

How to do

Poverty targeting, gender equality and empowerment during project implementation

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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Contents

Acronyms	iv
Introduction	1
Responsibilities for targeting and gender mainstreaming	3
Developing targeting and gender strategies	3
Implementing targeting and gender strategies	4
Raise awareness of gender and targeting during start-up workshops	4
Prepare a gender-responsive annual workplan and budget	5
Build capacity for gender and targeting among project staff and partners	5
Develop project communication strategy	6
Design gender-sensitive training and meetings	6
Engage with the community.....	6
Select service providers.....	7
Conduct self-assessment of performance	7
Track progress and share experiences.....	7
Role of supervision and implementation support missions	10
Creating a supportive work environment	13
Annex 1: Terms of reference for gender focal point in PMU	14
Annex 2: Main elements of a gender and targeting strategy	15
Annex 3. Key points in developing the project implementation manual	17
Annex 4: Checklist for developing gender-sensitive and inclusive training and meetings	18
Annex 5: IFAD self-evaluation checklist for analysing gender equality and women’s empowerment in project implementation arrangements	19
Annex 6: Assessing targeting and gender performance during implementation support/supervision missions	21
Annex 7: IFAD gender marker to assess gender sensitivity during project implementation and at completion	24
Annex 8: RIMS indicators at output and outcome levels capture a gender dimension	26

Acronyms

AWP/B	annual workplan and budget
G&D	gender and diversity
FAO	Food and Agriculture Organization of the United Nations
HTDN	How to Do Note
IFAD	International Fund for Agricultural Development
M&E	monitoring and evaluation
NGO	non-governmental organization
PIM	project implementation manual
PDR	project design report
PMU	project management unit
PRA	participatory rural appraisal
RIMS	Results and Impact Management System
SADD	sex- and age-disaggregated data
TOR	terms of reference
WEAI	Women's Empowerment in Agriculture Index

Introduction

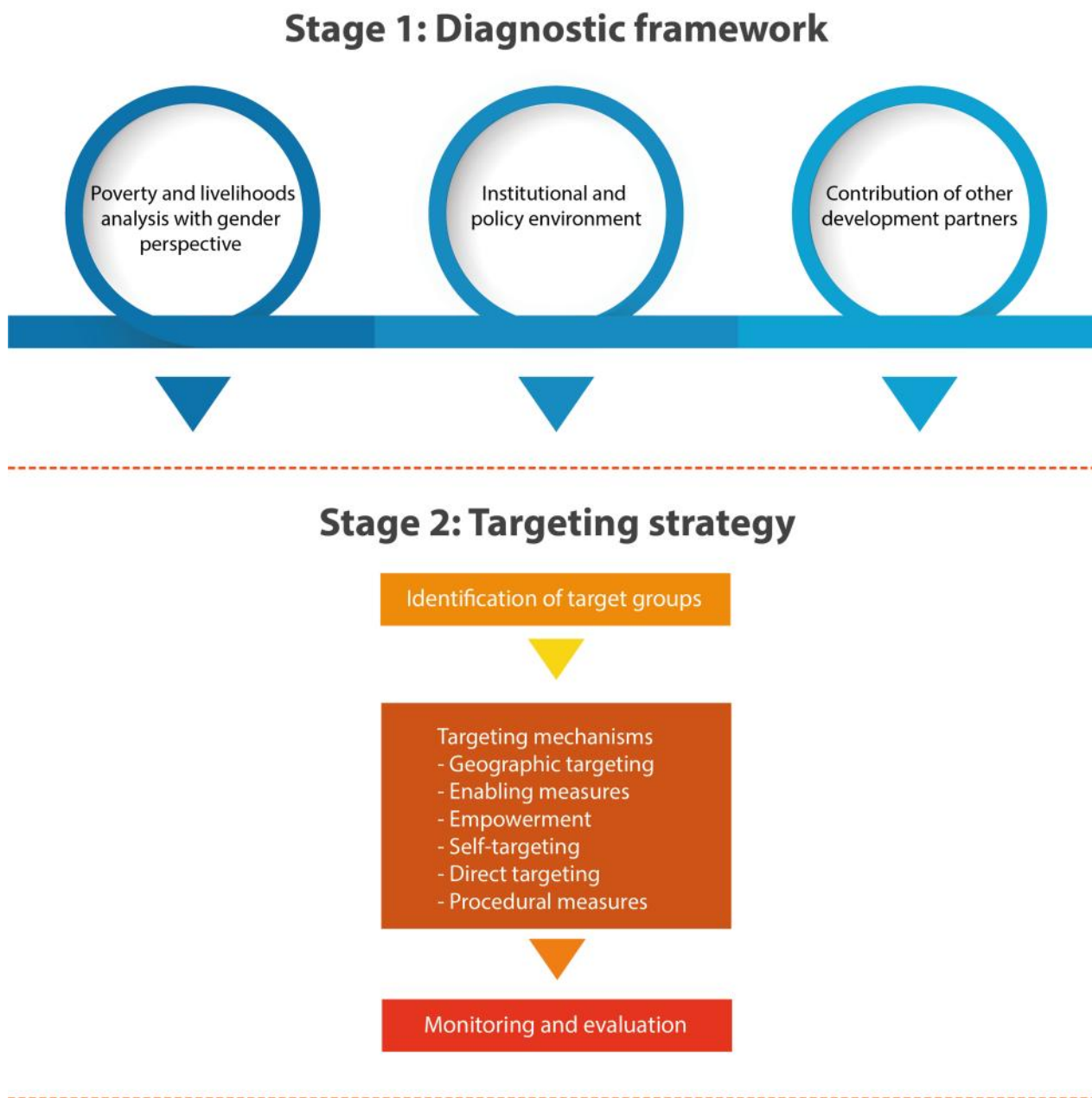
This How to Do Note (HTDN) is designed to improve the quality and impact of targeting and gender mainstreaming in IFAD-supported projects. It provides insights and guidance for project staff in developing, implementing and tracking the performance of targeting and gender strategies in IFAD interventions. It also outlines what should be studied during implementation support and supervision missions to provide technical support on targeting and gender to the project management unit (PMU). It also offers key considerations for making the workplace an enabling environment for gender equality.

The note is intended for IFAD staff, gender officers and focal points based in the PMUs, project managers, PMU colleagues, staff from implementing partner organizations and service providers, and gender and targeting specialists participating in implementation support and supervision missions.



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El Salvador - Reconstruction and Rural Modernization Programme (PREMODER)

The case for targeting and promoting gender equality and women's empowerment in IFAD-supported projects is discussed in the Teaser of this toolkit. A separate HTDN provides guidance in addressing targeting, gender equality and women's empowerment during project design. However, field experience shows that there is often uneven and weak implementation of targeting and gender strategies within IFAD projects (Figure 1). This has an impact on project performance and the ability to meet the objective of sustainable poverty reduction. Hence the focus of this HTDN



Source: *Guidelines Poverty and Livelihoods Analysis for Targeting in IFAD-supported Projects*
<https://www.ifad.org/documents/10180/b7fc45f9-a4a8-49e3-a12a-00db4b7921f1>

Figure 1. IFAD's targeting process – targeting guidelines

Responsibilities for targeting and gender mainstreaming

Responsibility for mainstreaming gender equality, women's empowerment and social inclusion should be included in the terms of reference (TORs) of all PMU staff, as well as the TORs of implementing partners and service providers. Overall responsibility for ensuring that these aspects are given sufficient attention and resources during project implementation lies with the project manager or coordinator.

To ensure that projects achieve the goals related to gender and targeting strategies, many projects include a gender and targeting specialist or rural sociologist in the staffing of the PMU (TORs are presented in the HTDN on design). Often this post is combined with responsibilities for other aspects of social inclusion, such as youth or indigenous peoples, and community development. For projects without such a specialist, a staff member should be identified as the gender focal point. Gender mainstreaming activities of the focal point should be included as part of their main responsibilities, with appropriate allocation of time, and not considered an additional duty. A generic TOR for the gender focal point at the project level is provided in annex 1.

In addition, the TOR of the monitoring and evaluation (M&E) officer should include specific responsibility for monitoring targeting performance, beneficiary tracking, and targeting- and gender-related aspects of project implementation.

Developing targeting and gender strategies

The targeting and gender strategies of a project set the goal and framework for promoting poverty reduction and gender equality throughout project operations. The framework helps identify how and where targeting approaches and gender-specific needs are to be addressed during a project's lifetime. It is also useful in developing a system for monitoring and evaluating results. The strategy must include a detailed action plan with associated costs, which must be reflected in the annual workplan and budget (AWP/B).

PMU staff responsible for strategy implementation will need to update and complement the outline strategies prepared during the design process.

Review existing project documentation. The main elements of strategies should be outlined in the project design report (PDR). Some details will be identified in the PDR's main text and further elaborated in its appendix 2 on poverty, targeting and gender (which also includes the targeting and gender checklists) (Box 1). In addition, there may be a working paper specifically focusing on this topic. If the project implementation manual (PIM) has already been prepared, these ideas should be reflected in the document. Tips on addressing targeting and gender issues in the PIM are presented in annex 3.

Further details on the contents of targeting and gender strategies are presented in annex 2.

Box 1. Targeting and gender information available from the PDR

- a profile of target groups, including their characteristics and how they will engage with different project activities;
- an outline of main elements of the targeting strategy, including operational measures;
- an analysis of gender issues relevant to the thematic area of the project;
- an outline of main elements of the gender strategy, including operational measures;
- human and financial resource requirements to support implementation of the strategies.

Reference to targeting and gender aspects should also be integrated into the description of project components and activities, the M&E system and TORs of the PMU staff and service providers.

Gather additional information. Based on the information in the PDR and PIM, decide whether there is sufficient material to develop full targeting and gender strategies. It may be necessary to gather more information to gain a better understanding of the poverty and gender dimensions of the project. This may be done through reviewing additional documentation and/or conducting fieldwork.

Finalize the strategies. Organize a workshop with colleagues, key implementing partners and service providers to strengthen the relevance of the strategies to overall implementation of the project and to ensure buy-in. This will help establish realistic action plans, identify any training needs and secure the allocation of necessary resources. Once the strategy is finalized, it is important to include it in the AWP/B, so as to translate it into concrete actions for the project programme and budget. Key points to consider are what more can be done to:

- deepen the outreach of the project to benefit poorer households;
- broaden the outreach of the project to empower the target group, including rural women, youth and indigenous peoples;
- strengthen the impact of the project on gender equality;
- clarify implementation strategies to achieve the goals outlined by the strategies (e.g. identify implementing partners, fine-tune implementation arrangements and coordinate with other project interventions).

Implementing targeting and gender strategies

Raise awareness of gender and targeting during start-up workshops

Start-up workshops generally represent the official launch of the project with key stakeholders, including PMU staff, implementing partners, representatives of government, service providers, NGOs and the private sector. IFAD country office and headquarters staff are also present, and possibly technical experts who have worked on the project design or have relevant experience from other projects.

This two- to three-day workshop offers an ideal opportunity to orient participants to IFAD's commitment – backed by the targeting and gender policies – to work with poor rural people, promote gender equality and empower women. If the session on targeting and gender is held early in the proceedings, it provides the context for subsequent discussions of the main project components and implementation arrangements.

Some suggestions for organizing a session on targeting and gender at start-up workshops are presented in Box 2. The same process may be repeated if orientation workshops are held at regional or district levels as part of the project start-up process. A lighter format may be used at the community level.

Box 2. Suggestions for presentations at start-up workshops

- Outline IFAD's commitment to targeting and gender equality in rural development (based on the respective policies) and illustrate with examples relevant to the project (e.g. use the same technical focus).
- Describe the target group – who they are, where they are located and their livelihoods – and note specific opportunities and challenges they face that are relevant to the project.
- Describe the key gender, youth and indigenous peoples' issues that are relevant to the thematic focus of the project.
- Outline the main elements of targeting and gender strategies that will be used by the project to ensure project engagement with the target group, and activities to promote women's empowerment and gender equality.
- Explain implementation procedures, human and financial resources, and the need to track target groups and report sex-disaggregated data in the M&E system.

Emphasize the joint responsibility of project staff, implementing partners and service providers to ensure successful impact of the project on reducing poverty, strengthening gender equality and empowering women.

Prepare a gender-responsive annual workplan and budget

The PMU's AWP/B is a critical management tool in project implementation, as it provides the legal basis for expenditures. It is a mechanism to ensure that gender and targeting objectives are translated into activities, inputs, outputs and outcomes, and physical and financial planning. It ensures that project activities and required resources are fully integrated into the management and implementation process. It also collects benchmarks for measuring implementation progress throughout the year.

While the AWP/B is being prepared, the gender specialist/focal point should consult with each component head to ensure that gender concerns are integrated into the relevant activities. Reference should be made to the gender strategy and associated action plan developed at or after start-up. This will ensure that the budget is gender-responsive – with sufficient resources being allocated to implementation of the targeting and gender strategies, and ensuring that the gender dimension is reported in financial accounting and audits. If necessary, gender-responsive budgeting can serve as an advocacy tool for redistributing resources in the pursuit of equity.

Build capacity for gender and targeting among project staff and partners

In addition to the orientation during start-up workshops, specific training in poverty and gender analysis and participatory approaches can be beneficial to PMU staff and field officers, implementing partners and service providers. This will contribute to a greater understanding of gender issues and improved gender mainstreaming across project components, and leads to achieving gender-responsive project impact. It is often most effective to deliver this training in a series of short training events to reinforce learning and sharing over a period of time.

Develop project communication strategy

Effective communication strategies are essential to ensuring that intended target groups are well-informed about project activities and motivated to participate.

The communication channels available are many and varied, ranging from folk media and traditional community groupings to information-based technologies such as radio listener clubs, television, text messaging, etc. When selecting media for a specific purpose, ensure that the choice and combination of communication tools will be accessible to the target groups (see Box 3).

Box 3. Points to consider for communication

- Does the message convey gender stereotypes and/or prejudices?
- Does the information convey a positive or negative message about certain individuals or groups of individuals?
- Is the message specifically tailored to men, women or both? Is it perceived in the same way by men and women? What reactions does it elicit?
- Is the message clear, also providing examples?
- Does the message challenge traditional gender inequalities and have a positive impact on gender equality?

All forms of communication – whether written, oral or visual – need to be considered carefully, as they can unwittingly perpetuate images of socially prescribed gender roles and behaviours. Communication, extension materials and knowledge packages need to be reviewed to ensure that they are gender sensitive in language, literacy level and topics.

Design gender-sensitive training and meetings

All types of training and capacity-building delivered through the project – from the classroom to field visits, site demonstrations and community meetings – should be planned with a view to gender sensitivity. This requires creating a supportive environment to facilitate the full participation of women and poor people. In particular, it is important to understand and address any obstacles that may limit women's opportunities to participate. In some settings, women-only sessions may be the most suitable option.

A full checklist of points to consider in developing inclusive training and meetings is presented in annex 4. This checklist can be shared with colleagues and partners organizing training and meetings for project participants.

Engage with the community

Engagement with the community, in general, and the (often male) leadership, in particular, is essential to successful implementation of activities at the field level. The benefits are numerous, especially in ensuring that project activities are grounded in the reality of the community perspective. Specific measures may be necessary to ensure that women, young people and marginalized groups have the opportunity to express their opinions (such as key informant interviews or meeting women and men separately).

There are many ways in which the community can engage in project implementation, including:

- participating in needs assessment and action planning;
- determining eligibility criteria for participation in project activities;
- identifying indicators of gender empowerment.

Select service providers

The PMU can strengthen outreach and impact by seeking partners and service providers with a demonstrable commitment to pro-poor development, gender equality and women's empowerment, and experience in community-based poverty targeting and participatory methods. These features can be included in the selection criteria. Goals and outcomes of the targeting and gender strategies can be included in results-based contracts.

Service providers can be encouraged to work with women experts and to recruit women fieldworkers to improve outreach at the field level, especially in contexts where women's mobility and ability to mix with men are constrained. When possible, service providers should participate in joint supervision missions.

The PMU can engage with partners in developing a joint communication strategy for gender and poverty targeting.

Conduct self-assessment of performance

The PMU can establish internal procedures to monitor the implementation performance of gender and targeting strategies:

- Conduct self-assessment of targeting and gender strategies at the outset of the project to fine-tune organizational arrangements.
- Conduct regular self-assessment of the implementation of targeting and gender strategies (annex 5).
- Analyse service delivery (enterprises, technologies, training, credit) from the perspectives of gender, poverty, youth and people living with HIV/AIDS.
- Respond to findings of the analysis and address potential barriers to participation (e.g. inconvenient timing and location, payment of fees or provision of labour and requirement of collateral).

Questions to guide project implementers and supervision mission members in assessing targeting and gender mainstreaming performance are included in annexes 5 and 6.

Track progress and share experiences

Develop a gender-sensitive M&E system

The collection and analysis of sex- and age-disaggregated data (SADD) contributes to improving project performance and outcomes by: (i) identifying gaps in project delivery; (ii) understanding and addressing any negative impacts of project interventions on women and men; and (iii) analysing trends in women's empowerment (Box 4). This work is undertaken in close association with the M&E officer.

Box 4. Pointers for gender-sensitive M&E

- Review and revise the project's logical framework (logframe) and add/strengthen gender-sensitive indicators.
- Mainstream gender issues in the baseline survey, annual outcome surveys, midterm review and impact assessments.
- Analyse and interpret SADD – complemented by qualitative data – and report on findings in semi-annual and annual progress reports (and separate reports, when appropriate).
- Work with project component heads and implementing partners to use the data and findings of the annual planning exercise to strengthen project outreach and impacts.
- Provide capacity-building to project staff in quantitative and qualitative data collection methodologies (especially the gender-sensitive approach to M&E).

For ideas on collecting qualitative data, see example 2 in annex 2 of the HTDN on targeting and gender in IFAD project design, and the Food and Agriculture Organization of the United Nations (FAO) field guide on *Social analysis for agriculture and rural investment projects* (2011).

In addition to the project-specific M&E system, selected information must be collected for the Results and Impact Management System (RIMS) for IFAD-supported projects. Several RIMS indicators at output and outcome levels capture a gender dimension¹ (annex 8). Relevant RIMS indicators describe progress on gender targets through the three strategic objectives of the IFAD policy on gender equality and women's empowerment. To identify gaps in project M&E systems vis-à-vis gender mainstreaming, indicators used in the project logframe should be checked. The *Women's empowerment in agriculture index* (WEAI) provides a comprehensive framework for tracking the impact of project activities on diverse dimensions of women's empowerment: (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) use of time.

Managing for impact in rural development: A guide for project M&E (2002) provides practical tips and examples for setting up an M&E system that tracks sex-disaggregated differences and assesses how well the project is doing in terms of gender-balanced impact.

<https://www.ifad.org/en/evaluation/reports/guide/tags/16075915>

Gender networks and knowledge management

Production and management of gender-related knowledge outputs and outcomes are essential in sharing best practices for possible replication and scaling up. They are based on analysis of what has contributed to – or prevented – progress in targeting and women's empowerment. This can be achieved by developing an effective knowledge management strategy for gender and targeting.

It is important to capture and share experiences, best practices and lessons learned in promoting gender equality and women's empowerment within and across projects. Various networks and communities of practice can be established to link stakeholders at diverse levels and across projects (Box 5). This in turn creates an enabling environment for dialogue among projects, government and IFAD to strengthen projects' contributions to gender equality and the enhanced well-being of rural women.

¹ IFAD, *RIMS first- and second-level results handbook* (Rome, 2014), available at www.ifad.org/operations/rims/handbook/e.pdf

Box 5. IFAD's country gender networks

To enhance project performance in addressing gender equality and women's empowerment, some countries have enriched this model by creating country-level gender networks. These enable dialogue and foster interactions and collaborative processes among project gender focal points and other key resource people who, at the country level, are involved in implementation of development interventions. They are thematic groups or communities of practice in which gender focal points of ongoing IFAD-funded projects, researchers, practitioners and other experts with an interest in gender-related issues come together to share experiences, knowledge and challenges. The first examples of IFAD's country-level gender networks are in Kenya, Nepal and the Philippines, and they seek to:

- connect field-level knowledge across projects and countries (South-South) and between headquarters and country offices;
- facilitate communication, reflection and learning on common issues, practices and needs that can affect projects and IFAD effectiveness at the country level;
- promote peer support, technical backstopping and sharing of knowledge and solutions;
- foster gender-responsive implementation and monitoring of project activities;
- strengthen partnerships, advocacy and policy dialogue.



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India, Global Gathering of Women Pastoralists

Engage in policy dialogue

Evidence from the field can be used to advocate for gender equality during policy engagement and to promote legislation to address gender imbalances in the rural sector and support affirmative action. Governments have signed or ratified the United Nations Convention on the Elimination of Discrimination Against Women and they prepare periodic reports on implementation. National mechanisms facilitate the promotion of gender equality, often supported by interministerial platforms that include the ministries of agriculture or rural development (see examples in Box 6).

Box 6. Examples of policy engagement initiatives with a gender focus

In **India**, the “violence against women initiative” (Shaurya Dal), developed under the Tejaswini Rural Women’s Empowerment Programme, has been scaled up across Madhya Pradesh. IFAD has highlighted the contribution the initiative has made to rural development, illustrating its benefits for the whole rural population and economy.

In **El Salvador**, the Rural Adelante Programme aims to strengthen the public policies framework to sustainably and inclusively create a more favourable environment for rural development. This policy engagement initiative supports the inclusion of women and indigenous peoples in policymaking processes and implementation regarding value chain production and climate change resilience, both at the municipal level and through national institutions.

Role of supervision and implementation support missions

IFAD’s supervision and implementation support missions are usually conducted twice a year during the first three years of implementation and once a year in the remaining years of a project.

During missions, it is essential to review and report on project performance with regard to the outcomes of targeting and gender activities, and to provide technical support and design adjustments to improve effectiveness (Boxes 7 and 8). Generic TORs for gender and targeting are provided in annex 1.

Box 7. Checklist for supervision and implementation support missions

- Ensure compliance with IFAD’s corporate targeting and gender policies.
- Assess the appropriateness and effectiveness of targeting and gender strategies (Box 8).
- Discuss with men and women beneficiaries the extent to which they participate in or benefit from project activities, and identify any adjustments to increase outreach and gender equality.
- Assess the AWP/B for adequate allocation of resources to gender mainstreaming.
- Ensure mechanisms for gender-balanced participatory monitoring.
- Review and analyse sex-disaggregated information on project performance in gender and targeting.
- Discuss with the PMU and other mission members ways in which targeting and gender aspects of project implementation could be strengthened, if necessary.
- Rate project performance in targeting, poverty and gender using IFAD’s six-point scale (see supervision mission guidelines and annex 6).



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Tanzania - First Mile Project

Box 8. Review effective implementation of strategies

- Geographical targeting – has there been appropriate use of criteria to select the poorest areas within a country or region?
- Self-targeting – are goods and services responding to the priorities, assets, capacities and livelihood strategies of identified target groups, without any necessary specific interventions?
- Direct targeting – have specific measures been implemented to channel services and resources to specific members or groups of the community that would otherwise not be reached by project activities?
- Empowering measures – how is the capacity and self-confidence of those with less voice and power being developed to enable them to voice their needs and to participate in planning, decision-making and project activities?
- Enabling measures – are there activities promoting 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?
- Economic empowerment – are there specific measures to expand women's economic empowerment through access to and control over productive and household assets?
- Voice and representation – are there specific measures to strengthen women's decision-making roles in the household and community, and their representation in the membership and leadership of local institutions?
- Workload – are there specific measures to achieve a reduced workload and an equitable workload balance between women and men?
- Procedural measures – are there activities to facilitate transparency in administrative procedures and to remove unintentional obstacles that may hinder social inclusion and gender equality?



Photographer: FORMAPROD
Madagascar, FORMAPROD

Creating a supportive work environment

It is also important that the commitment to gender equality is reflected in the internal workings of the PMU as well as in project-related activities (Box 9).

Box 9. Gender equality in the workplace

Staffing

- Strive for gender balance in the recruitment of staff by grade in the main project office and field staff, especially for outreach activities.
- Ensure that women and men are treated equally in recruitment, hiring, pay, training and promotion.
- Conduct awareness training for all staff.

Workplace

- Ensure that women and men have access to adequate facilities.
- Make provisions for maternity/paternity/adoption leave, nursing.
- Ensure that the workplace is free from sexual or other harassment and provides a gender-sensitive mechanism for recourse.
- Promote work/life balance.
- E-learning on gender and diversity² (G&D) in the workplace.

² Available on IFAD's Learning Management System (LMS)

Annex 1: Terms of reference for gender focal point in PMU

Roles and responsibilities

Under the general supervision of the project director, the project gender focal point will perform activities in three main areas to promote gender equality and women's empowerment.

Project implementation

Work with each specialist in the PMU to critically review project design to establish 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, women's empowerment and social inclusion.

Ensure that adequate attention is paid to gender dimensions of the project in the AWP/B, annual progress reports and other M&E requirements.

Communication

Liaise with the IFAD country office and the IFAD gender team in headquarters 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.

Assist colleagues working on the project in accessing information they may need on gender issues and share good practices.

Advocacy

Be familiar with the gender policies of institutions linked to the project, including national policies and policies of ministries, implementing institutions and financing agencies, including IFAD.

Sensitize project staff and partners to the necessity of ensuring that project outcomes should be achieved in line with the objectives of IFAD's policy to promote gender equality and women's empowerment.

Recommended preconditions

The gender focal point should have a general understanding of gender and social issues in the area of IFAD's work.

If possible, the project manager should guarantee that the focal point will have a time allocation released from other duties to perform the tasks detailed above.

Annex 2: Main elements of a gender and targeting strategy

1. Context (0.5 page)

The context presents a very short summary description of the project, loan size and duration, location, objectives, components and implementing partners.

2. Rationale (1-2 pages)

The rationale highlights poverty characteristics of the population that are of specific relevance to the project and explains why addressing these issues will help achieve project objectives.

The rationale highlights gender issues that are of specific relevance to the project and explains why addressing these issues will help achieve project objectives.

3. Targeting strategy (2 pages)

Target groups plus profile matrix;

Targeting mechanisms;

Outreach of project activities by target group (pyramid – see HTDN on design).

4. Rationale for gender mainstreaming (1-2 pages)

This section explains what the project will deliver from a gender perspective and identifies expected impacts on gender equality and women's empowerment (in terms of economic empowerment, decision-making and equitable workload balance).

5. Targeting and gender mainstreaming within project components – checklist for components and subcomponents (5 pages)

This section details requirements to establish a more pro-poor and gender-responsive project delivery mechanism. Each subcomponent is discussed and key activities noted to help field-level implementers ensure that implementation is pro-poor and gender responsive.

6. Gender mainstreaming at the organizational level (13 pages)

This section should detail requirements to establish pro-poor and gender-responsive systems within the organization that will have an impact at the field level. It will look at human-resource service rules, project staff gender sensitization, etc.

7. Implementation arrangements and time frame (2 pages)

This section details roles, responsibilities and a time frame for implementation of the strategy.

8. Costs and financing (2 pages)

This section presents an estimate of costs associated with implementing the strategy within the specific time frame, and identifies sources of funds (through project financing, in-kind contributions, extra-budgetary resources, etc.).

9. Risk management (0.5 page)

This section records possible risks that may impede successful implementation of the gender strategy, for example frequent staff turnover. It identifies what will be done to mitigate or minimize those risks, such as investment in long-term staff development and promotion from within.

10. Results framework (1 page)

A results framework is a good tool for communicating the essence of the strategy and monitoring.

Objective	Activities	Required inputs	Expected outputs	Indicators	Assumptions	Time	Responsibility

Annex 3: Key points in developing the project implementation manual

The PIM lays out the detailed steps of project implementation. The consulting design team designs the initial draft of the PIM to guide the project management unit (PMU) in preparing the detailed manual. The detailed PIM is prepared by the project management office[r] (PMO) and agreed by IFAD as early as possible in the first year of project implementation.

The purpose of the PIM is to provide the background and rationale for the structure and processes of project implementation and to set out the project's organization, responsibilities, procedures, processes, selection criteria, reporting, financial management and procurement, relationships with stakeholders and other arrangements needed for implementation. As such, the manual should provide a practical tool for those responsible for implementing the project at diverse levels.

- Consider the background knowledge and experience of staff when developing the PIM, so as to decide on the level of detail to include.
- Provide clear procedures to support staff for selecting communities by poverty and by potential criteria such as individual households/farms (e.g. for demonstrations) and individuals (for credit, training).
- Ensure that targeting and gender issues are clearly laid out.
- Include approaches and mechanisms that maintain the project focus on poor people.
- Prepare a specific PIM annex when it is necessary to explain basic concepts of poverty, development, participation, targeting, gender and sustainability to community development staff.
- Include monitoring indicators for targeting and gender mainstreaming.
- Include guidelines for gender-sensitive training and communication tools.
- Ensure that gender is mainstreamed in activities, as well as in the proposed budgets and staff TORs.
- Bear in mind that the PIM, as a living document, can be changed and adjusted, especially after the midterm review.

Annex 4: Checklist for developing gender-sensitive and inclusive training and meetings

Preparation and planning

- Who are the intended participants in the event?
- What are the obstacles to equal and full participation of women and poor people: security, finance, family life obligations, professional duties, legal constraints, moral/religious considerations, etc.? How may they be addressed?
- Have financial resources been allocated to respond to these needs?
- Who is the most appropriate trainer/facilitator: should it be a woman or a man? What are the pros and cons of each?
- Is the trainer gender sensitive and aware of the specific gender issues affecting the learning environment?
- Is the training venue accessible, safe and adapted to women participants (distance from home/work, equipped to accommodate women and the children under their care, condition of women's toilets, etc.)?
- Is the time and duration suited to women's availability and not in conflict with other responsibilities, such as water collection, meal preparation, curfews, safety concerns, etc.?
- Is any contribution expected from the trainees towards the cost of training? Can they afford it?

During the training

- Is the training content meaningful to both women and men?
- Does the oral and written text use non-sexist language? Do the images and illustrations reflect and value both women's and men's experiences?
- Is the language used simple and geared towards the levels of understanding of the participants?
- Are the teaching methods and learning approaches inclusive, participatory and "gender transformative" to ensure women's full and equal participation in training?
- Do the methods used encourage equal participation, such as group discussions, discussions in pairs, system of rotating chair, limited speaking time per participant, asking each participant to say a few words, etc.?
- Is the distribution of men and women participants monitored in each meeting session/workshop/working group (i.e. mixed or single-sex groups, as appropriate)?

Post training

- Will there be any follow-up to explore how women and men participants are applying the newly acquired skills and content?
- Do the final reports, recommendations, statements and/or publications fully reflect the gender issues raised during discussions?
- Does the evaluation form identify the sex of the trainee in order to determine whether both women's and men's needs and expectations have been met?

Annex 5: IFAD self-evaluation checklist for analysing gender equality and women's empowerment in project implementation arrangements

Scoring: 0 = nothing 1 = partially done 2 = satisfactory 3 = highly satisfactory

Baseline or gender analysis	Score: _____
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- ✓ Has a gender-sensitive baseline survey/situation analysis been undertaken?
- ✓ Were the needs and priorities of different categories of poor men and women assessed?
- ✓ Have the results of the analysis been used to plan and implement project activities?
- ✓ Have the project components/subcomponents been analysed from a beneficiary perspective (poor, gender, age)?

Project gender strategy	Score: _____
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- ✓ Does the project have a specific gender strategy that covers both project management and interventions?
- ✓ Does the strategy respond to the baseline analysis?
- ✓ Does the gender strategy also involve men?
- ✓ Does the strategy differentiate between the needs of young women and young men?
- ✓ Does it address economic empowerment, decision-making and workloads?
- ✓ Does it have indicators and timelines?
- ✓ Are responsibilities for implementation well delineated (who does what)?
- ✓ Does the strategy include access to the various pro-women policies and programmes of the government?

Personnel/staff capacity	Score: _____
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- ✓ Is a commitment to gender equality reflected in the TORs of PMU staff?
- ✓ Is the recruitment of women/young staff encouraged?
- ✓ What is the proportion of women to men staff? At different levels of responsibility?
- ✓ Do staff possess the required skills to address gender issues and provide any special inputs/support required by women?
- ✓ Has technical gender training been provided to staff, including M&E?
- ✓ Are women field staff used to deliver goods or services to women beneficiaries, when required?
- ✓ Is there a gender specialist or focal point in the PMU?

Financing	Score: _____
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- ✓ Are funding levels adequate to support implementation of the gender strategy?
- ✓ Does the project have a system for tracking flow of funds to women compared with men?

Ways of working and planning process	Score: _____
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- ✓ Do the director and component heads take responsibility for gender mainstreaming in their respective work areas or do they leave it to the gender focal point?
- ✓ Does the PMU work as a team with the gender focal point?
- ✓ Are gender equality and women's empowerment issues regularly discussed during staff meetings?
- ✓ Does the annual work planning and budgeting process include a gender perspective and are specific activities regularly included?
- ✓ Is the working environment supportive of the specific needs of women staff, particularly field staff (e.g. flexible hours, mobility support, etc.)?

Partners and counterparts

Score: _____

- ✓ Was experience in “working with women” a factor in selecting NGOs and other implementing partners?
- ✓ Do implementing partners make efforts to reach/include poorer women?
- ✓ Has the project involved institutional/government partners in gender training?

Policy environment

Score: _____

- ✓ Does the project engage effectively in advocacy and policy dialogue when needed (to develop conducive policies or remove policy obstacles)?

Operational modalities and delivery mechanisms

Score: _____

- ✓ Are there activities specifically targeted to women to increase their ability to participate (e.g. capacity-building, confidence-building, group formation, leadership training, etc.)?
- ✓ Are any proactive/positive discrimination measures taken (e.g. quotas) to promote women benefiting and participating in key project-related decision-making bodies?
- ✓ Are meetings/consultations with women at the community level as inclusive as possible (i.e. women of different ages, marital status, caste, etc.), for example by holding meetings open to all women, thus changing traditional practices that may exclude specific categories of women, such as widows or young women, etc.)?
- ✓ Has information on the project and how to access benefits and services reached women to the same degree as men, and poor women in particular?
- ✓ Is access to project services simple (e.g. form to fill in, location, language, etc.)?
- ✓ Are beneficiary contributions, where required, affordable to different categories of women?

Monitoring and evaluation

Score: _____

- ✓ Are all people-related monitoring data regularly sex- and age-disaggregated?
- ✓ Does the project’s M&E system explicitly measure the project’s impacts on gender equality and women’s empowerment?
- ✓ Are sex- and age-disaggregated data collected to track outcomes and verify the indicators contained in the logframe?
- ✓ Do monitoring reports analyse and interpret data from a gender perspective?
- ✓ Are the findings fed back to beneficiaries (women and men) and stakeholders (PMU and fieldworkers, partner agencies) in an understandable format and in a timely manner to allow project adjustments?
- ✓ Are the tools and methods used for data collection inclusive and gender-friendly (e.g. use of appropriate questions and language; timing of meetings; holding women-only meetings, etc.)?

Total score for your project

Score: _____

Compare the total score with the ranges below:

Gender blind	0-9
Gender neutral	10-14
Gender aware	15-19
Gender transformative approaches	20 and over

Annex 6: Assessing targeting and gender performance during implementation support/supervision missions

Targeting – questions to ask/information to obtain

A. Targeting outcomes: who is actually benefiting/participating

- Did the original project design adequately categorize target groups? Is the project focused on IFAD's target groups (poor and food-insecure people)? What are the socio-economic characteristics of participants in different project activities (for example are they distinctly "very poor", "medium poor" or "non-poor")?
- What are local realities/perceptions as to who participates/benefits or not, and why? Do women and men participate equally in different activities? Are the non-poor benefiting excessively?
- Have any poverty, livelihoods and gender assessments been conducted during the life of the project? If so, how have the findings been fed back to project management and how have they responded?

B. Implementation of targeting measures, enabling measures

- What are the attitudes and capabilities of implementing partners towards poverty targeting, gender equality and women's empowerment? How effective have the capacity-building activities been in strengthening stakeholders' and partners' attitudes and capabilities towards poverty targeting, gender equality and women's empowerment? Does more need to be done to ensure that all stakeholders have a clear understanding of the project?
- Has the project been able to participate in policy dialogue on issues related to gender equality and empowerment of women? What may the project do to make an effective contribution to policy dialogue? Geographical targeting (where relevant)?
- What criteria were established, if any, to select specific communities? Have the selection criteria been applied? Have poorer, more remote communities been reached?
- How may geographical targeting mechanisms have been redefined to overcome these problems?
- Are target communities benefiting as planned? How may project activities have been reoriented to improve outreach among target communities? Self-targeting measures?
- Do the goods and services delivered by the project match the priorities and livelihood strategies of the target groups, and of women compared with men? Are the self-targeting mechanisms attracting the correct target groups? Are the non-poor benefiting excessively? Does more need to be done to improve self-targeting of project activities?
- Are the time, labour and financial requirements to participate in project activities suited to different target groups, and to women compared with men? Do they need to be revised to increase participation by target groups? What are the empowering and capacity-building measures?
- How has information on the project reached different communities and different categories of people? Has the project undertaken specific information and communication activities to reach specific target groups? Are they well informed of project opportunities? Should more be done to improve information flows?

- What training and other capacity-building activities have been implemented? Who has participated and who has not? Has participation by women and men been equal? Are more activities required to empower target groups to participate in project activities?
- In the case of demand-driven projects, who participates in decision-making on activities to be financed and beneficiaries, and who doesn't? What could be done to make the process more participatory and representative?
- What has been done to increase the capacity and representativeness of community-based organizations and decision-making bodies? Are women as equally well represented on these bodies as men? Should more be done to encourage participation by target groups and women in decision-making processes?
- Are more activities required at the community level specifically for empowering women and promoting gender equality? Is direct targeting needed?
- In cases where services or resources are to be channelled to specific individuals or households, has participation in setting and applying eligibility criteria been broad and equitable? How may the process be made more inclusive?
- How have the eligibility criteria been applied? Are they proving effective in reaching target groups? Do they need to be revised to improve project outreach?
- Are any quantitative targets or quotas being implemented and monitored for specific categories of people and for women's participation in diverse activities? Is more attention needed to procedures that can encourage or constrain poverty-inclusive and gender-equitable participation?
- Do planned project investments or microprojects require a contribution in cash or kind? Is payment of this contribution affordable to the poorest communities and poorer target groups? Is it preventing certain categories of the target group from participating or benefiting? How may this problem be overcome?
- Do the procedures established for accessing services or microprojects take into account the levels of literacy, language skills, complexity, mobility, collateral, etc. among target groups? Do they need to be modified to enable the project to become more inclusive?
- In the case of community-driven development projects or community development funds, who is participating in the decisions on which activities to support? Does the community find the procedures transparent? Should more be done to increase transparency?
- What mechanisms are in place to avoid excessive capture of project benefits by the less poor? Should more be done?

C. Monitoring targeting performance

- Does the monitoring system track how different target groups are participating and benefiting? Is it capable of reflecting whether the target groups are benefiting as planned? Is it capable of determining whether poor rural women and men are being economically and socially empowered? If so, how have the findings been fed back to project management and how have they responded?
- Is the monitoring system capable of determining whether the targeting performance is good or bad? Has there been any assessment of targeting effectiveness? If so, how have the findings been fed back to project management and how have they responded?
- Do sex-disaggregated data or qualitative information exist on the participation of different categories of people in diverse project activities? Is there any gender analysis of these data and are the findings being fed back to project management?

- Is the performance of implementing partners and project field staff being monitored in terms of outreach to poorer communities and women? Are the findings being fed back to project management and how have they responded?
- Does the project monitor whether communities are satisfied with the facilities provided, the performance of service providers and the use of funds? Is there any community feedback on who is benefiting and by how much? How is this information being fed back to and used by project decision makers?

Gender – questions to ask/information to obtain

- Is the project implementing a gender strategy that aims to:
 - Expand women's access to and control over fundamental assets – capital, land, knowledge and technologies?
 - Strengthen their agency and thus their decision-making role in community affairs and representation in local institutions?
 - Improve well-being and ease women's workload?
- Is the project implementing operational measures to ensure gender-equitable participation in and benefit from planned activities, and in particular:
 - Does it have and is it applying targets in terms of the proportion of women participants to be reached under different project activities and components?
 - Do women participate in project-related decision-making bodies (such as water users' associations, committees making decisions on microprojects, etc.), and in what proportion?
 - Do the TORs of PMU staff (and in particular the project director) reflect attention to gender equality/women's empowerment in project management? And does one member of the PMU have specific responsibilities for gender mainstreaming? What is the gender balance in the PMU itself?
 - What measures does the project put in place to increase outreach to women (e.g. through women field staff, NGO group promoters, etc.), especially where women's mobility is limited?
 - Does the AWP/B allocate specific human and financial resources to gender (e.g. for gender sensitization and training)?
- Was the gender strategy discussed in the start-up workshop? Does it need revising or updating?
- Are the PMU and key implementing partners committed to implementing such a strategy?
- Are sex-disaggregated results and impact data regularly collected?

Source: IFAD, Guidelines for supervision and implementation support of projects and programmes funded from IFAD loans and grants (Rome, September 2007).

Annex 7: IFAD gender marker to assess gender sensitivity during project implementation and at completion

Score	Project implementation (PSR)	Project completion (PCR and evaluation)
1 Highly unsatisfactory = Gender blind	<ul style="list-style-type: none"> There have been no attempts to address gender concerns or mainstream gender into project activities or project implementation arrangements. 	<ul style="list-style-type: none"> There were no attempts to address gender concerns or mainstream gender into project activities.
2 Unsatisfactory = Gender neutral	<ul style="list-style-type: none"> Focus on gender issues is vague and erratic. Operational measures and procedures are inadequate, as are resources. Project seldom reports on or monitors gender-differentiated participation and benefits. 	<ul style="list-style-type: none"> Focus on gender issues was vague and erratic. The project did little to improve impact on gender equality and women's empowerment. Operational measures and procedures were inadequate, as were resource allocations.
3 Moderately unsatisfactory = Gender aware	<ul style="list-style-type: none"> Some measures are being taken to strengthen gender focus. However, project management/implementers commitment is slight. Operational measures, procedures and resources are inadequate. Monitoring and reporting limited. 	<ul style="list-style-type: none"> Some limited measures were taken to strengthen gender focus and some efforts were made to facilitate the participation of women. Operational measures and procedures were not adequate, and resource allocations were insufficient.
4 Moderately satisfactory = Partial gender mainstreaming	<ul style="list-style-type: none"> Project is making a partial contribution to addressing gender needs and promoting gender equality and women's empowerment (GEWE), addressing two of the gender policy objectives. Project management/implementers show partial commitment to GEWE. Operational measures and procedures are in place for some aspects of project implementation, with limited resources. Project occasionally monitors and reports on gender-differentiated participation and benefits. 	<ul style="list-style-type: none"> Project made a partial contribution to addressing gender needs and promoting GEWE, addressing two of the gender policy objectives. Efforts were made to facilitate the participation of women and they accounted for a significant number of beneficiaries. Operational measures and procedures were adequate, including M&E systems, as were resource allocations. Gender-related impacts are likely to be sustainable.

Score	Project implementation (PSR)	Project completion (PCR and evaluation)
<p>5 Satisfactory = Gender mainstreaming</p>	<ul style="list-style-type: none"> ▪ Project is making a significant contribution to addressing gender needs and achieving GEWE, addressing all three gender policy objectives. ▪ Project management/implementers are committed to GEWE. Project has invested in building capacity to address gender mainstreaming. ▪ Operational measures and procedures are in place in all major aspects, including financial and human resources. ▪ Project regularly monitors and reports on gender-differentiated participation, outcomes and benefits, and uses this information to improve performance. 	<ul style="list-style-type: none"> ▪ Project made a significant contribution to addressing gender needs and achieving GEWE, addressing all three gender policy objectives. ▪ Procedures and resource allocations were appropriate. ▪ Gender considerations were mainstreamed in implementation processes. ▪ Women accounted for a substantial number of beneficiaries. ▪ Gender-related impacts are likely to be sustainable beyond the life of the project.
<p>6 Highly satisfactory = Gender transformative</p>	<ul style="list-style-type: none"> ▪ Project is making a significant contribution to gender transformation, addressing all three gender policy objectives and engaging in policy dialogue. ▪ Project management/implementers are fully committed to gender transformation. ▪ Operational measures and procedures are in place, including adequate human and financial resources. ▪ The project consistently monitors and reports on gender-differentiated participation, outcomes and benefits from the project, and uses this information to make the project more gender transformative. 	<ul style="list-style-type: none"> ▪ Project made a significant contribution to gender transformation, addressing all three gender policy objectives and engaging in policy dialogue. ▪ Gender issues were addressed by project, and both women's and men's situations improved as a result. ▪ Women accounted for a substantial number of beneficiaries. ▪ Procedures and resource allocations were appropriate. ▪ Gender-related impacts are likely to be sustainable.

Annex 8: RIMS indicators at output and outcome levels capture a gender dimension

Gender-relevant indicators in the new RIMS system			
Strategic objectives of gender policy	Areas of thematic focus	Output indicators	Outcome indicators
OUTREACH		<ul style="list-style-type: none"> Number of people receiving services promoted or supported by the project ^{C, S, Y, IND} ◦ Corresponding number of households reached ^{Lead} ◦ Estimated corresponding total number of households' members ^{Lead} 	
Economic empowerment	Access to natural resources	<ul style="list-style-type: none"> Number of people whose ownership or users' rights over natural resources have been registered in national cadasters and/or geographic information management systems ^{S, Y, IND} 	<ul style="list-style-type: none"> (Number) percentage of people/households reporting improved access to land, forests, water or water bodies for production purposes ^{S, Y, Lead, IND, SEC}
	Access to ag technologies and production services	<ul style="list-style-type: none"> Number of rural producers accessing production inputs and/or technological packages ^{S, Y, IND} Number of people trained in production practices and/or technologies ^{SIP, S, Y, IND, SEC} 	<ul style="list-style-type: none"> (Number) percentage of people/households reporting reduced water shortage vis-à-vis production needs ^{C, S, Y, Lead, IND, SEC} (Number) percentage of people/households reporting adoption of new/improved inputs, technologies or practices ^{S, Y, Lead, IND, SEC} (Number) percentage of people/households reporting an increase in production ^{S, Y, Lead, IND, SEC}
	Inclusive financial services	<ul style="list-style-type: none"> Number of people in rural areas accessing financial services ^{S, Y, IND, P} (savings, credit, insurance, remittances, etc.) Number of people trained in financial literacy and/or use of financial products and services ^{S, Y, IND} 	<ul style="list-style-type: none"> (Number) percentage of people/households reporting using financial services ^{S, Y, Lead, IND, P}
	Diversified rural enterprise and employment opportunities	<ul style="list-style-type: none"> Number of rural enterprises accessing business development services ^{SIP, Lead, IND} Number of people trained in income-generating activities or business management ^{S, Y, IND} 	<ul style="list-style-type: none"> Number of new jobs created ^{S, Y, IND} (<i>new</i>) (Number) percentage of supported rural enterprises reporting an increase in profit ^{SIP, Lead, SEC} (<i>new</i>) (Number) percentage of people/households reporting engagement in at least one new income-generating activity ^{S, Y, Lead, IND, SEC} (Number) percentage of rural producer organizations engaged in formal partnerships/agreements or contracts with public or private entities ^{Lead, IND, SEC} (<i>new</i>) (Number) percentage of rural producer organizations reporting an increase in sales ^{Lead} (<i>new</i>)
Voice and decision-making	Rural producer organizations	<ul style="list-style-type: none"> Number of rural producer organizations supported ^{SIP, S, Y, Lead, IND} (<i>modified current RIMS 1.4.4 and 1.4.6</i>) 	<ul style="list-style-type: none"> (Number) percentage of supported rural producers who are members of rural producer organizations reporting new or improved services provided by their organization ^{S, Y, Lead, IND}
	Rural infrastructure	<ul style="list-style-type: none"> Number of supported rural producers that are members of a producer organization ^{SIP, S, Y, Lead, IND} (<i>new</i>) 	

Gender-relevant indicators in the new RIMS system			
Strategic objectives of gender policy	Areas of thematic focus	Output indicators	Outcome indicators
Equitable workload and climate change	Environmental sustainability and climate change	<ul style="list-style-type: none"> Number of groups supported in sustainably managing natural resources and climate-related risks^{C, SIP, Lead, IND} (<i>modified current RIMS 1.6.11</i>) Number of people provided with climate information services^{C, S, Y, IND} Number of people accessing technologies that sequester carbon or reduce greenhouse gas emissions^{C, S, Y, IND} (<i>modified current RIMS 1.1.18</i>) 	<ul style="list-style-type: none"> (Number) percentage of people/households reporting adoption of environmentally sustainable and climate-resilient technologies and practices^{S, Y, Lead, IND} (Number) percentage of people/households reporting improved physical access to markets, processing and storage facilities^{S, Y, Lead, IND, SEC} (Number) percentage of people/households reporting a significant reduction in time spent collecting water or fuel^{S, Y, Lead, IND}
		<ul style="list-style-type: none"> Number of people/households provided targeted support in improving their nutrition^{S, Lead, Y, IND} (<i>new</i>) 	<ul style="list-style-type: none"> (Number) percentage of women reporting improved quality of diet^{Y, IND} (<i>new</i>)
Nutrition			

Legend:

- SIP** : Refers to specific indigenous people indicators for IP-relevant projects.
- C** : Refers to mandatory Adaptation for Smallholder Agriculture Programme indicators.
- S** : Reported data should be disaggregated by sex of beneficiary.
- Lead** : Reported data should be disaggregated by sex of household head, small or microenterprise owner or group leader (as relevant).
- Y** : Reported data should be disaggregated by age status of beneficiary (“young” or “not young” as per the national definition of youth).
- IND** : Number of beneficiary indigenous people should be tracked and reported separately.
- P** : Reported data should be disaggregated by type of rural finance product.
- SEC** : Reported data should be disaggregated by sector (crop/livestock/forestry/fisheries).



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