Traditional Authority's decision-making related to the Project in a culturally appropriate way that is designed by the community and supported by the TA.

## 2.3 Principles for Engagement

The following principles for engagement have been identified:

- Consider experiences of both women and men (equally);
- Visibility of diversity in roles for both women and men;
- Gender-sensitive use of language;
- Equal treatment of both women and men;
- Acknowledge existing conflict and be sensitive to them;
- Engagements should be based on mutual understanding, respect, and trust;
- Ensure engagement activities are undertaken in a manner that is inclusive, culturally appropriate, and tailored to PAPs literacy levels, and gender-specific needs so that project information is accessible to stakeholders in understandable formats;
- Ensure that engagement is accessible in terms of stakeholders' abilities to physically get to selected meeting venues;
- Ensure all engagement activities are free of intimidation or coercion, and all participants are aware of their rights under national law and international standards.

## 3. Gender Action Plan

This Gender Action Plan (**Table 5**) has been developed to identify specific actions addressing any identified risks and opportunities to strengthen women's participation in decision-making and management in project activities. Qualitative and quantitative gender-responsive indicators for proposed interventions have been identified to ensure accountability and commitment to gender targets. We have also identified which team has lead responsibility, estimate baseline and targets, anticipated budget requirements and timing.

**Table 5: Gender Action Plan**

| Project Indicators   | Activities | GAP Objective  | Action  | Lead Responsibility   | Indicator | Baseline  | Target | Estimated budget | Timing                          |                 |
|--|------------|--|---|---|-----------|---|--------|------------------|---------------------------------|-----------------|
| <b>OUTPUT 1: IMPROVED RESOURCES, INSTRUMENTS AND CAPACITIES FOR MPA MANAGEMENT AND SUSTAINABLE USE</b> |            |  |   |   |           |   |        |                  |                                 |                 |
| <b>Indicator 1.1:<br/>Improved Stakeholder Engagement</b>  | 1.1.1      | Create and support implementation of platform for dialogue and trust between iSimangaliso and rural community stakeholders | Strengthen women's participation in engagements with Park management and ensure that women's views, as resource users, are considered by Park Authority | Formulate community engagement principles and participatory recommendations to be used in relationship building dialogues and ensure voices of youth, women, and any identified vulnerable affected user groups are heard.                              | ESMS Team | Development of inclusive community engagement principles and participatory recommendations.   | 0      | 1                | No cost implications            | Inception Phase |
|  | 1.1.2      | Improve MPA & Estuarine stakeholder engagement (SE)  | Strengthen women's participation in MPA & Estuarine Management and ensure that all resource users' needs and priorities are reflected in the plans.     | Formulate community engagement principles and participatory recommendations to be used in community engagement for the MPA and EMP planning process to ensure the voices of youth, women, and any identified vulnerable affected user groups are heard. | ESMS Team | Development of inclusive community engagement principles and participatory recommendations.<br><br>% of women and men reporting their ideas, needs and opinions are/were reflected in MPA and EMP Management Plans. | 0      | 1                | No additional cost implications | Inception Phase |
|  |            |  |   | Provide training in application of the community engagement principles and participatory processes to key iSimangaliso, Ezemvelo and WILDTRUST staff leading on stakeholder engagement.   |           | No. of conservation authority and project staff who received training in community engagement principles and participatory recommendations  | 0      | 15               |                                 |                 |

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|       |   |   |  |   |  |  |                                 |                                 |                                 |             |
|-------|---|---|--|---|--|--|---------------------------------|---------------------------------|---------------------------------|-------------|
|       |   |   |  | Include women-focused sessions as part of Activity 5.6.3 (Peer support groups) to build their confidence and capacity of women to participate more meaningfully on climate change issues. |  | Increased number of women participating meaningfully on decisions pertaining to climate change mitigation. | DNA                             | 1                               | No additional cost implications | Years 1 - 4 |
| 1.1.3 | MPA, Estuary and Catchment Stakeholder Forum meetings | Strengthen women's participation in MPA & Estuarine Management and ensure that all resource users' needs and priorities are reflected in the plans.   | Formulate community engagement principles including gender integration and social inclusion, and participatory recommendations to be used in community engagement for the MPA and EMP planning process to ensure the voices of youth, women, and any identified vulnerable affected user groups are heard. | ESMS Team   | Development of inclusive community engagement principles and participatory recommendations                               | 0  | 1                               | No cost implications            | Inception Phase                 |             |
| 1.1.4 | Rural Community Knowledge Building Workshops          | Facilitate participatory, capacity-building sessions, workshops, and trainings to encourage knowledge sharing and ensure women's and men's priorities, needs and ideas are respected and recognized in MPA plan development/ expansion and implementation | Facilitate participatory capacity building sessions, workshops, and trainings to encourage knowledge sharing   | Project Team (existing activity)  | Percentage of women and men participating in coastal resource management decision-making bodies.                         | DNA (known low female participation )  | >30% F                          | No additional cost implications | Year 1 and 2                    |             |
|       |   |   |  |   | Percentage of women and men reporting their ideas, needs and opinions are/were reflected in MPA and EMP Management Plans | 30%  | Self-reported increase (>60% F) |                                 |                                 |             |
|       |   |   |  |   | Level of women's and men's awareness regarding MPA/fishery rules and regulations.  | DNA  | Self-reported increase          |                                 |                                 |             |

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|  |       |   |   |  |                                       |   |     |                               |                                 |                 |
|--|-------|---|---|--|---------------------------------------|---|-----|-------------------------------|---------------------------------|-----------------|
|  |       |   |   |  |                                       | Level of women's and men's awareness regarding MPA/fishery rules and regulations.                                     | DNA | Self reported increase (>60%) |                                 |                 |
| <b>Indicator 1.2: MPA Management Effectiveness</b>           | 1.2.1 | Management Effectiveness assessment processes for adaptive management | Strengthen understanding of the differentiated social and cultural factors impacting women's and men's participation in, awareness and knowledge of conservation activities, and develop gender-responsive approaches to address these issues | Incorporate gender-based violence awareness into honorary officer and MPA Management Staff training.   | ESMS Team, Project Team               | No. of individuals participating in sensitization around gender-based violence.                                       | 0   | 30                            | No additional cost implications | Year 1          |
|  | 1.2.2 | Marine and estuarine enforcement and monitoring support               |   |  |                                       |   |     |                               |                                 |                 |
| <b>Indicator 1.3: MPA Management Staff Capacity-building</b> | 1.3.1 | Refresher legal compliance training                                   | Strengthen understanding of the differentiated social and cultural factors impacting women's and men's participation in, awareness and knowledge of conservation activities, and develop gender-responsive approaches to address these issues | Incorporate gender-based violence awareness into honorary officer and MPA Management Staff training.   | ESMS Team, Project Team, Consultants. | No. of individuals participating in sensitization around gender-based violence.                                       | 0   | 30                            | No additional cost implications | Year 1          |
|  | 1.3.2 | Refresher species identification training                             |   |  |                                       |   |     |                               |                                 |                 |
|  | 1.3.3 | EbA focused MPA and Estuarine Managers Course                         | Strengthen understanding of the differentiated social and cultural factors impacting women's and men's participation in, awareness and  | Facilitate the inclusion of gender-responsive analyses and assessments into the Baseline research to fully understand the gender- differentiated impacts of MPAs plans | ESMS Team, Consultants                | No of data collection tools incorporating gender-responsive analysis into the Baseline Study survey and focus groups. | 1   | 2-3                           | No additional cost implications | Inception phase |



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|       |  |   |  |                         |  |   |   |                                 |   |  |
|-------|--|---|--|-------------------------|--|---|---|---------------------------------|---|--|
|       |  |   | knowledge of conservation activities, and develop gender-responsive approaches to address these issues | and project outcomes.   |  |   |   |                                 |   |  |
| 1.3.4 | Essential skills training<br>MPA managers and field rangers/<br>law enforcement personnel, in basic requirements like swim and water confidence                |   |  |                         |  |   |   |                                 |   |  |
| 1.3.5 | Vessel safety and confidence<br>Management staff will also be provided with competency and safety skills on vessels and in equipment operation and maintenance |   |  |                         |  |   |   |                                 |   |  |
| 1.3.6 | Train and employ local skippers from the communities and provide mentorship for sustainability   | Contribute to shifting social and cultural norms that shape harmful ideas of masculinity and the marginalization of women in resource management, access and control, in order to improve sustainability of resource use and mitigate risks of any unintentional consequences on the safety and health of women and girls | Increase participation of women involved in small-scale fisheries sector.                              | ESMS Team, Project Team | No. of women participating in small-scale fisheries training | 0 | 1 | No additional cost implications | Community-Sourced skippers x 3, 4 years |  |

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|  |       |   |   |   |                                   |  |         |            |                                 |             |
|--|-------|---|---|---|-----------------------------------|--|---------|------------|---------------------------------|-------------|
| <b>Indicator 1.4: Park Boundary Demarcation</b>              | 1.4.1 | Boundary clarification for MPA communities  | Strengthen women's participation, as resource users, is considered by Park Authority  | Facilitate the inclusion of gender-responsive analyses and assessments into the baseline research to fully understand the gender-differentiated impacts of MPAs plans and project outcomes. | ESMS Team, Project Team           | % of women participating in interviews / focus groups / consultations.   | Unknown | 30%        | No additional cost implications | Year 1      |
|  |       |   |   | Ensure inclusive participation of women and men in consultations.   |                                   |  |         |            |                                 |             |
|  | 1.4.2 | Boundary demarcation area maps and information dissemination to distribute to affected stakeholders |   |   | ESMS Team, Project Team           | No. of women, no. of men reporting having received adequate information on boundary demarcations.  | 0       | TBC        | No additional cost implications |             |
| <b>Indicator 1.5: Community Co-management and Monitoring</b> | 1.5.1 | Co-management for small-scale fishing   | Strengthen women's participation in MPA & Estuarine Management and ensure that all resource users' needs and priorities are reflected in the plans  | Ensure inclusive participation of women and men in consultations  | ESMS Team, Project Team           | No. of women, no. of men participating in co-management arrangements   | 0       | 50 F, 50 M | No additional cost implications | Years 2 - 4 |
|  | 1.5.2 | Implement a community small-scale fishery monitoring programme                                      | Strengthen women's participation in MPA & Estuarine Management and ensure that all resource users' needs and priorities are reflected in the plans. | Ensure inclusive participation of women in community resource use monitoring programme  | ESMS Team, Project Team           | No. of women, no. of men participating in training and employment.<br><br>No. of women, no. of men reporting benefiting from monitoring support program. | 0       | 25 F, 25 M | No additional cost implications | Years 2 - 4 |
|  | 1.5.3 | Community Turtle monitoring programme   | Strengthen women's participation in sustainable finance solutions for the MPA.  | Ensure inclusive participation of women and men in consultations  | Project Team (follow up activity) | No. of women (>50%) and men consulted and engaged in sustainable finance solutions.  | 0%      | >50% F     | No additional cost implications | Years 1 - 4 |
| <b>Indicator 1.6: Sustainable MPA</b>                        | 1.6.1 | Establish a team to implement and   | Strengthen Women's  | Ensure inclusive participation of women   | Project Team (follow up activity) | No. of women (>50%) and men consulted and  | 0%      | >50% F     | No additional cost implications | Years 2 - 4 |

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|  |       |   |   |  |                                     |  |     |        |                                 |                 |
|--|-------|---|---|--|-------------------------------------|--|-----|--------|---------------------------------|-----------------|
| <b>Financing</b>   |       | guide Sustainable Financing strategies development  | participation in sustainable finance solutions for the MPA.   | and men in consultations   |                                     | engaged in sustainable finance solutions.  |     |        |                                 |                 |
|  | 1.6.2 | Carbon asset identification. Conduct baseline economic valuation of ecosystems and natural assets in MPA and associated estuaries | Identifying and integrating women's perspectives in strengthening institutional and regulatory systems for climate-responsive planning and development. | Guideline Document outlining the need for and benefit of EbA approaches, and their inclusion in protected Area and Estuarine Management Plans, and District Management Plans includes gender differentiated EbA approaches | ESMS Team, Project Team             | % of women, no. of men participating in workshops to inform the development of the guideline document. | 0%  | >50% F | No additional cost implications | Years 2 & 4     |
| <b>Indicator 1.7: Improved Ocean literacy and sustainable fisheries knowledge</b>      | 1.7.1 | MPA Benefits Awareness Campaign   | Generate awareness of risks and benefits to women in MPAs.  | Integrate gender considerations and social inclusion in awareness, ocean literacy and sustainable fisheries knowledge-building   | Project Team, Comms Team, ESMS Team | Media M&E statistics   | N/A | N/A    | No additional cost implications | Years 1 - 4     |
|  | 1.7.2 | Community Ocean Literacy and sustainable fisheries knowledge-building   |   |  |                                     |  |     |        |                                 |                 |
| <b>Indicator 1.8: Environmental &amp; Social Management System (ESMS)</b>              | 1.8.1 | Environmental & Social Management System (ESMS) developed, implemented, and monitored   | Ensure gender inclusion in project design and all safeguarding principles   | Staff training in Gender Mainstreaming & GBV   | ESMS Team, Gender Expert            | No. of staff and partner staff trained.  | 0   | >50    | Gender Expert training costs    | Inception Phase |
|  | 1.8.2 | ESMS Legal Review and Gap Analysis developed and communicated   |   |  |                                     |  |     |        |                                 |                 |
| <b>OUTPUT 2: STRENGTHENED ADAPTIVE CAPACITY AND REDUCED EXPOSURE TO CLIMATE RISKS</b>  |       |   |   |  |                                     |  |     |        |                                 |                 |
| <b>Indicator 2.1: Climate-change Risk Assessment</b>                                   | 2.1.1 | Climate Vulnerability Assessment  | Ensure women's views and perceptions are adequately captured, project risks to livelihood identified and potential mitigation measures outlined.        | Ensure inclusive participation of women and men in consultations   | Townsville University, ESMS Team    | No. of women (>50%) and men consulted and engaged in assessments                                       | 0%  | >50% F | No additional cost implications | Year 1          |
|  | 2.1.2 | Socio-economic and project baseline surveys and assessments (climate-risk inclusions)   |   |  | ESMS Team, UKZN                     |  | 0%  | >50% F | No additional cost implications | Year 1 and 4    |
|  | 2.1.3 | Ecosystem baseline survey and assessment  |   |  |                                     |  |     |        |                                 |                 |
| <b>Indicator 2.2: Climate-change Risk Monitoring, Reporting and Knowledge-building</b> | 2.2.1 | Climate Mitigation and Adaptation Knowledge Building Workshops  | Ensure women's views and perceptions are adequately captured, project risks to livelihood identified and  | Ensure inclusive participation of women and men in consultations   | ESMS Team, UKZN                     | No. of women (>50%) and men consulted and engaged in assessments                                       | 0%  | >50% F | No additional cost implications | Year 1 and 4    |

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|  |       |  |   |   |                                |   |    |        |                                 |               |
|--|-------|--|---|---|--------------------------------|---|----|--------|---------------------------------|---------------|
|  |       |  | potential mitigation measures outlined.   |   |                                |   |    |        |                                 |               |
|  | 2.2.2 | Installation of Climate Monitoring Equipment                             |   |   |                                |   |    |        |                                 |               |
|  | 2.2.3 | Ocean Stewards   | Ensure strong female representation in Ocean Stewards cohort  | Collect gender-specific data.   | ESMS Team                      | % of female Oceans Stewards recruited.  | 0% | >50%   | No additional cost implications | Year 1 - 4    |
|  | 2.2.4 | Community-based drought, flood and storm tracking and information system |   |   |                                |   |    |        |                                 |               |
| <b>OUTPUT 3: DEGRADED COASTAL ECOSYSTEMS, RELEVANT FOR CLIMATE CHANGE ADAPTATION, REHABILITATED AND/OR PROTECTED</b> |       |  |   |   |                                |   |    |        |                                 |               |
| <b>Indicator 3.1: Mangrove forests rehabilitated and protected</b>   | 3.1.1 | Surveys of mangrove vegetation   | Generate awareness of risks to women in the workplace (specific to field-based work), GBV, and establish systems to ensure women's safety | All restoration teams receive gender-awareness training                                     | ESMS Team, SAEON               | No. of individuals participating in gender-awareness training                       | 0  | TBD    | TBC - gender expert             | Years 1 and 4 |
|  | 3.1.2 | Community involvement in mangrove protection                             | Strengthen Women's participation in mangrove protection.  | Equitable employment in mangrove protection jobs including >50% women supervisory positions | Project Team, ESMS Team        | % of women recruited for mangrove protection jobs, including supervisory positions. | 0% | >50% F | No additional cost implications | Years 1 - 4   |
| <b>Indicator 3.2: Riparian vegetation restoration and protection</b>   | 3.2.1 | Surveys of riparian vegetation   | Generate awareness of risks to women in the workplace (specific to field-based work), GBV, and establish systems to ensure women's safety | All restoration teams receive gender-awareness training                                     | ESMS Team, SAEON               | No. of individuals participating in gender-awareness training                       | 0  | TBD    | TBC - gender expert             | Years 1 and 4 |
|  | 3.2.3 | Community involvement in riparian zone restoration                       | Strengthen Women's participation in restoration of coastal ecosystems.  | Equitable employment in restoration jobs including >50% women supervisory positions         | Project Team, ESMS Team, Comms | No. of women recruited for restoration jobs, including supervisory positions.       | 0% | > 50%  | No additional cost implications | Year 1        |
| <b>Indicator 3.3: Dune vegetation protection and rehabilitation</b>  | 3.3.1 | Surveys of coastal dune cordon vegetation                                | Generate awareness of risks to women in the workplace (specific to field-based work), GBV, and establish systems to ensure women's safety | All restoration teams receive gender-awareness training                                     | ESMS Team, SAEON               | No. of individuals participating in gender-awareness training                       | 0  | TBD    | TBC - gender expert             | Years 1 and 4 |
|  | 3.3.2 | Rehabilitate the beach and dune vegetation to a natural state            |   |   |                                |   |    |        |                                 |               |
|  | 3.3.3 | Community involvement in beach and dune                                  | Strengthen Women's participation in   | Equitable employment in restoration jobs including >50% women                               | Project Team, ESMS Team, Comms | >50% women recruited for restoration jobs, including supervisory                    | 0% | > 50%  | No additional cost implications | Years 1 and 4 |

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|  |       |   |  |   |                                |   |    |        |                                 |              |
|--|-------|---|--|---|--------------------------------|---|----|--------|---------------------------------|--------------|
|  |       | vegetation restoration  | restoration of coastal ecosystems  | supervisory positions   |                                | positions.  |    |        |                                 |              |
| <b>OUTPUT 4: SEQUESTERED CARBON OR REDUCED EMISSIONS</b>                     |       |   |  |   |                                |   |    |        |                                 |              |
| <b>Indicator 4.1: Coral reef and kelp-bed protection</b>                     | 4.1.1 | Coral Reef Ecosystem surveys and bleaching monitoring           |  |   |                                |   |    |        |                                 |              |
|  | 4.1.2 | Community involvement in coral reef protection                  | Strengthen Women's participation in restoration of coastal ecosystems  | Equitable employment in coral reef protection jobs including >50% women supervisory positions | Project Team, ESMS Team, Comms | % of women and men involved in monitoring activities    | 0% | >50%   | No additional cost implications | Year 1 and 3 |
| <b>Indicator 4.2: Coral Reef Fish Protection</b>                             | 4.2.1 | Coral Reef Fish Surveys   |  |   |                                |   |    |        |                                 |              |
|  | 4.2.2 | Fisher and dive operator awareness workshops                    |  |   |                                |   |    |        |                                 |              |
| <b>Indicator 4.3: Carbon sequestered in functional ecosystems maintained</b> | 4.3.1 | Estimation of carbon sequestered in climate relevant ecosystems |  |   |                                |   |    |        |                                 |              |
| <b>OUTPUT 5: CLIMATE RESILIENT AND SUSTAINABLE LIVELIHOODS PROMOTED</b>      |       |   |  |   |                                |   |    |        |                                 |              |
| <b>Indicator 5.1: Improved livelihood opportunities</b>                      | 5.1.1 | Development of co-created livelihoods beneficiation processes   | Strengthen opportunities for women to engage in sustainable livelihoods, without undermining or negatively impacting the marine-based livelihood of men. | Equitable beneficiation including >50% women beneficiaries.                                   | Project Team, ESMS Team        | % of women and men engaged in livelihood interventions. | 0% | >50% F | No additional cost implications | Years 1 - 4  |
|  | 5.1.2 | Small business incubation                                       |  |   |                                |   |    |        |                                 |              |
|  | 5.1.3 | Employment, training, and career development opportunities      |  |   |                                |   |    |        |                                 |              |
|  | 5.1.4 | Leveraging the Community Levy Funds for Vulnerable Groups       |  |   |                                |   |    |        |                                 |              |
|  | 5.1.5 | Vulnerable youth support for tertiary education                 |  |   |                                |   |    |        |                                 |              |
| <b>Indicator 5.2: Community Climate Resource Centre Establishment</b>        | 5.2.1 | Community Climate Adaptation Resource Centres Established       |  |   |                                |   |    |        |                                 |              |
|  | 5.2.2 | Involvement of communities in sustainable                       | Strengthening women's participation in   | Equal representation and participation of women and men in                                    | Project Team, ESMS Team        | No. of women and men engaged in Steering Committee      | 0% | >50%   | No additional cost implications | Years 1 - 4  |

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|  |       |   |   |   |                         |  |    |        |                                 |             |
|--|-------|---|---|---|-------------------------|--|----|--------|---------------------------------|-------------|
|  |       | management of Resource centres and associated activities                      | decision-making bodies and involvement in long term strategies for sustainability of the operations of each of the Community Resource Centres established   | Steering Committee ensuring that views and perceptions are heard and considered   |                         |  |    |        |                                 |             |
|  | 5.2.3 | Training and awareness at Community Resource Centres                          |   | Equal representation and participation of women and men in training and awareness |                         | % women and men engaged in Steering Committee  | 0% | >50% F | No additional cost implications | Years 1 - 4 |
|  | 5.2.4 | Child Support   | Strengthen opportunities for women to engage in sustainable livelihoods, without undermining or negatively impacting the marine-based livelihood of men.  | Equitable beneficentiation including >50% women beneficiaries.                    | Project Team            | % of women benefiting  | 0% | >50% F | No additional cost implications |             |
|  | 5.2.5 | Libraries   |   |   |                         |  |    |        |                                 |             |
|  | 5.2.6 | Computer skills and online courses  |   |   |                         |  |    |        |                                 |             |
| <b>Indicator 5.3: Climate Smart Practices Implementation</b> | 5.3.1 | Collation of Indigenous Knowledge around existing climate-smart practices     | Strengthen opportunities for women to engage in sustainable livelihoods, without undermining or negatively impacting the marine-based livelihood of men. Strengthen opportunities for women to engage in sustainable livelihoods, without undermining or negatively impacting the marine-based livelihood of men. | Equitable beneficentiation including >50% women beneficiaries                     | Project Team            | % of women, % of men consulted and subsequently trained in supplemental or alternative livelihoods, with the majority (>50%) reporting satisfaction and benefit from these livelihoods | 0% | >50% F | No additional cost implications | Years 1 - 4 |
|  | 5.3.2 | Establishment of climate-smart homestead-based solutions                      |   |   |                         |  |    |        |                                 |             |
| <b>Indicator 5.4: Climate Smart Agriculture</b>              | 5.4.1 | Intensive small-scale farmer training and support                             | Strengthen opportunities for women to engage in sustainable livelihoods, without undermining or negatively impacting the marine-based livelihood of men.  | Equitable beneficentiation including >50% women beneficiaries                     | Project Team            | % of women, % of men consulted and subsequently trained in supplemental or alternative livelihoods, with the majority (>50%) reporting satisfaction and benefit from these livelihoods | 0% | >50% F | No additional cost implications | Years 1 - 4 |
|  | 5.4.2 | Train the trainer   |   |   |                         |  |    |        |                                 |             |
|  | 5.4.3 | Household training and mentorship   |   |   |                         |  |    |        |                                 |             |
|  | 5.4.4 | Climate-smart agriculture technique demonstrations                            |   |   |                         |  |    |        |                                 |             |
|  | 5.4.5 | Facilities to support climate-smart agriculture                               |   |   |                         |  |    |        |                                 |             |
|  | 5.4.6 | Most vulnerable household and kitchen garden support                          |   |   |                         |  |    |        |                                 |             |
|  | 5.4.7 | Collaboration with provincial Department of Agriculture and Rural Development |   |   |                         |  |    |        |                                 |             |
| <b>Indicator 5.5: Tourism livelihood opportunities</b>       | 5.5.1 | Asset Based Community Development (ABCD) Assessments                          | Ensure women's views and perceptions are adequately captured, project   | Ensure inclusive participation of women and men in consultations                  | Project Team, ESMS Team | No. of women (>50%) and men consulted and engaged in assessments   | 0% | >      | No additional costs             | Year 1      |

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|   |       |   |   |   |   |  |   |                                 |                                 |                   |
|---|-------|---|---|---|---|--|---|---------------------------------|---------------------------------|-------------------|
|   |       |   | risks to livelihood identified and potential mitigation measures outlined   |   |   |  |   |                                 |                                 |                   |
|   | 5.5.2 | Tourism product development                                     | Strengthen opportunities for women to engage in sustainable livelihoods, without undermining or negatively impacting the marine-based livelihood of men.                        | Equitable beneficiation including >50% women beneficiaries                  | Project Team, ESMS Team   | % of women, % of men consulted and subsequently trained in supplemental or alternative livelihoods, with the majority (>75%) reporting satisfaction and benefit from these livelihoods | 0%  | >50%                            | No additional cost implications | Years 1 - 4       |
|   | 5.5.3 | Crafter support   |   |   |   |  |   |                                 |                                 |                   |
|   | 5.5.4 | Craft marketplaces at Hubs                                      |   |   |   |  |   |                                 |                                 |                   |
| <b>Indicator 5.6: Support for women</b>   | 5.6.1 | Development of a Gender Action Plan for the Project             | Strengthen opportunities for women to engage in the project and the MPA, without undermining or negatively impacting the marine-based engagement of men.                        | Ensuring strong representation of women.                                    | ESMS Team   | No. of women, no. of men engaged in gender mainstreaming activities.   | 0%  | >200 F and > 200 M              | TBC -Gender specialist          | Years 1 – 4       |
|   | 5.6.2 | Leadership training   |   |   |   |  |   |                                 |                                 |                   |
|   | 5.6.3 | Peer support groups   |   |   |   |  |   |                                 |                                 |                   |
|   | 5.6.4 | Gender and GBV Awareness Training                               |   |   |   |  |   |                                 |                                 |                   |
|   | 5.6.5 | Gender Assessments  |   |   |   |  |   |                                 |                                 |                   |
|   | 5.6.6 | Young single mother support                                     |   |   |   |  |   |                                 |                                 |                   |
| <b>OUTPUT 6: ENHANCED KNOWLEDGE, EXPERTISE AND CAPACITY OF RELEVANT NATIONAL, PROVINCIAL AND LOCAL AGENCIES TO USE EBA APPROACHES FOR CLIMATE-RESILIENT COASTAL ZONE MANAGEMENT</b> |       |   |   |   |   |  |   |                                 |                                 |                   |
| <b>Indicator 6.1: EbA Approaches Knowledge-Building</b>   | 6.1.1 | Participation in Regional WIO Workshop                          | Promote the role of women in marine conservation  | Ensure equitable access to engagement in network and learning opportunities | Project Team  | No. of women, no of men engaged in EbA learning platforms  | 0   | >50% F                          | No additional cost implications | TBD               |
|   | 6.1.2 | Exchange Visits between EbA projects                            |   |   |   |  |   |                                 |                                 |                   |
|   | 6.1.3 | Contribute to online Webinar Series                             |   |   |   |  |   |                                 |                                 |                   |
| <b>Indicator 6.2: Publications and Media</b>  | 6.2.1 | Community Radio   | Promote the role of women in marine conservation at both national and local level, profiling success stories and highlighting the barriers they had to overcome in the process. | Comms Team, Project Team  | % Media publications / engagements promoting the role of women in marine conservation | 0  | >20% of all articles promoting women in marine conservation | No additional cost implications | Ad hoc                          |                   |
|   | 6.2.2 | Social Media  |   |   |   |  |   |                                 |                                 |                   |
|   | 6.2.3 | Articles  |   |   |   |  |   |                                 |                                 |                   |
|   | 6.2.4 | Media hosting   |   |   |   |  |   |                                 |                                 |                   |
|   | 6.2.5 | Coastal EbA Case-study Publication and Video                    |   |   |   |  |   |                                 |                                 |                   |
| <b>OUTPUT 7: STRENGTHENED INSTITUTIONAL AND REGULATORY SYSTEMS FOR CLIMATE-RESPONSIVE PLANNING AND DEVELOPMENT</b>  |       |   |   |   |   |  |   |                                 |                                 |                   |
| <b>Indicator 7.1: Policy and Legal Instruments</b>  | 7.1.1 | Contribute to High-level Strategy and Policy Planning Workshops | Identifying and integrating women's perspectives in strengthening institutional and   | Fair representation of women and men participating in Policy and Planning   | Project Team  | Increased number of women participating meaningfully on decisions pertaining climate change mitigation   | 0   | >50% F                          | No additional cost implications | Year 1 and Year 3 |



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|  |       |  |  |  |   |  |   |        |                                 |                                 |
|--|-------|--|--|--|---|--|---|--------|---------------------------------|---------------------------------|
|  | 7.1.2 | Contribute to development of National EbA implementation Guidelines for the Coastal Zone     | regulatory systems for climate-responsive planning and development | Guideline Document outlining the need for and benefit of EbA approaches, and their inclusion in protected Area and Estuarine Management Plans, and District Management Plans includes gender differentiated EbA approaches | ESMS Team, Project Team   | No. of women, no. of men participating in workshops to inform the development of the guideline document. | 0%  | >50% F | No additional cost implications |                                 |
|  | 7.1.3 | Develop EbA Guidelines for MPA and Estuarine Management Plans                                |  |  |   |  |   |        |                                 |                                 |
| <b>Indicator 7.2: Institutional and regulatory systems</b> | 7.2.1 | iSimangaliso Climate Resilience Governance Liaison Forum                                     |  |  | Strengthen women's participation of both women and men to ensure that all relevant challenges are identified and considered | Project Team   | Increased %r of women participating meaningfully on decisions pertaining climate resilience | 0      | >50%                            | No additional cost implications |
|  | 7.2.2 | Carbon Market Trading Incentives   |  |  |   |  |   |        |                                 |                                 |
|  | 7.2.3 | Small-scale Fisheries Reference Group  |  | Ensure women and men of small-scale fishers' views and perspectives are heard and inform development of ToR  | Project Team  | Increased % of women participating meaningfully on decisions pertaining climate resilience               | 0   | >50%   | No additional cost implications | Years 1 - 4                     |
|  | 7.2.4 | Small-scale Fishers' National Meetings Attendance  |  | Support participation of women and men in meeting by providing transport to attend engagements. Capacity building before engagements to input – preparation capacity building workshops to input effectively               |   |  |   |        |                                 |                                 |
|  | 7.2.5 | Collaboration with DFFE Climate Adaptation Division and South Africa's GCF Accredited Entity |  |  |   |  |   |        |                                 |                                 |

#### **4. Gender-responsive Monitoring, Evaluation and Learning Plan**

A Monitoring, Evaluation and Learning (MEL) Plan is established to ensure that gender equality and women's empowerment and social equity strategies and planned activities are achieving the desired outcomes.

**Table 6** pulls out the indicators as detailed in the GAP (**Table 5**) and details the monitoring and evaluation schedule the Project team will follow.

**Table 6:** GAP Monitoring and Evaluation Schedule

| <b>GAP Monitoring and Evaluation Schedule</b>  |   |  |  |
|--|---|--|--|
| <b>Detailed Indicators</b>   | <b>Data Collection tools</b>  | <b>Schedule</b>  | <b>Evaluation Schedule</b>   |
| No. of project and partner staff who received training in community engagement principles, gender mainstreaming and GBV  | Gender-disaggregated attendance registers   | Each training  | Bi-annual  |
| No. of women and men in attendance at workshops/trainings/discussions (50% female participation), with the majority (>75%) reporting that their concerns were adequately taken into account.<br><br>Report on the no. of women that participate in decision - making processes/ bodies after relevant workshops. | Gender-disaggregated attendance registers   | Each workshop / training   | After each training and bi-annually                                    |
|  | Questionnaires  | Post workshop/training   | After each training and bi-annually                                    |
| Percentage of women and men participating in coastal resource management decision making bodies.<br><br>Report on the no. of women that participate in decision - making processes/ bodies after relevant workshops.   | Gender-disaggregated attendance registers at decision making platforms: MPA Stakeholder Forum, Estuarine Management Forum, Multi-level Governance Forum, Project Steering committee, KZN, Provincial Coordinating Committee, Mintech Working Group 8. | Each workshop  | Bi-annual  |
| Percentage of women and men reporting their ideas, needs and opinions are/were reflected in MPA and EMP Management Plans   | Gender-disaggregated attendance registers (with contact details) at MPA and EMP public consultations meetings and follow up surveys.  | At each of the MPA MP and EMP public consultations in the Project area       | After each published document.   |
|  |   | Surveys conducted with % of attendees after finalisation of the MP and EMPs. |  |
| Level of women's and men's awareness regarding MPA/fishery rules and regulations.  | Questionnaires  | Prep and post awareness training at the hubs                                 | Bi-annual  |
| No. of individuals participating in sensitisation workshops and changes in beliefs/behaviours surrounding gender equality and masculinity/femininity   | Attendance registers at sensitisation workshops   | Each workshop  | Bi-annual  |
|  | Questionnaires  | Prep and post sensitisation workshops  | Bi-annual  |
| No. of data collection tools incorporating gender-responsive analysis into the Baseline Study survey and focus groups  | Surveys, focus groups   | Year 1, Baseline   | After the completion of each baseline (Livelihood and Estuarine sites) |

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|  |  |  |                      |
|--|--|--|----------------------|
| No. of interviews / focus groups held focused on gender-related issues.  | Interviews, focus groups                                     | Year 1 with MPA Management Staff and Bi-annually on completion of the hubs | Bi-annual            |
| No. of individuals participating in sensitisation around gender-based violence.  | Attendance registers at sensitisation workshops              | Each workshop  | Bi-annual            |
| No. of women (>50%) and men consulted and engaged in sustainable finance solutions.  | Gender-disaggregated attendance registers, project documents | SF workshops, on establishment of SF solutions.                            | Annually             |
| The majority (>75%) individuals involved reporting satisfaction and benefit from SF solutions.   | Questionnaires for participating community members           | 6 months after establishing the SF solutions                               | Once-off             |
| No. women recruited for restoration jobs, including supervisory positions.   | Payroll records  | Annually   | Annually             |
| No. women and men perceiving that economic opportunities available in conservation management are fair and equitable   | Focus groups   | Years 3 & 4  | Annually from Year 3 |
| No. of individuals participating in gender-awareness training  | Gender-disaggregated attendance registers                    | Annually at YES recruitments   | Annually             |
| No incidents of violence against women and >90% women reporting they felt safe at work   | Serious Incident reports                                     | N/A  | Bi-annual            |
|  | Questionnaires   | Annual / midway through staff contracts                                    | Bi-annual            |
| No. of women, no of men engaged in livelihood activities.  | Project records (Gender-disaggregated)                       | Annual   | Annual               |
| No. of women, no. of men consulted and subsequently trained in supplemental or alternative livelihoods, with the majority (>75%) reporting satisfaction and benefit from these livelihoods | Gender-disaggregated attendance registers at trainings       | Each training  | Bi-annual            |
|  | Surveys, project team observations                           | Closing survey, ad hoc   | Annually             |
| No. of women, no. of men engaged in EbA learning platforms   | Gender-disaggregated attendance registers                    | Each learning platform   | Bi-annual            |
| % Media publications / engagements promoting the role of women in marine conservation  | Media reports  | Bi-annually  | Bi-annual            |
| No. of women, no. of men participating in workshops to inform the development of the guideline document.   | Gender-disaggregated attendance registers                    | Each training  | Once-off             |

## 5. Gender-Responsive Grievance Mechanism

The Grievance Mechanism (GM) for the Project has been updated to include the process to follow for the reporting of GBV incidents. **Box 2** below indicates the relevant text in the GM.

### **Box 2:** GBV integration into the Project's Grievance Mechanism

#### Section 4: Gender-Based Violence (GBV)

WILDTRUST acknowledges the sensitive nature of GBV grievances. The following definitions are acknowledged in relation to GBV, Sexual abuse and exploitation, sexual violence, and sexual harassment:

GBV is a general term for any harmful act perpetrated against a person's will and based on socially ascribed differences (i.e. gender) between men and women. It includes acts inflicting physical, sexual or mental suffering, or threats of such acts; coercion; and other acts of deprivation of liberty. These acts can take place in public or in private. The six main types of GBV are:

- **Rape:** non-consensual penetration (however slight) of the vagina, anus or mouth with a penis, other body part or object.
- **Sexual assault:** any form of non-consensual sexual contact that does not result in or involve penetration.
- **Physical assault:** physical violence that is not sexual in nature. Examples: hitting, slapping, choking, wounding, shoving, burning etc.
- **Forced marriage:** the marriage of an individual against his/her will.
- **Deprivation of resources, opportunities, or services:** deprivation of legitimate access to economic resources/assets or livelihoods, education, health, or other social services (e.g., a widow deprived of an inheritance; income taken away by an intimate partner or family member; a woman prevented from using contraceptives; a girl prevented from attending school, etc.)
- **Psychological/ Emotional abuse:** The infliction of pain or mental or emotional harm. Examples: threats of physical or sexual violence, intimidation, humiliation, forced isolation, harassment, stalking, unwanted solicitation, unwanted and/or threatening remarks, gestures or written words of a sexual nature, destruction of cherished objects, etc.

#### **Sexual Exploitation and Abuse**

"Sexual exploitation" means the abuse or attempted abuse of a position of vulnerability, differential power, or trust for sexual purposes, including, but not limited to, profiting monetarily, socially or politically. "Sexual abuse" means any sexual violation committed with force, coercion, or unequal relationship, and the threat of such violation also constitutes sexual abuse.

#### **Sexual harassment**

"Sexual harassment" is defined as any unwelcome sexual advances or requests for sexual favors or other verbal or physical conduct of a sexual nature that is reasonably likely to cause offence or humiliation, when it interferes with the proper conduct of business, is made a condition of employment, or creates an intimidating, hostile, or offensive work environment.

#### Sensitive grievances

Any communication regarding a sensitive grievance must be done in a confidential and secure manner. Given the risks associated with this category of grievances, particularly those related to GBV, WILDTRUST must allow complainants to file their complaints in a safe and confidential manner, in a non-discriminatory way, and in accordance with the victim-centered approaches.

These grievances are therefore subject to a more specialized grievance process.

#### Management of grievances related to GBV, sexual abuse and exploitation, sexual violence, and sexual harassment

All forms of discrimination and harassment are considered serious. Sensitive complaints, especially those related to Gender-based violence, sexual abuse and exploitation, sexual violence, and sexual harassment, will be managed and dealt with sensitively and swiftly. Disciplinary action up to and including summary dismissal of WILDTRUST employees, may be taken against an employee found guilty of any form of sexual harassment. WILDTRUST is within its right to terminate business relationships with project partners, stakeholders, suppliers and their employees who are found guilty of this major transgression.

#### Resolution

As per WILDTRUST's Sexual Harassment Policy, the complainant is encouraged, but in no way required, to resolve potential issues quickly, informally and directly with the perpetrator at the onset of any behaviour which causes discomfort to the complainant, if this is appropriate, to prevent an unnecessary escalation of matters. It is recognized and understood that this may not be possible in the circumstances of each case.

Any formal approach must take the form of an official grievance, and should reveal at least:

- The identity of the perpetrator
- The circumstance of the alleged act, or series of acts, constituting the harassment
- The details of the alleged act, or series of acts, constituting the harassment
- The level of discomfort, or in more serious cases, the injuries suffered, or consequences threatened, including any pressure brought to bear to not reveal the conduct.
- List the available evidence which substantiates the complaint, even if it is "just" the evidence of the complainant.

By nature, cases of harassment are not likely to have many witnesses to the events themselves other than the complainant. However, the Project Team will investigate the reports as far as possible and will determine the appropriate course of action in the light of the available information. The investigation will be completed as quickly as reasonably possible and must be dealt with in the strictest confidence. Care will also be taken during any investigation of a grievance relating to harassment that the complainant is not unduly disadvantaged in the workplace, and that the position of the other party is not prejudiced if the grievance is found unwarranted. Owing to the serious nature of the potential consequences to any employee implicated in such actions, it is proper for the Project Team to be reasonably cautious in evaluating such allegation (including the Trust's Human Resources Department), without any way implying that the grievance is unfounded or malicious. The complainant should be advised in the most sensitive manner possible of the need for integrity in such matters, and of the consequences of being found to have made a false allegation against another person (a potential court action for slander, and an internal organisation disciplinary hearing).

#### Legalities

WILDTRUST reserves the right to direct grievances of this nature to specialized services and/or forwarded to the legal channels to provide an appropriate response. The complainant will be directed to the necessary support and assistance (legal, psychological, medical) throughout the procedure. If acts of sexual exploitation or abuse are found to involve project staff or contractors, WILDTRUST reserves the right to immediately suspend or terminate the contractual relationship. Failure to report, encourage or condone a sexual offense is punishable by law. Any person who reports a proven case of sexual exploitation or abuse, or who has cooperated in an investigation of such acts, will be afforded protection if necessary. The procedure to be put in place must allow complainants to file their sensitive complaints while ensuring their safety and confidentiality.

Any response and prevention action regarding GBV, sexual abuse and exploitation, sexual violence, and sexual harassment cases will require a balance between respecting the legality of the process and the requirements of a survivor-centered approach in which the survivor's choices, needs, safety,

and well-being remain at the centre of all issues and procedures. As such, all actions taken should be guided by respect for the survivor's choices, needs, rights, and dignity, which must be promoted in the complaint management process.

## References

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