

How to do

Poverty targeting, gender equality and empowerment during project design

Gender, targeting and social inclusion



How To Do Notes are prepared by the IFAD **Policy and Technical Advisory Division** and provide practical suggestions and guidelines to country programme managers, project design teams and implementing partners to help them design and implement programmes and projects.

They present technical and practical aspects of specific approaches, methodologies, models and project components that have been tested and can be recommended for implementation and scaling up. The notes include best practices and case studies that can be used as models in their particular thematic areas.

How To Do Notes also provide tools for project design and implementation based on best practices collected in the field. They guide teams on how to implement specific recommendations of IFAD's operational policies, standard project requirements and financing tools.

The **How To Do Notes** are "living" documents and will be updated periodically based on new experiences and feedback. Your comments or suggestions are most welcome. Please contact any of the people below.

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Acronyms

4P	public/private/producer partnership
AWP/B	annual workplan and budget
CPM	country programme manager
CSCG	community savings and credit group
CSN	country strategy note
FAO	Food and Agriculture Organization of the United Nations
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
HTDN	How To Do Note
ICO	IFAD country office
IFAD	International Fund for Agricultural Development
IFPRI	International Food Policy Research Institute
IOE	Independent Office of Evaluation of IFAD
M&E	monitoring and evaluation
MFI	microfinance institution
MGLSD	Ministry of Gender, Labour and Social Development
MTR	midterm review
NGO	non-governmental organization
OPHI	Oxford Poverty & Human Development Initiative
PCR	project completion report ¹
PCU/PMU	project coordination/management unit
PDR	project design report
PIM	project implementation manual
PROFIRA	Project for Financial Inclusion in Rural Areas (Uganda)
RIMS	Results and Impact Management System
SACCO	savings and credit cooperative
TOR	terms of reference
UNDP	United Nations Development Programme
USAID	United States Agency for International Development
WEAI	Women's Empowerment in Agriculture Index

¹ Use of 'project' throughout this document refers equally to instances in which the activity is a 'programme'.

Introduction

This How To Do Note (HTDN) provides guidance in addressing targeting, gender equality and women's empowerment in the context of the IFAD project design cycle, from initial preparatory work to the design mission and report writing.

It is intended to help IFAD staff, consultants and partners identify and analyse context-specific poverty issues, develop informed targeting and gender strategies, and ensure that they are integrated throughout the design of projects. The gender marker is used to assess the gender sensitivity of IFAD-supported projects at the design stage.

The note is accompanied by a Teaser, which discusses the development context and rationale for targeting, gender equality and women's empowerment in IFAD-supported projects. A second HTDN focuses on addressing targeting and gender issues during project implementation.

IFAD's approach to targeting, gender equality and women's empowerment

IFAD's policies on targeting (2008), indigenous peoples (2009), gender equality and women's empowerment (2012) provide overall guidance to help staff and consultants integrate these issues into project design and implementation. Key methodologies, lessons and tools are available on IFAD's website to support work in these areas.²

The principles of targeting, gender equality and women's empowerment in IFAD-supported projects include:

- Using participatory approaches to ensure that the diverse voices of poor rural people are heard equally;
- Working with all household members to identify a unifying household vision for improved food and nutrition security, well-being and increased income, and to address discriminatory roles and relationships;
- Enabling rural women and men to lead their own development by offering them decision-making power over the use of funds and selection of service providers;
- Using quotas selectively for participation in groups, accompanied by enabling measures such as training;
- Engaging with leaders and men to promote gender equality and behavioural change;
- Working with partners:
 - From the local to the international level – including government institutions and implementing agencies – to create an enabling policy, institutional and cultural environment supportive of gender equality and social inclusion;
 - With development agencies providing support to those beyond the reach of IFAD-supported projects to attend to the needs of the extremely poor – for example, humanitarian relief or social development, such as health or social protection programmes;
- Improving contributions to advocacy, learning and knowledge management.

² Gender <https://www.ifad.org/topic/resource/overview/tags/gender>

Targeting www.ifad.org/targeting/index.htm

Indigenous peoples www.ifad.org/english/indigenous/index.htm

Youth www.ifad.org/english/youth/index.htm



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Uganda - Vegetable Oil Development Project

Design stages, steps and tools

Table 1 summarizes what needs to be done to identify and address targeting and gender issues during project design, how and by whom. It highlights the main steps involved and the relevant tools available. Annexes 1 and 2 provide supporting tools and examples, respectively.

Table 1: Addressing targeting, gender equality and women’s empowerment in project design: stages, steps and tools

Design stage	Steps	Useful tools	Responsibility
1. Identification	<ul style="list-style-type: none"> ▪ Include targeting and gender perspectives in: <ul style="list-style-type: none"> ▪ Results-based country strategic opportunities programme (RB-COSOP) ▪ Country strategy note (CSN) ▪ Early discussions with government on development of project concept note 	<ul style="list-style-type: none"> ▪ RB-COSOP guidelines 	<ul style="list-style-type: none"> ▪ Country programme manager (CPM), IFAD country office (ICO)
2. Design	<ul style="list-style-type: none"> ▪ Include targeting and gender specialist in project design mission 	<ul style="list-style-type: none"> ▪ Terms of reference (TOR) for targeting and gender specialist (annex 1, tool 1) 	<ul style="list-style-type: none"> ▪ Targeting and gender specialist, CPM
	<ul style="list-style-type: none"> ▪ Conduct gender-sensitive poverty and livelihoods analysis 	<ul style="list-style-type: none"> ▪ Outline for analysis (annex 1, tool 2) 	
	<ul style="list-style-type: none"> ▪ Develop an outline targeting strategy with: <ul style="list-style-type: none"> ○ Target group profiles ○ Targeting mechanisms 	<ul style="list-style-type: none"> ▪ Targeting checklist (annex 1, tool 3) ▪ Target group profile pyramid (annex 2, example 3) 	
	<ul style="list-style-type: none"> ▪ Develop an outline gender strategy, identifying opportunities for promoting gender equality and women’s empowerment through project activities and services 	<ul style="list-style-type: none"> ▪ Gender checklist (annex 1, tool 4) 	
	<ul style="list-style-type: none"> ▪ Determine implementation arrangements for targeting and gender strategies: <ul style="list-style-type: none"> ○ Staffing and partners ○ Costs and financing ○ Monitoring and evaluation (M&E), logical framework (logframe) and indicators 	<ul style="list-style-type: none"> ▪ TOR of targeting and gender specialist in project coordination/management unit (PCU/PMU) (annex 1, tool 5) ▪ Assessing gender sensitivity of logframe and indicators (annex 1, tool 6) 	
	<ul style="list-style-type: none"> ▪ Write up targeting and gender aspects in project design documents: <ul style="list-style-type: none"> ○ Mission aide-memoire ○ Project design report (PDR) and annexes ○ Working paper 	<ul style="list-style-type: none"> ▪ How to include targeting and gender in the PDR (annex 1, tool 7) 	
3. Review	<ul style="list-style-type: none"> ▪ Assess the targeting and gender sensitivity of project design using markers 	<ul style="list-style-type: none"> ▪ IFAD gender marker (annex 1, tool 8) 	<ul style="list-style-type: none"> ▪ Targeting and gender specialist, CPM, PTA Gender Team and Quality Assurance Group

Identification

Targeting and gender perspectives in RB-COSOP and country strategy note

The RB-COSOP sets out an indicative framework for IFAD operations in a country over the medium term. Analysis of rural poverty and target group profiling – with gender and youth perspectives – lays the foundation for country portfolio development. Targeting and gender issues are identified from secondary data sources, previous IFAD-supported projects, key informant interviews at the national level, and specific background studies when necessary. Strategies are shaped by priority needs in the rural sector, as well as government policies, institutions and civil society initiatives. Within the RB-COSOP, targeting and gender considerations are found in the following sections: country context; IFAD country strategy framework; key file 4 on potential target groups, their priority issues and how the country programme could respond to these (including disaggregation by sex, age and indigenous status, as relevant); and the appendix, with project and grant concept notes that shape the investment pipeline during the RB-COSOP period.

In some countries, a Country Strategy Note (CSN) is prepared rather than an RB-COSOP. This note outlines what IFAD expects to help the country achieve in the short- to medium-term. Even though it is a brief document, the note should identify targeting and gender issues in the context of rural poverty, as well as outline the respective strategies and outcomes.

Design

Targeting and gender specialist in project design mission

Projects have a better chance of meeting their objectives when targeting and gender issues are addressed at the beginning of the design process and even at the concept note stage. In particular, understanding and profiling the target group is essential. This calls for inclusion of an experienced targeting and gender specialist in the project design team. A generic TOR of the specialist is available in annex 1, tool 1, which can be adapted to the specific context of a project design.

Activities during project design

Conduct gender-sensitive poverty and livelihoods analysis³

A gender-sensitive poverty and livelihoods analysis of poor rural people is ideally conducted prior to the first mission to guide project design from the outset. This is particularly important when the project will be working in a new context, either in terms of country, geographical region or thematic context (rural finance, small-scale irrigation, value chains, etc.). In practice, this is often undertaken as part of the first mission, where time and resource constraints usually mean that it is an initial analysis that will be built on during project start-up and implementation.

The aim of the analysis is to understand the complexities of social diversity, gender inequalities and the various dimensions of rural poverty within the thematic focus of the project. The roles of national and rural institutions and the policy environment are also reviewed. Interaction with potential target groups and local institutions is essential to enable poor rural people to define what they mean by poverty, explain the challenges they face, how they would propose to overcome them and what development outcomes they wish to achieve.

Analysis comprises participatory consultation with key stakeholders and field visits. This is complemented by secondary data on poor rural people and on the project theme and area. Annex 1, tool 2 provides generic topics to be covered in analysis.

³ See also the IFAD webinar "Practical tips on how to conduct livelihoods and gender analysis".
Powerpoint www.slideshare.net/ifad/practical-tips-on-how-to-conduct-livelihoods-and-gender-analysis;
video <https://www.youtube.com/watch?v=08gt80hlt8U&feature=youtu.be>

Findings from poverty and livelihoods analysis provide the basis for developing and refining target group profiles and initial targeting and gender strategies. During this process, it is important that the targeting and gender specialist work closely with other team members to share insights and strengthen cross-sectoral understanding. This facilitates design of an integrated development project with effective targeting and gender mainstreaming at its core.

Secondary sources

Potential secondary information sources on rural poverty, gender, youth and indigenous peoples include: project design, supervision, midterm review (MTR) and completion reports on previous IFAD projects in the same country, geographical area and theme; the RB-COSOP, project concept notes or CSN; the country programme evaluation and relevant project evaluation and performance assessments by the Independent Office of Evaluation of IFAD (IOE); previous case studies or poverty and livelihood analysis studies in the project area; national statistics and information; United Nations Development Programme (UNDP) human development reports and standard United Nations statistics on the country; World Bank National Poverty Assessments; demographic and health surveys; the World Food Programme's Comprehensive Food Security and Vulnerability Analysis; and country and project information from other development agencies operating in the same area.

Primary research during mission

Field visits are essential to ensure that poor rural people are participating in project design and to further develop the understanding based on secondary data. Activities include discussions with local authorities, meetings with communities and organizations (including the private sector), focus group discussions and individual interviews. This is the most important step in the design of targeting and gender strategies – actively listening to poor women, men, young people and indigenous peoples and ensuring a strong gender perspective in the analysis.

The FAO field guide *Social analysis for agriculture and rural investment projects* lists possible participatory tools suitable for interacting with poor rural people and local institutions.⁴ Examples are wealth ranking, a livelihoods matrix, problem analysis, the seasonal calendar and gender divisions of labour, access to and control of resources, and a decision-making matrix. Given the time constraints during a mission, select those that are most relevant to the local context and to the project being designed. Example 1 in annex 2 shows how wealth ranking was applied in an IFAD-supported project.

Key stakeholders to consult at national or local levels include practitioners in relevant line ministries (agriculture, gender, planning, natural resources, youth, indigenous affairs, etc.), development agencies, civil society organizations, producers' organizations and networks, academics and the private sector.

Profile target groups

The process of identifying target groups should:

- Focus on those rural people living in poverty and food and nutrition insecurity that can take advantage of opportunities offered by the project.
- Combine various dimensions of poverty to define target groups (box 1) and their subcategories (box 2).
- Be proactive: identify diverse social groups in the area and subsequently extend outreach to those with fewer assets and opportunities – particularly marginalized groups such as indigenous peoples – and identify their needs and priorities.
- Take into account differences related to local societies: casts, ethnicity and minorities.

⁴ For further details, see Food and Agriculture Organization of the United Nations (FAO), *Social analysis for agriculture and rural investment projects*, field guide (Rome, 2011), 43–75. www.fao.org/docrep/014/i2816e/i2816e00.htm

- Focus on women, young women and young men within the various target groups to identify their differentiated needs and opportunities for equality, effectiveness and impact.
- Develop a typology of categories of households in the target population, based on a range of relevant criteria.

Target group profiles typically include the characteristics of poverty, coping mechanisms, priority needs and estimates of the number of households and people (see annex 2, example 2).

Box 1. Examples of target groups

- Located in the poorest geographical areas
- Typical farm size below a certain ceiling
- Belonging to the poor or poorest socio-economic stratum
- Food insecure
- Reliant on earnings from casual labour to survive
- Cash earnings below a specified level
- Households headed by women
- Indebtness – with or without labour obligations
- Young/elderly
- People with disabilities
- Indigenous peoples

Analyse outreach of proposed activities to target groups

Proposed project interventions should be examined, in collaboration with other team members, to ensure they will address the needs and priorities of the target group (see annex 2, example 3). If necessary, additional measures should be identified to broaden/strengthen project outreach among those that may not otherwise participate – particularly poor people, women and youth – and to foster specific livelihood development pathways.

Design targeting strategy⁵

The targeting checklist (annex 1, tool 3) helps guide thinking on how targeting issues are considered in project design (it is included in the PDR). In addition to description of the target group, as discussed in the section above, the strategy includes targeting mechanisms to enable the intended target group to participate in and benefit from the project. See annex 2, example 4 for suggestions on different targeting mechanisms, and example 5 on how the checklist is applied to a project.

Targeting mechanisms include:

- **Geographical targeting** – to select the poorest areas within a country or a region. It is an effective means of reaching poor people in projects that are not national in coverage;

⁵ See also the IFAD webinar on “Practical tips on preparing targeting and gender strategies”. Powerpoint <http://www.slideshare.net/ifad/practical-tips-on-preparing-targeting-and-gender-strategies>

- **Direct targeting** – when specific measures are necessary to channel services and resources to specific members or groups of the community that would otherwise not be reached by project activities;
- **Self-targeting** – when goods and services respond to the priorities, assets, capacities and livelihood strategies of identified target groups, without any specific interventions necessary. It is important to avoid elite capture by ensuring that these activities and services will not be attractive to those better off economically or socially;
- **Empowering measures** – when it is necessary to develop the capacity and self-confidence of those with less voice and power to enable them to voice their needs and to participate in planning, decision-making and project activities. This may be achieved through information and communication campaigns, focused capacity- and confidence-building measures and organizational support;
- **Enabling measures** – to promote a policy and institutional environment among stakeholders and partners that is favourable to pro-poor development, community participation, gender equality and the empowerment of vulnerable groups;
- **Procedural measures** – to facilitate transparency in administrative procedures and remove unintentional obstacles that may hinder social inclusion and gender equality.



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Bangladesh - Microfinance for Marginal and Small Farmers Project

Design gender strategy

The gender strategy should address gender issues relevant to the target group and to the thematic focus of the project. The gender checklist (annex 1, tool 4) helps guide the project design team's work in addressing gender issues. Annex 2, example 6 illustrates application of the checklist to a project.

The following key features should be reflected in a project's gender strategy:

- Gender analysis of the proposed target group and livelihoods linked to the project thematic focus, for example irrigation, value chains or rural finance;
- An understanding of gender differences in participation in, and benefit from, proposed project activities. This may also mean considering the specific needs and challenges of diverse age, ethnic and socio-economic minority groups;
- A paragraph summarizing the project's deliverables from a gender perspective;
- Project activities to promote gender equality and women's empowerment (see annex 2, example 7 for typical activities) by:
 - Expanding women's economic empowerment through access to and control of productive assets and benefits;
 - Strengthening women's decision-making roles in the household and community and their representation in the membership and leadership of local organizations; and
 - Achieving a reduced workload and an equitable workload balance among women, men, girls and boys;
- Inclusive modalities of project activities (functional literacy, local venue, language, time of day and season for meetings, childcare where necessary);
- Working with men at all levels and ages – for example, involving traditional leaders and business and farming association leaders and members.

In gender *mainstreaming*, the commitment to gender equality is fully integrated into component activities and is reflected in the allocation of financial and human resources, as well as in operational measures and procedures. IFAD is looking to move beyond gender mainstreaming to gender *transformative* approaches – where activities go beyond addressing the symptoms of gender inequality to tackling the underlying social norms, attitudes, behaviours and social systems. See examples in annex 2, example 8.

Establish implementation arrangements

Outline implementation arrangements for targeting and gender strategies (see annex 2, example 9). In particular, consider:

- PMU staff, in terms of their skills, composition, responsibilities and training. Targeting and gender mainstreaming should be included in the TORs of all PMU staff with overall responsibility for ensuring that these aspects are given sufficient attention and resources during project implementation. Responsibility for this lies with the project director. Appointment of a targeting and gender/youth specialist to the staff (or a gender focal point for PMUs without a gender specialist) (see annex 1, tool 5 for the sample TOR of a targeting and gender specialist);
- PMU internal procedures, in terms of the project implementation manual (PIM), annual workplan and budget (AWP/B), progress reports and supervision missions;
- PMU external procedures, in terms of networking and policy engagement;

- Implementing partners and service providers, in terms of: demonstrable commitment to and experience in poverty reduction and gender equality and women's empowerment; responsibility for targeting and gender mainstreaming included in TORs; joint communication strategy and missions;
- Community, in terms of participatory planning and eligibility criteria;
- Capacities of the recipient country and existing strategies or initiatives that could facilitate or hinder implementation of the gender strategy.

Box 2. Examples of target group subcategories

- Smallholders in agriculture (including both landowners and tenants);
- Sharecroppers in agriculture;
- Landless people working as agricultural labourers or in other activities;
- Livestock owners/herders;
- People working in value addition, transformation and marketing;
- Artisans (self-employed or paid workers in workshops);
- Young men and women with limited access to capital (whether cash or land);
- Indigenous young people with little access to economic opportunities;
- Rural squatters;
- Poor women of all ages, either household heads or women in couples, but whose control over their lives and resources is far inferior to that of men.

Identify costs and financing arrangements

Proposed project activities to support effective implementation of the proposed targeting and gender strategies need to be costed and included in the project budget throughout implementation. Include, for example: awareness-raising and capacity-building of staff and partners; specific approaches such as household methodologies, labour-saving technologies or adult literacy classes; practical logistical needs such as transport to reach remote target groups; planned studies for M&E; and activities related to knowledge management.

Indicate whether costs will be covered through project financing, in kind contributions, extra-budgetary resources or other sources.

Provide inputs into project M&E and learning systems

In collaboration with the M&E specialist and other team members, provide input into the project M&E framework, logframe and learning systems. The main objectives are to:

- Monitor, throughout the project cycle:
 - who is participating in and benefiting from project activities, who is not, and why this is so;
 - gender mainstreaming in project activities and operations;
 - the need for additional activities to broaden or deepen outreach and strengthen activities promoting gender equality and women's empowerment;
- Share lessons learned with relevant partners and knowledge networks.

Specific tasks may include:

- Defining how data collection, analysis, indicators and targets should be disaggregated by sex and other relevant categories, including age;
- Defining gender-disaggregated monitoring tools for various project activities;
- Mainstreaming poverty and gender considerations in data collection, the baseline survey, impact assessments and the MTR;
- Proposing indicators to measure the performance of targeting and gender strategies in the project logframe, or the broader M&E framework, at output, outcome and impact levels (for example, household asset index, poverty status), based on the IFAD Results and Impact Management System (RIMS). In addition, the Women’s Empowerment in Agriculture Index (WEAI)⁶ may be used at baseline, midterm and completion to assess the effectiveness and relevance of the strategies/mechanisms, as well as for advocacy and policy engagement purposes (box 3);⁷
- Ensuring that the project logframe is gender-sensitive. Annex 1, tool 6 provides guiding questions to assess the gender sensitivity of a logframe;
- Planning for specific studies to be conducted during implementation, if needed, to gather in-depth qualitative and/or quantitative data, with a cost estimate of the exercise.

Box 3. Women’s Empowerment in Agriculture Index

The WEAI measures how men and women are differently empowered in five dimensions: (i) decisions on agricultural production; (ii) access to and decision-making power over productive resources; (iii) control over use of income; (iv) leadership in the community; and (v) time use. These domains and the related indicators can be linked to the three strategic objectives of IFAD gender policy, helping to measure project progress against them.

The index is calculated on the results of two questionnaires. The first, administered to men and women separately, determines their level of empowerment in the five domains. The household-level questionnaire captures the asset base of the household and its key characteristics.

Five dimensions of empowerment	Indicators	Weight	Link to objectives of IFAD’s Policy on GEWE
Production	1. Input into production decisions	1/10	Economic empowerment
	2. Autonomy in production	1/10	
Resources	3. Ownership of assets	1/15	
	4. Purchase, sale or transfer of assets	1/15	
	5. Access to and decisions on credit	1/15	
Income	6. Control over use of income	1/5	Decision-making and representation
Leadership	7. Group member	1/10	
	8. Speaking in public	1/10	
Time	9. Workload	1/10	Equitable workload balance
	10. Leisure	1/10	

Note: GEWE = gender equality and women’s empowerment.

⁶ <http://www.ifpri.org/publication/womens-empowerment-agriculture-index>

⁷ See also the IFAD webinar on “Gender and targeting: monitoring and impact indicators”. Powerpoint <http://www.slideshare.net/ifad/ifads-gender-and-targeting-webinar-series>; video <https://www.youtube.com/watch?v=e17W0zx2wFQ&feature=youtu.be>

The WEAI was developed by the International Food Policy Research Institute (IFPRI), Oxford Poverty & Human Development Initiative (OPHI) and United States Agency for International Development (USAID) in the context of the Feed the Future initiative. In 2014 IFAD worked on the questionnaire instruments to adapt the WEAI to its needs. A pilot survey was conducted in Guatemala as part of a project baseline, and the revised questionnaires were validated by an econometric analysis.

Write up targeting and gender in project design documents

The design mission's aide-memoire includes a description of the target group and a summary of the targeting and gender strategies (in less than one page).

Targeting and gender considerations are incorporated throughout the PDR and its appendices (see details in annex 1, tool 7). The main sections requiring inputs are:

- Section I: Strategic context and rationale
 - A. Country and rural development context
 - B. Rationale
- Section II: Project description
 - A. Project area and target group
 - B. Development objective and impact indicators
 - C. Components/outcomes
 - D. Lessons learned and adherence to IFAD policies and SECAP
- Section III: Project implementation
 - C. Planning, M&E, learning and knowledge management
 - F. Risk identification and mitigation
- Appendix 2: Poverty, targeting and gender
- Appendix 4: Detailed description (of project components)
- Other appendices as relevant, for example lessons learned, M&E, staffing, budgets and compliance.

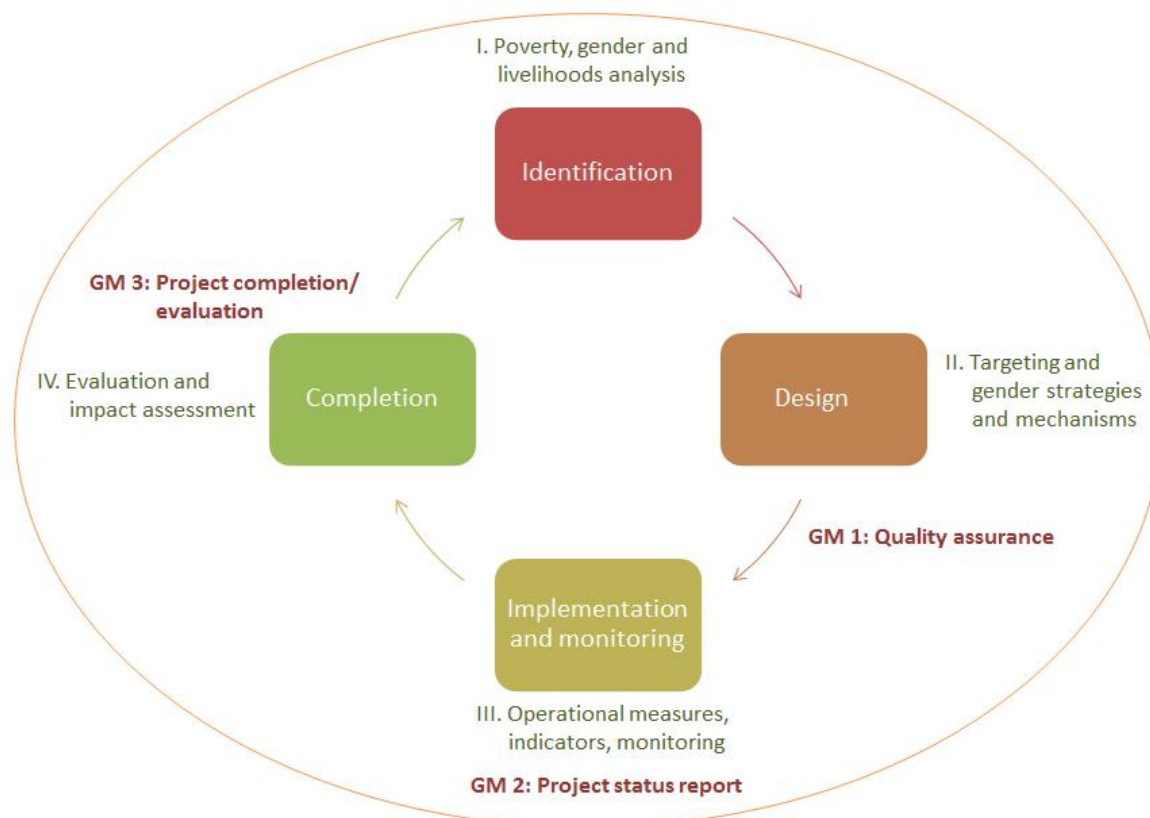
The working paper on poverty, targeting and gender will be held in the project life file, which serves as the project database and library throughout the life of the project. In addition to what is already included in the PDR, the working paper should present more-in-depth background information, analysis and findings, which will be of value in project start-up and implementation (see an example table of contents for the working paper in annex 1, tool 7). Detailed cost tables are also included in the project life file.

Review

IFAD reviews the design, implementation, completion and evaluation of a project from many aspects, including targeting and gender, using a six-point system. The IFAD gender marker has been developed based on the six-point scale to assess the gender sensitivity of projects at the same stages of the project cycle (see annex 1). It provides a quick gender assessment in the context of IFAD reviews throughout the different stages of the project cycle, including how commitments set at design were taken into account during implementation.

The gender marker rates project design from gender blind (score 1) or gender neutral (score 2), through gender aware (score 3) and gender partial and full mainstreaming (scores 4 and 5), to gender transformative (score 6). Gender mainstreaming (score 5) denotes projects in which gender equality issues

have been fully integrated into design – addressing all three objectives of the gender equality policy – and implementation. Gender transformative approaches indicate those projects that go beyond addressing the symptoms of gender inequality to tackling the underlying social norms, attitudes, behaviours, social systems and power structures. These projects consequently produce far-reaching effective and sustainable change.



During the design stage, targeting and gender markers are used in the quality assurance review. They are useful tools that the targeting and gender specialist, CPM and PTA Gender Desk can use beforehand to assess the project's commitment to gender issues. IFAD has set specific targets for the gender sensitivity of new project designs in IFAD10 (2016-2018): "Ensuring that at least 90 per cent of project designs are rated as partial gender mainstreaming (moderately satisfactory = 4) or better, that at least 50 per cent achieve full gender mainstreaming (satisfactory = 5) and at least 15 per cent are gender transformative (highly satisfactory = 6)."

During implementation, projects are rated in the context of supervision missions: gender and poverty are among the criteria included in the project status report and they capture the extent to which the project is addressing gender concerns in its interventions, operational measures and budgets.

In the completion process, regional divisions assess the extent to which the project succeeded in reaching its objectives and delivering on its strategies, including the gender strategy. Guidelines for the project completion report (PCR) describe project impact from a gender perspective in various sections with regard to both analysis of performance and assessment of impact.

Conclusion

The related issues of targeting and gender are central to IFAD's identity, and the Fund's explicit focus on people – rural men, women, indigenous peoples and youth – is what makes IFAD different from other development agencies.

Informed and relevant targeting and gender strategies in project design and implementation are essential to facilitating a pro-poor, socially inclusive and gender-equitable development project. The participation of poor rural women, men, youth and indigenous peoples during design is hugely important in ensuring that their voices are heard and their needs, constraints and priorities are understood and form the basis of the targeting and gender strategies. The effective inclusion of targeting and gender in project design also involves: creating a supportive operational environment; identifying and addressing the capacity-building needs of partners; defining how to monitor performance and share knowledge; including costs in the project budget; and integrating the strategies thoroughly in the PDR.

Strategies will be further refined and updated during project start-up and implementation as more information becomes available and implementation processes start. Throughout the life of a project, strategies may be subject to change to reflect local circumstances and outcomes (see the How To Do Note on Targeting and Gender during Project Implementation).

Annex 1. Tools

Tool 1: TOR of targeting and gender specialist in project design mission

The following provides some ideas for TOR content; adapt to the specific context as needed.

The targeting and gender specialist will profile target groups and prepare the main elements of the targeting and gender strategies during project design. The aim is to facilitate social inclusion, gender equality and the social and economic empowerment of identified target groups. While on mission, the specialist will participate in consultations with stakeholders, field visits and wrap-up meetings.

Specific tasks will include the following:

1. Review the country context (legal, political, institutional, social, cultural and sector policies) relevant to targeting and gender in relation to the project thematic focus.
2. Conduct a participatory gender-sensitive rural poverty and livelihoods analysis in the proposed project area(s) to identify and better understand the needs, priorities and expectations of poor rural people (including their livelihood strategies and outcomes, vulnerabilities and coping mechanisms, local poverty processes and rural institutions). Identify key issues that may be addressed by the project, disaggregating data by sex and other relevant variables where possible.
3. Taking into account IFAD's Policies on Targeting and on Gender Equality and Women's Empowerment, and in consultation with the other team members:
 - a. Define and profile project target groups, including the gender dimensions of rural poverty and linkages and engagement with formal and informal organizations; (complete key file on target group profiles)
 - b. Develop a targeting strategy, including targeting and implementation mechanisms, to ensure that project design accommodates the needs and priorities of the target group and facilitates its participation in project interventions, and that the special concerns of vulnerable groups are taken into account; (complete the targeting checklist and analysis of outreach of proposed activities)
 - c. Develop a gender mainstreaming strategy, including implementation mechanisms, to ensure that the project identifies opportunities to support gender equality and women's empowerment and facilitates women's participation in project interventions; (complete the gender checklist)
 - d. Provide inputs into the M&E framework, project logframe and learning systems to incorporate gender and social inclusion perspectives, including the use of participatory approaches and disaggregated data and indicators, and to measure performance of the strategies;
4. Identify opportunities to mainstream household methodologies where possible;
5. Identify implementation arrangements, risks and mitigation measures, costs and financing to ensure effective implementation of targeting and gender strategies.

Expected outputs will comprise the following:

Output	Approx. length (pages)
Input to the aide-memoire outlining the proposed target groups and strategies	1
Contributions to relevant sections of the PDR main text	various
Appendix 2 of the PDR on poverty, targeting and gender	8-12
Working paper on poverty, targeting and gender for the project life file	20

Tool 2: Content of gender-sensitive poverty and livelihood analysis

A generic list of topics to cover during social analysis is suggested below. Where possible, data should be disaggregated by sex, as well as other relevant variables, including age, ethnic identity, etc.

1. **Socio-economic context.** Poverty status of the project area; community history and trends in main socio-economic events, including migration; community natural resource base, infrastructure, accessibility, demographics; and socio-economic groups within the community, including relevant household typologies, for example by primary sources of income, roles of different household members or poverty level.
2. **Legal and policy context.** Identify and document the legal and policy context and how this may provide opportunities (e.g. policies that promote economic opportunities and decent work for rural women, laws that protect women's land and property rights) or barriers to women (e.g. customary practices that limit women's access and title to land; beliefs and practices that limit women's mobility).
3. **Livelihoods** (with reference to the project's thematic focus). Livelihood assets (human, natural, physical, financial and social), for example access to and control over land, livestock, labour, education, energy, water and sanitation, health, credit/savings and income; livelihood strategies (farm, non-farm, off-farm, settlement patterns), outcomes (food and nutrition security, income, health, well-being, social status), opportunities and threats; and main priorities for development according to leaders, men, women, youth, poor and non-poor.
4. **Gender issues.** National indicators of gender inequality, such as the UNDP Gender Inequality Index, and local gender roles and responsibilities at the household, community and group level, in terms of:
 - Participation of women and men and their benefits from profitable economic activities in agriculture, natural resource management and rural development. Consider legal and customary land tenure arrangements and inheritance laws, as well as legal and culturally accepted access to services and resources; access to extension services, value chains, and markets for inputs and sales; production priorities and needs in agricultural research and technology transfer; and access to and influence over communication and information networks;
 - Voice and influence of women and men;
 - Nature of women's and men's workloads and the perceived degree of an equitable balance in their productive and household responsibilities and in the benefits accrued.
5. **Vulnerability context.** Nature, severity and frequency of shocks; coping strategies and sources of resilience.
6. **Institutional and stakeholder analysis.** Categories of stakeholders, their interests and influence; main organizations and groups in the community, their composition and leadership; membership in local authorities, organizations and groups; and roles and strengths of national and local government organizations.

Include case histories and quotations that illustrate women's and men's understanding of their poverty and the interventions they believe would help them improve their living conditions.

While conducting primary research, ensure observation of the following protocols:

- Keep all information confidential and anonymous (in reports).
- Give all participants an opportunity to express their views, not only those with the loudest or most persistent voices, or those that claim to 'represent' the views of all.

- Ensure that questions are open and allow people to answer freely; record different viewpoints and opinions and respect people's right to not answer/discuss.
- Validate findings with as many participants as possible and endorse findings. Participants may understand their community in new ways and can also correct any errors that arise.

Consult the FAO social analysis field guide checklists for guidance on what information to gather at various levels: national and regional (pages 19-20); district (pages 23-24); community (pages 29-32); during focus group discussions (pages 34-36 on gender, and 37-38 on youth); and through individual household interviews (pages 39-42).

Tool 3: Targeting checklist for project design⁸

The targeting checklist is useful in helping staff and partners ensure that all targeting issues are considered in project design and that the needs of target groups are more effectively met overall.

How to use:

- Use each question to guide reflection and discussion on a particular aspect of project design;
- Revise and deepen project design where necessary to address specific targeting gaps.

Note: Example 5 in annex 2 illustrates application of IFAD'S targeting checklist for design in the Project for Financial Inclusion in Rural Areas (PROFIRA) in Uganda.

Targeting checklist	Design
1. Does the main target group – those expected to benefit most – correspond to IFAD's target group as defined by the targeting policy (poorer households and food insecure)?	
2. Have target subgroups been identified and described according to their diverse socio-economic characteristics, assets and livelihoods – and with attention to gender and youth differences (matrix on target group characteristics completed)?	
3. Is evidence provided of interest in and likely uptake of proposed activities by identified target subgroups? What is the evidence (matrix on analysis of project components and activities by principal beneficiary groups completed)?	
4. Does the design document describe a feasible and operational targeting strategy in line with the targeting policy and involving some or all of the following measures and methods?	
4.1 Geographical targeting – based on poverty data or proxy indicators to identify, for area-based projects, geographical areas (and within these, communities) with a high concentration of poor people;	
4.2 Direct targeting – when services or resources are to be channelled to specific individuals or households;	
4.3 Self-targeting – when goods and services respond to the priority needs, resource endowments and livelihood strategies of target groups;	
4.4 Empowering measures – including information and communication, focused capacity- and confidence-building measures and organizational support to empower and encourage more-active participation and inclusion in planning and decision-making by people who traditionally have less voice and power;	
4.5 Enabling measures – to strengthen stakeholders' and partners' attitudes and commitment to poverty targeting, gender equality and women's empowerment, including policy dialogue, awareness-raising and capacity-building;	
4.6 Procedural measures – that could militate against participation by the intended target groups;	
4.7 Operational measures – appropriate project management arrangements, staffing, selection of implementation partners and service providers.	
5. Monitoring targeting performance. Does the design document specify that targeting performance will be monitored using participatory M&E and assessed at mid-term review? Does the M&E framework allow for collection and analysis of sex-disaggregated data, and are there gender-sensitive indicators against which to monitor/evaluate outputs, outcomes and impacts?	

Note: This checklist should be completed and included in appendix 2 of the PDR.

⁸ April 2013.

Tool 4: Gender checklist for project design⁹

The gender checklist can help guide the project design team’s work in addressing gender issues.

How to use:

- Use each question to guide reflection and discussion on a particular aspect of project design;
- Revise and deepen the project design, where necessary, to ensure that gender issues are addressed as comprehensively as possible.

Note: Example 6 in annex 2 illustrates application of the gender checklist in PROFIRA in Uganda.

Gender checklist	Design
1. The PDR contains – and project implementation is based on – gender-disaggregated poverty data and an analysis of gender differences in the activities or sectors concerned, as well as an analysis of each project activity from a gender perspective to address any unintentional barriers to women’s participation.	
2. Project design articulates – and the project implements – actions that aim to: <ul style="list-style-type: none"> • Expand women’s economic empowerment through access to and control over productive and household assets; • Strengthen women’s decision-making roles in the household and community and their representation in the membership and leadership of local institutions; • Achieve a reduced workload and an equitable workload balance between women and men. 	
3. The PDR includes one paragraph in the targeting section that explains what the project will deliver from a gender perspective.	
4. It describes key elements in operationalizing the gender strategy with respect to the relevant project components.	
5. The design document describes – and the project implements – operational measures to ensure gender-equitable participation in, and benefit from, project activities. These will generally include:	
5.1 Allocating adequate human and financial resources to implement the gender strategy;	
5.2 Ensuring and supporting women’s active participation in project-related activities, decision-making bodies and committees, including setting specific targets for participation;	
5.3 Ensuring that project management arrangements (composition of the PCU/PMU, project TORs of staff and implementing partners, etc.) reflect attention to gender equality and women’s empowerment concerns;	
5.4 Ensuring direct project outreach to women (for example through appropriate numbers and qualification of field staff), especially where women’s mobility is limited;	
5.5 Identifying opportunities to support strategic partnerships with government and other development organizations for networking and policy dialogue.	
6. The project’s logframe, M&E, MIS and learning systems specify in design – and the project M&E unit collects, analyses and interprets – sex- and age-disaggregated performance and impact data, including specific indicators for gender equality and women’s empowerment.	

Note: The completed checklist should be included in appendix 2 of the PDR.

⁹ April 2013.

Tool 5: TOR of targeting and gender specialist in PMU

Roles and responsibilities

Under the general supervision of the project director, the project targeting and gender specialist will perform activities in five main areas to mainstream social inclusion:

Project implementation

- Advise and support the project manager, other members of the PMU and field officers in the effective mainstreaming of targeting, gender and social inclusion in project activities.
- In close collaboration with the PMU, develop full targeting and gender strategies and action plans to be updated regularly.
 - Work with each specialist in the PMU in critically reviewing project design to see how each component or subcomponent addresses gender issues, and identify opportunities for strengthening implementation from a gender perspective.
 - Review basic project implementation processes to provide feedback and suggestions on how to achieve the best possible project outcomes with respect to targeting, gender equality and women's empowerment, and social inclusion.
- Ensure that activities of the targeting and gender strategies are reflected in the following:
 - Preparation of the AWP/B;
 - Design and implementation of the project M&E system;
 - Project progress reports;
 - Project supervision.
- Participate in the development of detailed TORs and tender documents of national and local service providers to various project components to ensure that target groups will be able to participate effectively in all components and meet the project's targets.

M&E and knowledge management

- Together with M&E and knowledge management staff, establish an M&E system that captures and analyses disaggregated data on gender and social inclusion.
- Document and share M&E, learning and communication products.
- Analyse data to ensure that there are no adverse impacts on target groups as a result of project implementation, and suggest remedial measures if necessary.

Capacity-building

- Undertake regular capacity assessment on gender and social inclusion issues and provide capacity-building for staff at the field level, PMU, implementing partners and service providers.

Communication

- Liaise with the IFAD country office and gender team on questions regarding gender in implementation, knowledge-sharing and other aspects.
- Serve as a channel of communication between the project and others working on gender issues in government, implementing agencies, other development projects and IFAD.
- Help project colleagues access the information they may need on gender issues and share good practices.

Advocacy and networking

- Be familiar with gender policies of the institutions linked to the project, including national policies and those of ministries, implementing institutions and financing agencies, including IFAD.
- Establish linkages with other gender, women's or social inclusion programmes implemented by national, international and intergovernmental agencies.
- Present evidence-based information on good practices in gender equality and women's empowerment in national forums.

Qualifications and experience

- Master's degree in social sciences, rural development or related discipline;
- At least five years' experience working in gender and social inclusion issues;
- Experience in agricultural and rural development projects;
- Experience in projects integrating targeting and gender considerations across components/activities and M&E;
- Experience in designing and delivering training modules;
- Highly motivated and committed to poverty alleviation and gender equality;
- Working knowledge of spoken and written Arabic/English/French/Spanish, according to location;
- Ability to work in other languages used in the region would be an advantage.

Tool 6: Assessing gender sensitivity of logframe and indicators¹⁰

This tool can help the project design team consider some basic questions when designing the project logframe and indicators.

How to use:

- Use the questions below to help you think through the design of the project's logframe.
- Adapt as necessary to support the development of IFAD project logframes and indicators.

	Objectively verifiable indicators	Monitoring mechanism & information sources	Assumptions/risks
Goal How do gender relations and poverty influence the project goal?	What measures can verify achievement of the desired gender and poverty impacts of the goal?	Are the data for verifying the goal sex-disaggregated and analysed in terms of gender and other relevant variables (e.g. age, ability, etc.)? What gender/poverty analysis tools will be used to verify the gender and poverty impacts of achievement of the goal (e.g. in impact assessment)?	What important external factors are needed to sustain the goal in a way that is gender and poverty sensitive?
Purpose (development objectives) Do these align with project components? Is each objective gender and poverty responsive? Is there a specific gender objective (in accordance with the gender policy)?	What measures can verify achievement of the gender and poverty responsiveness of the objectives?	Are the data for verifying achievement of the objectives sex- and age-disaggregated and analysed in terms of gender and other categories of poverty/vulnerability such as age, ability, etc.? What gender/poverty analysis tools will be used?	What important external factors are needed to sustain achievement of the objectives in a way that is gender and poverty responsive?
Outcomes Does the distribution of benefits take gender roles and relations into account?	What measures can verify whether project benefits accrue to women as well as men and the different types and ages of women and men engaged in, or impacted by, the project (e.g. consider socio-economic, ability, age variables)? Think beyond 'economic' benefits to consider benefits related to social relations, labour, time, etc.	Are the data for verifying the outcomes <i>disaggregated</i> by sex and other important poverty/vulnerability variables? Are they <i>analysed</i> in terms of gender and other important variables that can indicate poverty such as age, ability, etc.? Which gender/poverty analysis tools will be used to do this?	What important external factors are needed to achieve project impacts that can benefit women?
Outputs Are gender issues addressed and clarified in project implementation (e.g. in workplans)?	Do outputs consider qualitative as well as quantitative aspects (e.g. looking beyond 'numbers' of women and men to the felt/perceived impacts for women, men)?	Are the data for verifying the outputs sex-disaggregated and analysed in terms of gender and other poverty-related variables such as age, socio-economic group, etc.? What gender/poverty analysis tools will be used?	What important external factors are needed to achieve the outputs, and especially to ensure continued engagement of women and men in the project?

¹⁰ Adapted from Odame, H.H., *Engendering the Logical Framework* (The Hague, the Netherlands: International Service for National Agricultural Research [ISNAR], 2001).

Tool 7: Inclusion of targeting, gender equality and women's empowerment in PDR and working paper

PDR sections

Logframe

Include appropriate output and outcome indicators, with realistic targets (if data are available), to measure performance of the targeting and gender strategies. Include means of verification and assumptions. Ensure that indicators and targets are disaggregated by sex and other relevant variables, where possible.

I. Strategic context and rationale

A. Country and rural development context

Include critical issues emerging from rural poverty and livelihoods analysis that are relevant to the project's gender and targeting strategies, including a paragraph on the following:

- Poverty and rural livelihoods: where poverty is located in the country, who are poor rural people, how do they cope and what does it mean to their lives. Include policy and institutional context and issues;
- Gender issues – the main gender inequalities – and their implications for rural livelihoods, productivity, value chain development and growth of the rural economy, including policy and institutional responses.

B. Rationale

How do targeting and gender issues support the rationale for investment?

II. Project description

A. Project area and target group

Project area: in addition to agroecological characteristics:

- Note any poverty-based reasons for selecting the project area.
- Outline selection criteria that may be used to target pockets of poverty (such as poorer districts) within the project area.

Target groups (1/2 -1 page, depending on the number of groups):

- Summarize key characteristics of the target groups (in terms of assets, livelihood strategies, shocks, coping mechanisms, priority needs) and the targeting mechanisms.
- If possible, quantify the number of each group, also by sex and age.

B. Project development objective

Include a paragraph on what the project will deliver from a gender perspective.

C. Components/outcomes

Identify direct beneficiaries – divided by sex and other variables when possible – of the various activities, outputs and outcomes.

Include capacity-building efforts in targeting and gender.

D. Lessons learned and compliance with IFAD policies

Note compliance with IFAD's targeting and gender policies in appendix 12.

III. Project implementation

A. Approach

Summarize key features of the targeting and gender strategies and cross-reference to the greater detail and completed gender and targeting checklists in appendix 2.

B. Organizational framework

Responsibilities of the PMU and staffing: note responsibility for implementation of the gender and targeting strategy, assign responsibility to an individual staff member, and note the importance of gender equality within the PMU, as well as in its service delivery.

Implementing partners: these should have a commitment to pro-poor approaches, gender equality, women's empowerment and social inclusion. Provide a gender briefing for partners when possible.

C. Planning, M&E, and learning and knowledge management

Outline any specific M&E activities to measure effectiveness of the targeting and gender strategies.

Include any specific arrangements for targeting and gender knowledge management and sharing.

E. Supervision

Ensure that the skills mix for supervision missions, especially during the first 12-18 months, includes a targeting and gender specialist.

F. Risk identification and mitigation

Identify possible risks that might impede successful implementation of the targeting and gender strategies and propose practical mitigation measures.

IV. Project costs, financing, benefits and sustainability

C. Summary benefit and economic analysis

Ensure that the dimensions of poverty and gender equality and women's empowerment are reflected in the qualitative benefits.

D. Sustainability

Describe the measures built into the targeting and gender strategies to promote sustainability.

Appendix 2. Poverty, targeting and gender (6-10 pages)

This is an opportunity to provide more insight into the issues to be addressed, proposed target groups and targeting and gender strategies. Present more-in-depth information to complement the text in the main report; avoid merely repeating the main text. Include the completed targeting and gender checklists to demonstrate alignment with IFAD policies on targeting and gender equality and women's empowerment.

Appendix 3. Lessons learned

Include lessons learned on gender and targeting from previous IFAD-supported projects in the country or from other countries with a similar thematic focus.

Appendix 4. Detailed project activities

Include activities specifically relevant to implementation of the targeting and gender strategies, as well as ensuring that other activities also mainstream gender and targeting considerations.

Appendix 5. Institutional aspects and implementation arrangements

Ensure that targeting and gender aspects are fully covered:

- In the TORs of relevant project staff;
 - In implementation arrangements, including the capacity and commitment of implementing partners.
-

Appendix 6. M&E

Ensure that disaggregated data are collected and analysed by gender, age and poverty, where possible.

Ensure that indicators will capture gender dimensions of the project, not only in terms of participation, but also of outcomes and impacts.

Include gender- or poverty-related studies.

Appendix 8. Project costs

Ensure that costs of any specific activities for gender and targeting are included in project costing.

Appendix 11. Draft project implementation manual

Ensure that targeting and gender issues are mainstreamed throughout – in project organization, responsibilities, procedures, processes, selection criteria, reporting, financial management and procurement, relationships with stakeholders and other arrangements necessary to implementation of the project.

Working paper

The working paper usually consists of the following, in approximately 20 pages:

- Gender-sensitive poverty and livelihoods analysis;
- Institutional framework, policies and strategies;
- Lessons learned (from IFAD-supported projects and other development activities in the area);
- Profile of target groups;
- Outreach of proposed project activities by target group;
- Targeting strategy;
- Gender strategy;
- Implementation arrangements (roles, responsibilities and time frame to implement strategy);
- Costs and financing;
- Monitoring and evaluation;
- Risk management;
- Appendix with TOR of targeting and gender officer or focal point.

Annex 2. Examples

Example 1: Wealth ranking – Rural Finance Support Programme, Mozambique, 2013

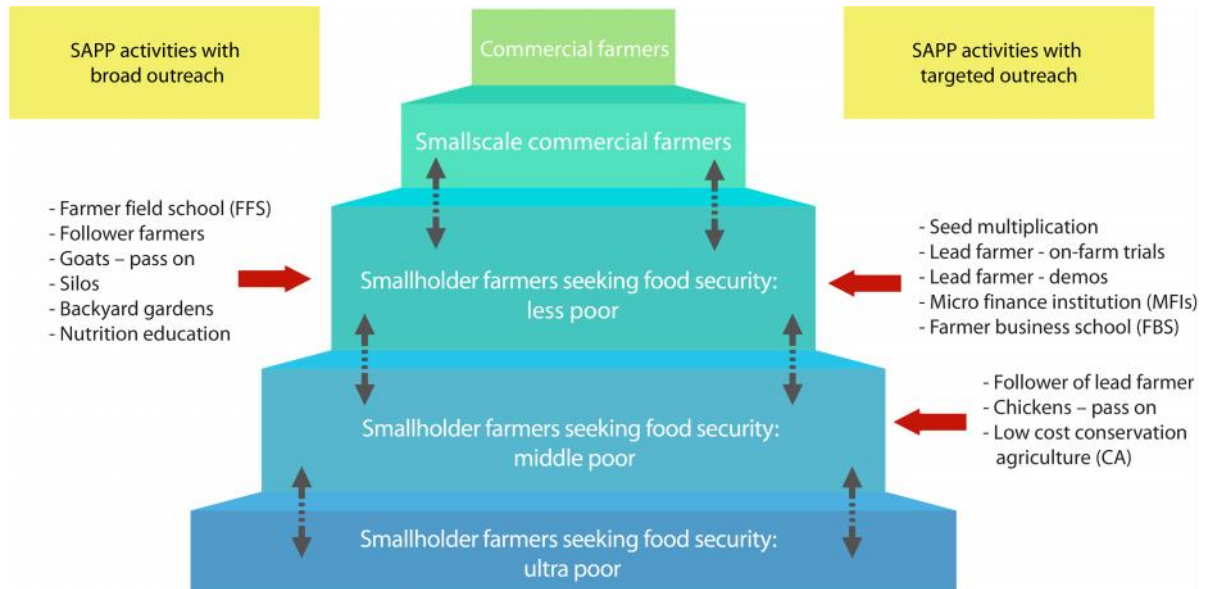
Characteristics	Very poor	Medium poor	Less poor
Asset availability	<ul style="list-style-type: none"> ▪ Lack of access to factors of production 	<ul style="list-style-type: none"> ▪ Few assets ▪ Limited access to labour and other factors of production 	<ul style="list-style-type: none"> ▪ Most basic family assets
Access to financial services	<ul style="list-style-type: none"> ▪ Lack of access to every kind of financial service 	<ul style="list-style-type: none"> ▪ Access to savings and credit facilities 	<ul style="list-style-type: none"> ▪ Access to savings and credit facilities ▪ Limited access to microfinance institutions (MFIs)
Level of literacy	<ul style="list-style-type: none"> ▪ Poor literacy and numeracy capacity 	<ul style="list-style-type: none"> ▪ Poor literacy capacity ▪ Basic numeracy 	<ul style="list-style-type: none"> ▪ Basic literacy and numeracy capacity
Occupation and source of livelihood	<ul style="list-style-type: none"> ▪ Non-income earners receiving remittances ▪ Small scale – predominantly subsistence producers ▪ Crew on artisanal fishing boats 	<ul style="list-style-type: none"> ▪ Small-scale cash-crop producers ▪ Small-scale traders and entrepreneurs ▪ Artisanal fishers 	<ul style="list-style-type: none"> ▪ Medium-scale producers ▪ Traders ▪ Processors and artisanal fishing gear/boat owners and captains
Proximity to markets	<ul style="list-style-type: none"> ▪ Live in remote rural areas ▪ Lack of access to markets 	<ul style="list-style-type: none"> ▪ Live in rural areas ▪ Might periodically visit minor urban centres 	<ul style="list-style-type: none"> ▪ Live/operate closer to small urban centres
Production surplus	<ul style="list-style-type: none"> ▪ No production surplus to sell 	<ul style="list-style-type: none"> ▪ Limited marketable surplus (some income generated) ▪ Non-crop income sources 	<ul style="list-style-type: none"> ▪ Sell in markets, but limited negotiating power; price-takers
Vulnerability	<ul style="list-style-type: none"> ▪ Poor nutrition/health, HIV/AIDS 	<ul style="list-style-type: none"> ▪ Periodic poor health, HIV/AIDS 	<ul style="list-style-type: none"> ▪ Vulnerable to periodic droughts, floods and serious family calamities ▪ HIV/AIDS
Coping strategy	<ul style="list-style-type: none"> ▪ Barter ▪ Diversified livelihood strategy ▪ Natural resource exploitation (e.g. selling firewood, other forest products) ▪ Traditional brewing ▪ Sale of crops/fish to meet urgent cash needs ▪ Migrant labour ▪ Some crafts 	<ul style="list-style-type: none"> ▪ Diversified livelihood strategy ▪ Petty trading ▪ Crafts ▪ Contract farming and labour on other people's farms ▪ Labour migration ▪ Itinerant trade 	<ul style="list-style-type: none"> ▪ Wage labour and employment for family ▪ Marketing of own products ▪ Members of associations or other groups to increase crop marketing and bargaining power

Example 2: Target group profile from the Project for Financial Inclusion in Rural Areas, Uganda, 2014

Typology	Characteristics and Poverty Level	Coping Actions	Priority needs	Potential project responses
<p>Financially excluded rural households: economically active women, men and youths in poor and low-income vulnerable rural households not using formal or informal financial services</p>	<p>31% of total rural households (3.8 million people) of which 27% are below the absolute poverty line of US\$1/day; 46% are slightly above national poverty line but below US\$1.5/day and are economically insecure and vulnerable to slipping back into poverty; 87% are <US\$2/day; 11% are food insecure. HHs <US\$2/day have some cash savings capacity; HHs below US\$1/day include near landless subsistence farmers, casual labourers, unemployed youths, HHs with a high dependency ratio such as caretakers of orphans, elderly people, sick or disabled persons.</p>	<p>The poorest households currently struggle to save US\$0.20-0.40 cents a week. When they are short of cash, they borrow from friends and relatives. The low-income vulnerable are food secure in normal years but in years when crops fail, they are forced to sell-off their assets and go into debt. 64% of rural HHs hide their savings in a secret place in the home.</p>	<p>The poorest need to agree on household goals, start planning to achieve goals, adopt the habit of regular weekly savings as low as 10 cents, with group pressure to encourage them to persist; savings and loans are needed for seasonal consumption smoothing and school fees and emergencies. Individuals (70-85% female) who are able to mobilize cash savings of US\$ 50 cents per day are keen to join community savings and credit groups.</p>	<p>The project will establish 15,000 new community savings and credit groups (CSCGs) with 375,000 members. Sub-regions and districts will be selected on the basis of poverty incidence. The project will set a target of at least 70% female and at least 15% youths and 67% poor or near-poor for new groups. Household mentoring will be piloted to enable women and youths among the poorest to begin saving and to empower them to control the income they earn.</p>
<p>Members of mature community savings and credit groups: rural women, men and youths who have saved and borrowed successfully for at least 3 annual cycles as members of a CSCG and are keen to establish links, individually or as groups, with higher level financial services institutions including banks, micro-finance deposit-taking institutions (MDIs), Savings and Credit Cooperatives (SACCOs) or mobile money</p>	<p>Members of mature CSCGs were below the poverty line when they joined, and have risen to the status of low-income vulnerable as a result of 3+ years of successful saving, borrowing and asset accumulation. Members are 70-75% female and 15% are youths. They do not yet use any formal financial services.</p>	<p>CSCG members have good savings discipline; adopt higher weekly savings targets with each cycle; grow their money by lending within the group at 10% per month interest; keep savings in a locked cash box; share out the entire pot (savings + interest) to all members at the end of each yearly cycle and reconstitute the group for a new cycle each year.</p>	<p>Advanced financial literacy training (about banks, credit, interest, etc.); business and marketing knowledge, linkage to SACCOs and banks to deposit savings, mobile banking services, collateral-free group loans, linkage with info on agric. technology and prices.</p>	<p>The project will contract service providers to support members of 3000 mature CSCGs on demand with advanced financial literacy, business development services and exposure to higher level financial services including banks, SACCOs, MDIs, and/or mobile money services.</p>

Typology	Characteristics and Poverty Level	Coping Actions	Priority needs	Potential project responses
<p>SACCO members who have insecure access to financial services: poor and low-income women, men and youths who are members of SACCOs that are not yet operationally self-sustaining but have potential to achieve sustainability</p>	<p>Because of the relatively high cost of membership, individual SACCO members tend to be from the rural middle class and low-income vulnerable households. Poor women and youths also join as members of a group. Ordinary members tend to be poorly informed about their rights and are vulnerable to fraud and embezzlement of their savings and/or share capital.</p>	<p>Poor and near-poor households join the SACCO as a group (1 membership for all). They join to keep their savings in a safe place to get access to bigger loans. Those groups that are members SACCOs and individuals within the groups seek loans from the SACCOs for consumption smoothing, education expenses and quick turnover income generating activities such as trading.</p>	<p>Enhanced knowledge of cooperative principles and member rights; transparent information on the health of the SACCOs; enhanced voice in SACCO governance; advanced financial literacy, better knowledge about business and marketing, new financial products tailored. Empowerment of ordinary SACCO members to: ensure their rights as members, to make sure that the Management or members of the Board do not embezzle their savings; make sure that loans are not given only to the influential and that outstanding debts are repaid; and make sure that their savings are safe. Need mobile banking services to save time and money to deposit, withdraw and transfer money.</p>	<p>The project will target 500 rural SACCOs that are not yet operationally self-sufficient but are potentially sustainable. It will increase individual female membership to 33% and to 50% including women who join as members of groups; and facilitate better and more accountable management and performance of the SACCOs.</p>

Example 3: Outreach of project activities by wealth groups from the Sustainable Agriculture Production Programme (SAPP), Malawi, 2016



Example 4: Targeting activities to strengthen technical aspects of project design

Measures	Activities
Geographical – to select poorest areas	<ul style="list-style-type: none"> ▪ An objective strategy based on clear criteria for ranking districts, subdistricts and communities in terms of relative poverty ▪ Broad identification of areas (down to the district level) using data drawn from a number of sources, such as national poverty assessments, food insecurity and malnutrition data and UN agency data sets of national coverage (e.g. vulnerability mapping) ▪ More detailed identification within these localities using poverty criteria developed with local stakeholders
Direct targeting –when services or resources are to be channelled to specific individuals or households	<ul style="list-style-type: none"> ▪ Use quotas to ensure women and youth are represented among the membership of producer groups, enterprises, trade associations, etc. ▪ Use quotas to ensure women and youth are represented among the leadership of farmer groups, enterprises, trade associations, etc. ▪ Set quantitative targets for participation in project activities. ▪ Ensure eligibility criteria are suited to the resource endowments of the target group. ▪ Earmark funds for vulnerable groups. ▪ Introduce technical training specifically targeting women and youth. ▪ Select women to demonstrate their capabilities by hosting demonstrations, leading discussions, making presentations and participating in agricultural technology exhibitions. ▪ Provide entrepreneurship awards specifically for women farmers. ▪ Provide training grants for women extension staff. ▪ Promote women and youth visits, exchange programmes and attendance at trade fairs and exhibitions. ▪ Provide vouchers to enable women and youth to access business development services. ▪ Provide safety net measures, such as conditional or non-conditional cash or food transfers, relief work schemes or animal pass-on schemes.
Self targeting measures – to ensure that goods and services respond to the priority needs, resource endowments and livelihood strategies of target groups	<ul style="list-style-type: none"> ▪ Select crops and livestock suitable for women, youth, poor people and people living with HIV/AIDS, considering their potential for food security, local sales, small volume, low input, low risk, proximity to home, local processing and value-adding opportunities. ▪ Select non-farm enterprises of interest to women, youth, poor people and people living with HIV/AIDS that have a low capital investment, quick return and low risk. ▪ Select technologies which address women’s labour constraints and are suitable for use by women, youth and people living with HIV/AIDS (e.g. drip irrigation, small motorized mills). ▪ Introduce microloans for small business ventures, with no collateral requirements. ▪ Promote group approaches which tend to be of less interest to wealthier households. ▪ Set upper limits or ceilings on grant assistance available to a group or individual. ▪ Establish modest rates of remuneration for work programmes (such as the development of community access roads); payment in the form of cash or food-for-work at or slightly below market wages may be of interest only to the poorest groups, women and female household heads. ▪ Introduce vouchers for work that are redeemable for inputs of interest to women, youth etc., such as improved tools, improved seeds, fertilizer and small livestock. ▪ Use self-help labour input as a condition for accessing certain types of project support; this reaches poorer households in settings where upper classes see manual labour as socially degrading. ▪ Support functional literacy classes which will be of interest to the illiterate but of little or no interest to the literate; these classes may be used as an entry point for targeting other types of assistance.

Measures	Activities
<p>Empowering measures – to give target groups at least equal chances to access project activities</p>	<p>Household level</p> <ul style="list-style-type: none"> ▪ Promote rural household planning for resource use, livelihood strategies and benefits sharing. ▪ Reduce women’s workloads through labour-saving technologies (e.g. in collecting water and fuelwood and weeding), improved infrastructure, sharing workloads and workplace child care facilities. ▪ Write wills and plan for succession among household members. ▪ Encourage skills transfer among household members. <p>Community</p> <ul style="list-style-type: none"> ▪ Raise gender awareness in the community. ▪ Mobilize gender and youth to participate in project activities. ▪ Initiate community-led planning (e.g. identify eligibility criteria, targets, activities). ▪ Increase community-based consultation on public investment in rural infrastructure, agricultural research and extension and other service provision. ▪ Identify and promote women, youth and people living with HIV/AIDS as role models. ▪ Form and strengthen women and youth self-help and producer groups, associations and networks. ▪ Strengthen rural organizations. ▪ Provide leadership training for smallholder women and youth. ▪ Conduct community conversations to address cultural norms and behaviours which would otherwise inhibit response to addressing HIV/AIDS effectively. ▪ Work with women leaders and innovators in communities. ▪ Offer beneficiary shareholding in parent company (e.g. outgrowers in value chain development). <p>Service delivery</p> <ul style="list-style-type: none"> ▪ Disseminate public information about the project to ensure activities and services are accessible to all and to enhance transparency. ▪ Formulate a project-level communication strategy. ▪ Discuss gender, youth and targeting issues at start-up workshops and community sensitisation meetings. ▪ Develop farmer field schools for smallholders, women and youth. ▪ Integrate gender sensitisation into all agricultural extension and farmer training programmes, skills development and materials. ▪ Offer functional adult literacy and numeracy classes (including mobile classes for pastoralists). ▪ Conduct training for smallholders, women and youth in basic business skills, record-keeping, negotiating skills, financial management, planning and savings. ▪ Provide skills development for employees in the agricultural sector. ▪ Offer vocational training for unemployed youths in rural areas, supported by seed money for enterprise start-up. ▪ Increase the value of women’s work (through value chain development).
<p>Enabling measures – to create and sustain a policy and institutional environment favourable to gender equality and women’s empowerment</p>	<p>Policy strengthening</p> <ul style="list-style-type: none"> ▪ Dialogue with government and donors to influence their attitudes and policies towards investments in smallholders, youth and women. ▪ Advocate for pro-poor approaches, gender equality, youth empowerment and ethical trading. ▪ Promote land tenure legislation. ▪ Promote equitable employment legislation. ▪ Conduct policy studies on social aspects of rural livelihoods. ▪ Support national level authorities to influence the vulnerability context favourably by reducing exposure to shocks or by increasing preparedness for shocks. <p>Service provision</p> <ul style="list-style-type: none"> ▪ Ensure research agendas addresses issues of relevance to poor smallholders, women and youth.

Measures	Activities
	<ul style="list-style-type: none"> ▪ Use communication channels that are accessible by poor smallholders and women for extension messages, market information etc. ▪ Ensure that communication, extension materials and knowledge packages are gender sensitive (i.e. in language, literacy level, topics). ▪ Promote household savings, revolving savings and credit groups and bank accounts for smallholders, women and youth. ▪ Promote insurance services for smallholders. ▪ Ensure gender-sensitive training delivery (e.g. by selecting a suitable location, timing and duration; training couples rather than just one spouse; ensuring language and literacy levels reflect the abilities of the participants; and providing child care facilities). <p>Capacity building</p> <ul style="list-style-type: none"> ▪ Sensitise and train government staff (i.e. national, district and front-line), agricultural and community development departments, service providers, microfinance institutions, the PMU and implementing partners in pro-poor development and gender empowerment (including the project's commitment to targeting and gender mainstreaming); ways to enhance the voices of women and poor farmers; and how to pay attention to the diverse livelihoods, needs and priorities of different categories of members of the community. ▪ Organize awareness raising visits of decision-makers to project sites. ▪ Conduct gender and pro-poor sensitisation of players in value chain and agribusiness enterprises. ▪ Participate in in-country networks, formation of partnerships and alliances and public forums. ▪ Create commitment to pro-poor development and gender empowerment among leadership at all levels, including senior management, partners, local leaders (political, civil society, religious) and community and household members. ▪ Train project-related staff and core implementation partners in participatory planning procedures and participatory M&E. ▪ Sensitise and build capacity of government staff and local authorities to understand the difference between a top-down, message-driven delivery system and one in which they respond to the felt needs of client farmers and communities (and not necessarily catering to the wealthiest and most influential clients). ▪ Incorporate pro-poor and gender issues into an agricultural curriculum and other training events for extension staff and develop their capacity to mainstream poverty and gender perspectives into their activities. ▪ Encourage female extension staff to participate in training and field visits, both to develop their capacity and to encourage women farmers to attend. ▪ Establish a training fund to recruit women professionals. <p>Institutional design</p> <ul style="list-style-type: none"> ▪ Promote the use of participatory processes (e.g. participatory needs assessment, community action planning and participatory implementation processes). ▪ Strengthen the interface among CBOs, local government and service providers. ▪ Pay particular attention to institutional design for community-based natural resource management, watershed management, small-scale irrigation, range management, community-driven development and group income-generating activities.
<p>Procedural – to establish transparency in administrative procedures and remove unintentional obstacles</p>	<ul style="list-style-type: none"> ▪ Ensure targeting and gender related responsibilities are clearly defined in the terms of reference of relevant staff and partners. ▪ Reduce transaction costs of registering an income-generating group as a cooperative or an NGO. ▪ Remove the requirement that eligible community-based organizations (CBOs) should be legally registered. ▪ Avoid high up-front community contribution to access matching grant funds, or accept contributions in kind.

Measures	Activities
	<ul style="list-style-type: none">▪ Simplify and streamline application procedures and record-keeping.▪ Translate application forms and project documents into the local language.▪ Provide free technical support to assist groups to complete application forms and to prepare and cost subproject proposals.▪ Remove requirements that prevent people from accessing microfinance, such as the need for a land title, or a woman's dependence on her husband's co-signature or an adult male guarantor.▪ Make beneficiary contribution requirements (e.g. the provision of labour or cash) realistic, rather than inadvertently excluding some categories of resource-poor people.▪ Communicate criteria for participating in project to community.▪ Provide childcare facilities to facilitate women's participation (eg public works schemes).

Example 5: IFAD'S targeting checklist for design as applied in the Uganda Project for Financial Inclusion in Rural Areas (PROFIRA)

	Design
1. Does the main target group - those expected to benefit most- correspond to IFAD's target group as defined by the Targeting Policy (poorer households and food insecure)?	The project targets financially excluded households who do not use financial services formal or informal (30% of rural adult population) broadly corresponding to the 27% below US\$1/day. 74% of CSCG members have per capita consumption <US\$2/day.
2. Have target sub-groups been identified and described according to their different socio-economic characteristics, assets and livelihoods - with attention to gender and youth differences? (matrix on target group characteristics completed?)	The project group is described in 3 categories of financially excluded households: (i) financially excluded households who use no financial services formal or informal, (ii) those using only informal savings & credit groups and (iii) SACCO members whose access to financial services is precarious because the SACCO is not yet self-sustaining although it has promise of becoming self-sustaining.
3. Is evidence provided of interest in and likely uptake of the proposed activities by the identified target sub-groups? What is the evidence? (matrix on analysis of project components and activities by principal beneficiary groups completed?)	There is a huge unmet demand for forming community savings and credit groups.
4. Does the design document describe a feasible and operational targeting strategy in line with the Targeting Policy, involving some or all of the following measures and methods:	
4.1 Geographic targeting – based on poverty data or proxy indicators to identify, for area-based projects or programmes, geographic areas (and within these, communities) with high concentrations of poor people	3 poverty indicators to be used in combination to identify 4 sub-regions for support to CSCGs. PIM details procedures and how to score sub-regions and provides poverty data.
4.2 Direct targeting - when services or resources are to be channelled to specific individuals or households	50% of training on financial literacy and business development skills will be targeted to women and youth.
4.3 Self targeting – when goods and services respond to the priority needs, resource endowments and livelihood strategies of target groups	CSCGs are highly self-targeting to women (70%) and the poor, and are uninteresting to the non-poor because of very small weekly savings (<US\$0.50), high (10% per month) interest rates, short maximum loan duration (1-3 months). SACCOs are also community-based and self-managed by the members. This makes them more accessible to the poor than formal financial services such as banks. Women are 33% of SACCO members, own 34% of the share capital, own 36% of total savings, and received 37% of loans. Youth's share is between 4% and 7% of members, share capital, savings and loans.
4.4 Empowering measures - including information and communication, focused capacity- and confidence-building measures, organisational support, in order to empower and encourage the more active participation and inclusion in planning and decision making of people who traditionally have less voice and power	CSCGs are highly empowering to members including women and youths; they build social and psychological self-confidence hand in hand with economic empowerment. Members learn that they can successfully save on a regular basis, borrow and repay, and make good profits on petty trading of local products. Savings empower them to pay children's education, smooth consumption, improve their homes and diets, and accumulate livelihood assets.
4.5 Enabling measures –to strengthen stakeholders' and partners' attitude and commitment to poverty targeting, gender equality and women's empowerment, including policy dialogue, awareness-raising and capacity-building	Commissioner of Gender, MGLSD is on Project Oversight Committee. MGLSD will be represented on all tender committees for CSCGs. PMU communication and knowledge management officer will prepare and disseminate messages on gender and poverty targeting. M&E unit will organize experience sharing workshops to identify good practice on targeting and disseminate lessons.
4.6 Attention to procedural measures - that could militate against participation by the intended target groups	Procedural measures are addressed in PIM to prevent political interference in selection of the poorest project areas. Possible procedural obstacles to women and youth and the poor's access to credit are also analysed and addressed.

	Design
4.7 Operational measures - appropriate project/programme management arrangements, staffing, selection of implementation partners and service providers	Targeting responsibilities are explicitly mentioned in TORs for all PMU staff. Project coordinator will be responsible for seeing that gender and poverty targeting is effective. All service provider contracts make them accountable for targeting. Service providers will be assessed on their proven track record with poverty, gender and youth targeting.
5. Monitoring targeting performance. Does the design document specify that targeting performance will be monitored using participatory M&E, and also be assessed at mid-term review? Does the M&E framework allow for the collection/analysis of sex-disaggregated data and are there gender-sensitive indicators against which to monitor/evaluate outputs, outcomes and impacts?	The M&E design gives strong emphasis to monitoring of targeting performance. All contractors are required to provide disaggregated data on women and youth participation in relation to targets of 70% women in CSCGs; 30% women membership in SACCOs (or 50% women including those who join as members of groups), 30% women on SACCO Boards and supervisory committees. Poverty status of CSCG members will also be monitored at baseline, MTR and PCR using poverty scorecards.

Example 6: IFAD's checklist for gender as applied to the design of PROFIRA, Uganda

	Design
<p>1. The project design report contains – and project implementation is based on - gender-disaggregated poverty data and an analysis of gender differences in the activities or sectors concerned, as well as an analysis of each project activity from the gender perspective to address any unintentional barriers to women's participation.</p>	<p>Sex-disaggregated data on poverty has been used in the analysis and the challenges specific to women's access to financial services in rural Uganda.</p>
<p>2. The project design report articulates – or the project implements – actions with aim to:</p> <ul style="list-style-type: none"> • Expand women's economic empowerment through access to and control over productive and household assets; 	<p>PROFIRA would enhance women's access to financial services and thereby enable them to accumulate human, social, physical and financial assets.</p>
<ul style="list-style-type: none"> • Strengthen women's decision-making role in the household and community, and their representation in membership and leadership of local institutions; 	<p>The project would enhance women's participation and voice in decision-making by setting a target of 30% female for SACCO staff, Boards, Supervisory Committees and Loan Committees and of 70% female for membership of community-based savings and credit groups.</p>
<ul style="list-style-type: none"> • Achieve a reduced workload and an equitable workload balance between women and men. 	<p>PROFIRA is designed to enhance women's access to financial services. The project does not invest in rural infrastructure. However, members use savings and credit to pay for children's education and health care services.</p>
<p>3. The project design report includes one paragraph in the targeting section that explains what the project will deliver from a gender perspective.</p>	<p>The gender-related and social inclusion aspects of the project are summarized in the section on project area and target group.</p>
<p>4. The project design report describes the key elements for operationalizing the gender strategy, with respect to the relevant project components.</p>	<p>This is summarized in Appendices 2 and 4.</p>
<p>5. The design document describes - and the project implements - operational measures to ensure gender-equitable participation in, and benefit from, project activities. These will generally include:</p>	
<p>5.1 <i>Allocating adequate human and financial resources to implement the gender strategy</i></p>	<p>A Gender Action Plan will be prepared in the first year and reviewed in subsequent years to ensure that PROFIRA retains a strong focus on promoting women's access to financial resources. All actions identified in the Gender Strategy have been properly costed and budgeted.</p>
<p>5.2 <i>Ensuring and supporting women's active participation in project-related activities, decision-making bodies and committees, including setting specific targets for participation</i></p>	<p>At the community level, the participation of women in the CSCGs is the starting point for forming these associations and initiating activities such as savings, which are valued by women. Gender sensitization would be part of the process of engagement with rural communities. A minimum of 70% of membership in CSCGs. Women should be 30% of individual SACCO members and 50% of members including groups; women should also be 30% of active savers and borrowers.</p>
<p>5.3 <i>Ensuring that project/programme management arrangements (composition of the project management unit/programme coordination unit, project terms of reference for staff and implementing partners, etc.) reflect attention to gender equality and women's empowerment concerns</i></p>	<p>Gender equitable staffing has been proposed for the project management unit. Gender-sensitive language has been used to describe staff positions and responsibilities for gender mainstreaming have been detailed in TORs of all PMU staff. The Project Coordinator has overall responsibility for ensuring that the gender strategy is prepared and implemented. The M&E officer is the gender focal point. The SACCO Manager and Community-based Financial Services Manager are responsible for implementing the strategy for their respective components. The Procurement Officer is responsible for ensuring that gender targeting concerns are reflected in the</p>

	Design
	<p>tendering process and in all contracts with service providers to SACCOs and CSCGs. The Communication and Knowledge Management Officer is responsible for public sensitization on gender and financial services and for organizing experience sharing workshops to identify, document and disseminate good practices on gender mainstreaming.</p> <p>An agency's demonstrated experience in working with women and marginalized groups will be a pre-requisite for selection of agencies forming CSCGs and strengthening SACCOs. CSCG contractors will be accountable for achieving targets of at least 70 percent women.</p>
<p><i>5.4 Ensuring direct project/programme outreach to women (for example through appropriate numbers and qualification of field staff), especially where women's mobility is limited</i></p>	<p>The inclusion of women staff members in the agencies contracted to support establishment of CSCGs would be among the factors used to evaluate the qualifications of bidders. Similarly, the presence of women staff in agencies hired to strengthen SACCOs would be a criterion for evaluating their qualifications.</p>
<p><i>5.5 Identifying opportunities to support strategic partnerships with government and others development organizations for networking and policy dialogue</i></p>	<p>The Commissioner for Gender, from Ministry of Gender, Labour and Social Development will be a member of the Project Oversight Committee. The PMU Learning and Knowledge Management Unit will document and capitalize on the experience of women's participation in CSCGs and SACCOs to engage in high-level policy dialogue with Government and the donors.</p>
<p>6. The project's logical framework, M&E, MIS and learning systems specify in design – and project M&E unit collects, analyses and interprets sex- and age-disaggregated performance and impact data, including specific indicators on gender equality and women's empowerment.</p>	<p>The number of women who would benefit from PROFIRA has been clearly specified and this is indicated in the logframe. All relevant logframe indicators (i.e., all those dealing with people) are sex-disaggregated.</p> <p>Gender Audits have been budgeted for to further focus attention of SACCOs on inclusion of women at various tiers as members, managers and in governing boards.</p>

Example 7: Activities for promoting gender equality and women's empowerment

Measures	Activities
Increasing women's access to and control over assets and benefits	<ul style="list-style-type: none"> ▪ Facilitate women's access to extension advice, credit, insurance and inputs – especially for crop and livestock enterprises that are mainly in women's domain – and take steps to ensure they retain control of the benefits during the process of commercialisation. ▪ Support women's involvement in developing crop and livestock enterprises that are not traditionally in their domain, as well as off-farm income generating activities. ▪ Target women and female-headed households to participate in technology development, transfer and adoption. ▪ Select women to host on-farm demonstrations and field days. ▪ Promote household planning to encourage fair use of household income to benefit all household members through awareness raising and behaviour change communication at the community and household levels. ▪ Set up women's self-help groups for savings and credit. ▪ Educate women and men about ownership and inheritance rights, including land. ▪ Promote joint land titling or assets registered in woman's name.
Increasing women's access to skills and knowledge	<ul style="list-style-type: none"> ▪ Adopt different training approaches to increase women's participation (e.g. training husband and wife couples; providing separate training for women; increasing the use of women extension staff and trainers; selecting appropriate materials, language and media; and ensuring that the timing and venues are convenient for women). ▪ Develop women's skills in areas that are not traditionally considered to be in the women's domain. ▪ Encourage women's participation on exposure visits. ▪ Develop traditional knowledge transfer networks to be gender-inclusive. ▪ Support functional adult literacy classes for women. ▪ Develop women's skills in managing and saving money. ▪ Develop women's business and entrepreneurship skills. ▪ Set up women's self-help groups for knowledge sharing. ▪ Promote women's self-help groups for processing, marketing and sharing market information, in order to gain economies of scale and stronger market bargaining power. ▪ Create awareness about legal matters (policies and regulations) and the rights of women and men at community level. ▪ Strengthen women's legal literacy.
Strengthening women's decision-making roles	<ul style="list-style-type: none"> ▪ Work with farmer associations and cooperatives to increase women's participation as members and leaders. ▪ Train women in group formation, leadership skills, confidence building and negotiating skills. ▪ Design strategies to provide women with more knowledge and information to enable them to make informed decisions, for example through community information networks. ▪ Conduct gender awareness training at the community level to increase general understanding about the importance of including women in rural development opportunities. ▪ Set specific targets in terms of the proportion of women participants in relevant decision-making bodies.
Improving well-being and easing workloads	<ul style="list-style-type: none"> ▪ Identify and promote labour-saving technologies for activities performed by women in relation to marketable commodities, as well as other household tasks (water supply, food processing, fuel supply). ▪ Develop skills and Improve access to services to improve the well-being of women and other family members (nutrition training, maternal health care, health services). ▪ Develop life skills among rural communities. ▪ Involve women in technology demonstrations and applications in order to understand and assess the impacts of technologies on their workloads. ▪ Change the mindsets in rural communities to move towards a more equitable distribution of workloads between women and men. ▪ When promoting new enterprises, consider: <ul style="list-style-type: none"> – labour requirements of the whole farming system, rather than individual enterprises; – distribution of labour between different household members and the implications for labour peaks; – availability of additional labour and capacity of households to hire additional workers to cope with labour peaks; – other means of sharing or spreading labour.

Example 8: Gender transformative approaches for projects

Project activities specifically aiming at promoting transformation in gender roles and power relations include:

- initiatives to promote gender equality within households, groups and at community level (see detailed examples in the box below);
- initiatives to strengthen women role's in food production, transfer of traditional knowledge and contribution to sustainable natural resource management and biodiversity conservation;
- gender-specific targeting of value chains for crops and products under women's control, and transformative actions along the value chain, including public-private partnerships;
- policy engagement on gender issues with ministries of agriculture, livestock and rural development.

Examples of gender transformative project activities at household and community levels

- Household methodologies to create and implement shared family visions, improve decision-making and equitable workload balance: training facilitators and mentors, planning activities at household and group level
- Labour saving technologies and practices for reducing agricultural and domestic workloads: crop processing, drinking water supplies, rainwater harvesting, biogas, woodlots, solar energy, fuel-efficient stoves
- Food and nutrition security: seeds, crop and livestock commodity production, backyard gardens, micro-irrigation, nutrition messaging, post-harvest facilities
- Community level: support to self-help groups and other grassroots organizations, functional literacy, financial competency (particularly for branchless banking clients), legal literacy on women's rights, paralegal services, leadership skills, negotiation skills for value chain development, exchange visits, engaging with men for gender equality, land titling, community listeners' clubs

Link to HHM https://www.ifad.org/topic/household_methodologies/overview

Example 9: Gender mainstreaming and targeting activities to strengthen operational aspects of project implementation

Measures	Activities
Project management unit (PMU) staff	<ul style="list-style-type: none"> ▪ Appoint project staff with required skills, composition (i.e. including women field staff) and gender competence at HQ and project levels. ▪ Specify responsibility for poverty and gender targeting in the terms of reference for senior PMU staff, with the ultimate responsibility resting with the project coordinator. ▪ Appoint gender specialist and/or gender focal points. ▪ Reflect commitment to gender empowerment and addressing rural poverty in induction workshops, remuneration, training/promotion opportunities. ▪ Train staff in gender mainstreaming. ▪ Assign responsibility to M&E officer for monitoring targeting performance and beneficiary tracking.
Project M&E	<ul style="list-style-type: none"> ▪ Reflect gender and youth perspectives throughout M&E system. ▪ Design and monitor gender-sensitive indicators and engender logframe. ▪ Mainstream gender and poverty considerations into data collection, baseline survey, impact assessments, and mid-term review. ▪ Include women in participatory rural appraisal and fieldwork teams. ▪ Ensure gender and poverty analysis integrated into main reports, as well as separate reporting when appropriate. ▪ Knowledge and sharing agenda.
PMU internal procedures	<ul style="list-style-type: none"> ▪ Mainstream gender, youth and HIV/AIDS considerations into the project implementation manual. ▪ Formulate gender strategy at project level. ▪ Mainstream gender into annual work planning and budgeting processes. ▪ Mainstream gender into progress report and supervision mission activities. ▪ Explain and discuss commitment to addressing poverty, gender, youth and HIV/AIDS issues in the context of rural development and project design at launch workshops. ▪ Conduct self-audit of targeting and gender strategy implementation. ▪ Analyse service delivery (enterprises, technologies, training, credit) from perspectives of gender, poverty, youth, people living with HIV/AIDS, and address (ie respond to the findings from the analysis) potential barriers to participation (e.g. inconvenient timing and location, payment of fees or provision of labour and requirement for collateral). ▪ Establish grievance and complaints mechanisms to promote fairness, transparency and improved accuracy in targeting.
PMU external procedures	<ul style="list-style-type: none"> ▪ Network with pro-poor, gender, youth and HIV/AIDS organizations. ▪ Participate in policy dialogue about gender inequalities, promote legislation to address gender imbalances in the rural sector and support affirmative action.
Implementing partners and service providers	<ul style="list-style-type: none"> ▪ Partners and service providers should demonstrate a commitment to pro-poor development, gender equality and women's empowerment. ▪ Partners and service providers should have experience with community-based poverty targeting and participatory methods.

Measures	Activities
	<ul style="list-style-type: none">▪ Encourage partners and service providers to recruit women field workers in order to improve outreach at the field level.▪ Work with women experts and subject matter specialists.▪ Develop a joint communications strategy for gender and poverty targeting.▪ Undertake joint supervision missions (PMU, partners, service providers, other government agencies and donor).
Community	<ul style="list-style-type: none">▪ Promote community participation in needs assessment and action planning.▪ Promote community involvement in defining eligibility criteria for participation in project activities.▪ Identify with the community indicators of gender empowerment.



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