

# **IFAD's ASAP Gender Assessment and Learning Review**

## **Final Report**

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## EXECUTIVE SUMMARY

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This report presents the findings and recommendations from a gender assessment and learning review of IFAD's Adaptation in Smallholder Agriculture Programme (ASAP). This review is a reality-check into how ASAP-supported projects are translating project design commitments to gender equality and women's empowerment into implementation practice. It is intended to provide reflections on how implementation practice is likely to contribute to outcomes for gender equality and women's empowerment.

The Paris Climate Agreement of 2015 provides clear recognition of the obligations of all parties to the UN Framework Convention on Climate Change (UNFCCC) to human rights, gender equality, empowerment of women, and intergenerational equity. The agreement states, for example: "Parties acknowledge that adaptation should follow a country-driven, gender-responsive, participatory and fully transparent approach" (p.25).

At the same time, the Nationally Determined Contributions (NDCs) that comprise the substance of the commitments that underpin the Paris Agreement, and related climate policy frameworks and plans (e.g. the National Adaptation Plans), are weak and inconsistent in integrating an understanding of gender equality and women's empowerment and the ways in which gender differences matter for climate change adaptation and mitigation. The challenges and opportunities for agriculture when it comes to both climate change adaptation and mitigation loom large in the NDCs and the NAPs. For some years, key organizations and donors in small-scale agriculture and rural livelihoods have worked hard to understand the specific challenges that women as well as men face in increasing incomes, productivity, resilience and food and nutrition security. Organizational policies, guidelines and investments have been developed to address the challenges of providing clear access for women and men to opportunities for economic empowerment, and commitments have been made to support progress towards gender equality through investments in development policies and practices. Similar efforts and initiatives are being made across the globe in national policies and sectoral commitments in agriculture, livestock and natural resources management.

Yet practice is challenging. Turning commitments into tangible activities takes sustained effort, shared understanding of the goals, and spaces to learn and reflect with partners, small-scale producers, and community leaders about what is relevant and impactful in different contexts. Technical specialists, with training and experience in specific agricultural practices may not feel confident or comfortable exploring how gender dynamics affect how those practices are made available to women as well as men, and how gender roles in households can affect who benefits from adopting certain practices. Implementing agencies, from government departments to non-governmental organizations, face significant resource constraints, and can find the demands of in-depth gender and social analysis or evaluation too onerous for staff capacities and budgets. Many stakeholders in projects may intuitively understand that transformations in the ways that gender roles and behaviours are critical to the success of projects, but it is difficult to conceptualize what 'gender-transformative' looks like in terms of project activities.

While this report presents key findings, conclusions and recommendations from a gender assessment and learning review of eight country cases of ASAP-supported projects, it should be recognized that

these likely apply to a range of projects and investments being implemented and developed in the arena of small-scale agriculture and adaptation to climate change in rural livelihoods.

It is therefore hoped that this report can provide the basis for further collaboration between IFAD, CARE and CCAFS.

**Terminology used in this report: Gender-sensitive, gender-mainstreaming and gender-transformative**

This report uses terms as applied in the IFAD Gender Equality and Women's Empowerment Policy (2012) and IFAD Gender Marker System (2014) (Appendix 3).

The Gender Marker scores project design, implementation and completion against a continuum from gender-blind to gender-neutral to gender-aware to partial gender-mainstreaming to gender-mainstreaming to gender-transformative programming.

The term gender-sensitive is used throughout this report to capture the intent behind gender-mainstreaming: 'For IFAD as an institution, gender-mainstreaming is the process by which reducing the gaps in development opportunities between women and men and working towards equality between them becomes an integral part of the organization's strategy, policies and operations'<sup>1</sup>.

In the IFAD Gender Marker, gender-mainstreaming implies that a project's commitment to gender equality 'is fully integrated within relevant project components and is reflected in the allocation of financial and human resources as well as the project activities and operational measures and procedures' and that 'gender-related impacts are likely to be sustainable beyond the life of the project'.

This report uses gender-transformative to refer to programming which in the IFAD Gender Marker system means projects that 'made a significant contribution to gender transformation' and where 'gender issues were addressed by the project, and both women's and men's situations improved as a result'.

For CARE<sup>2</sup>, transformation refers to interventions that seek to target the structural causes as well as the symptoms of gender equality, and that can lead to lasting change in the power and choices women have over their lives, rather than just a temporary increase in opportunities.

For further discussion of terminology and definitions of gender equality and women's empowerment see Appendix 2.

## OVERVIEW OF MAIN FINDINGS

The eight projects included in this assessment are at different stages of implementation – from inception to advanced implementation. They have all been designed and implemented in different contexts – geographically, culturally, politically, economically, and institutionally. At least one, the NRGPs (Ghana), was designed before IFAD's Policy on Gender Equality and Women's Empowerment (2012) and Gender Marker System (2014) were in common use. Others were designed in and around that timeframe, while another, PRELNOR (Uganda), was designed recently and benefited from the experience gained during implementation of an IFAD Gender Award Winning project, the District Livelihood Support Programme (DLSP).

<sup>1</sup> IFAD Gender Equality and Women's Empowerment Policy (2012): <https://www.ifad.org/documents/10180/6c7b7222-8000-48a3-982d-98eb973595b3>

<sup>2</sup> CARE Gender Equality and Women's Voice Guidance Note (2016): [http://gender.care2share.wikispaces.net/file/view/CI+Gender+Equality+and+Womens+Voice+Guidance+Note+\(1+april+16\).pdf](http://gender.care2share.wikispaces.net/file/view/CI+Gender+Equality+and+Womens+Voice+Guidance+Note+(1+april+16).pdf)

**Women's empowerment, gender equality and participation:** In the design of these ASAP-supported projects, there is strong emphasis on targets for women's participation – either in project activities or in leadership roles in producer groups and community committees or both. The projects indicate strong progress in attaining these targets.

However, there is more to be learned and understood about what participation means in these cases. There will be many potential project participants who are aware of the project interventions, but do not participate, for reasons that are not yet being explored. Participation may be important for women's economic empowerment through increased access to project opportunities, but the evidence for this is anecdotal across most of the projects. There are some examples of case studies that do explore women's experiences, but this needs to go further. Finally, there is variation across the projects in the extent to which the design, the start-up and then the operationalization of interventions really engage with gender norms, roles and relations and how these can evolve to promote gender equality and women's empowerment. This would mean more activities to engage men, leaders and key institutions (e.g. providers of services for producers, systems of land and labour allocation etc.) in the process of working for gender equality and women's empowerment.

There are good examples of relevant approaches to support this broader process of change from within the ASAP-supported projects, and these offer insights and a learning opportunity to the programme.

**Providing project opportunities that are relevant and accessible to women and to men:** All of the projects implement project activities that are at least aware of the different practical needs of women and men. Most of these activities are designed to be accessible to women in terms of their existing gender roles and prevailing norms and relations that shape women's mobility, domestic/home-based livelihoods requirements, or different modalities for accessing and sharing information (e.g. about production, about weather). These are likely to be providing women with relevant and increased access to project benefits, in terms of inputs (e.g. post-harvest storage options, finance for adaptation etc. depending on the focus of the project). However, as noted above, more work is needed to assess and evaluate whether this increased access is indeed translating into increased economic empowerment, and what the future barriers and opportunities are with regard to women's continued economic empowerment through these pathways.

There are good examples of women-sensitive project interventions across the cases, and some which also address the important and evolving role of technologies that are specifically important for women in their existing gender roles. These include on-farm technologies that can reduce the labour-burden for women in relation to specific tasks, and household technologies that provide increased access to clean energy and again reduce the labour-burden (and health-burden) that women bear in many contexts for collecting fuel and for cooking. However, there are examples of ways in which projects are not yet fully addressing women's specific economic needs (e.g. in particular value chains), and there is much to be learned from these examples.

**Gender equality and women's empowerment and strengthening capacities to adapt to climate change:** There is limited focus across the projects on gender dynamics and how these shape women's and men's different vulnerabilities to climate change impacts and their different capacities to adapt to those impacts. A few projects have integrated elements of a gender-sensitive analysis of climate change

impacts into the design and implementation. However, projects are generally focused on delivering interventions that are ‘climate-resilient’ but not necessarily focused on the capacity-development process through which women, men, producer groups, community leaders and other institutions can robustly develop gender-sensitive climate vulnerability and capacity assessments that support climate adaptation plans and adaptive management. There are some promising examples of activities among these projects, but this is an area of focus that ASAP should deepen and grow.

**The project management cycle and how likely the project is to achieve commitments to gender equality and women’s empowerment:** There is significant variation across the projects in the extent to which elements of what could be considered good gender-mainstreaming practice are in place and remain in place during the project. IFAD’s Gender Marker System and CARE’s Gender Standards have been applied in this assessment to inform the review and the analysis. These advocate for specific and systematically applied practices such as conducting gender and power analysis to inform project design and implementation or ensuring that project staff have capacities for gender-mainstreaming. In a number of cases, planned gender analysis or gender staffing is not in place, and sometimes well beyond inception phase. In a couple of cases, gender staffing, staff capacity development or gender action plans were excluded in the project design or budget commitments. A few of the country cases present strong examples of timely adoption of most of these practices in the project cycle that can maximize gender-mainstreaming.

**The project context and the importance of the organizational enablers and institutional environment for supporting commitments to gender equality and women’s empowerment:** The specific projects are located in institutional environments – national and sectoral policies and programmes as well as prevailing social norms, values and practices. These in turn shape the organizational environment for each ASAP-supported project. While this gender assessment did not have the opportunity to analyze the institutional environment and organizational enablers in-depth, there are examples among the cases of how critical these are to gender-mainstreaming.

Whilst the stated commitment to mainstream gender has increasingly become standard in organizational policies for agencies working in small-scale agriculture and rural livelihoods in the past decade, this gender assessment indicates that there is a potential danger of assuming that agencies and the projects they support and implement are ready to run, when the reality is that collectively we are only just beginning to walk the talk. These institutional and organizational enablers affect the political will, the extent of leadership championing of gender equality, and the overall investment in gender-mainstreaming. These cases indicate that sustained attention should be given to stimulating and promoting organizational enablers such as leadership confidence, capacities, and incentives to mainstream gender equality.

## KEY RECOMMENDATIONS

The key findings and conclusions provide rich insights into the investments, capacities and processes that are critical to integrating gender equality and women’s empowerment into projects that support small-scale producers and communities that depend on rural livelihoods for economic opportunity and well-being.

These insights provide the basis for recommendations for three key stakeholders in ASAP: the ASAP-supported project teams and partners; the ASAP-supported government partners at the ministry/national programme level; and the global ASAP team and peers in IFAD.

These recommendations are likely to be highly relevant and useful to other key stakeholders and investors in climate change adaptation in agriculture, ranging from NGOs like CARE to funding mechanisms such as the Green Climate Fund.

### **1. Recommendations for ASAP teams and partners**

The ASAP-supported projects and teams all provide important insights, and there is a great deal to learn from looking across the cases.

The most critical recommendation for the ASAP-supported project teams and partners is to find relevant ways to work with the country cases to reflect on key lessons learnt. Potential approaches could include:

- Create a gender equality task force to review the case studies, and present the key findings in a learning activity, perhaps during project planning or monitoring workshops. Identify learning from across the cases;
- Consider using this process to develop or to revise gender action plans, focusing on 2-3 tangible next steps that projects can take, and how these will be implemented and resourced;
- Explore learning partnerships with national and local organizations or networks that work to promote gender equality and women's empowerment and climate change adaptation.

### **2. Recommendations for ministry and national government leaders**

All of the ASAP-supported projects reviewed for this assessment are designed and implemented with reference to national and sectoral commitments to gender equality and women's empowerment. This provides a critical starting point for an enabling environment and organizational support for gender-mainstreaming in the ASAP-supported projects. This assessment highlights some potential dangers that the field of promoting gender equality and women's empowerment in small-scale agriculture and adaptation might be trying to run before it can walk. One danger is that when gender-mainstreaming is considered everyone's responsibility – with no specific budgets, roles, responsibilities and/or plans assigned – it will fall between the cracks of project commitments.

Potential approaches to further institutionalize and embed gender-mainstreaming include:

- Increasing the capacity of gender units/teams at the ministry/central unit to support project teams and partners. This could include support to develop gender action plans, gender-mainstreaming guidance and training, innovation in integrating new approaches to promote gender equality and women's empowerment (GEWE);
- Developing gender markers for project design and screening. Such markers could also be developed to support gender strategies by considering the organizational commitments at ministry level to gender-mainstreaming (e.g. actions related to job descriptions, gender training for all staff, integrating gender objectives into annual plans).

### **3. Recommendations for the ASAP programme and peers at IFAD**

ASAP has now moved into a second phase, ASAP II. This provides specific opportunities to promote learning across ASAP-supported projects, promote reflection and exchange of ideas and experience, and to support specific research initiatives to deepen understanding. There are also opportunities to explore



further what ‘gender-transformative’ approaches involve in terms of implementation and investment, and what these approaches can achieve in terms of contributing substantively to outcomes in all three of IFAD’s gender policy strategic objectives. Specific recommendations include:

- Explore learning and research partnerships that bring together partners with expertise in promoting GEWE within projects and in organizations, in participatory research and impact research in understanding gender dynamics in rural livelihoods and small-scale agriculture. Such partnerships could be structured around geographic regions or around specific research and learning questions related to ASAP-supported projects;
- Consider mechanisms (e.g. partnerships, innovations funds) that encourage ASAP-supported projects to integrate, explore, and document approaches to transforming gender norms, practices and expectations. It is likely that mechanisms that support reflective learning, participatory processes, and enable project staff and partners to work with project participants will provide strong opportunities for stimulating innovation and change. Elements of this already exist in some of the ASAP-supported project assessed here;
- Undertake a critical reflection on gender equitable climate change adaptation in small-scale agriculture for the coming 5-10 years and apply this to the development of design tools and learning products with ASAP stakeholders and partners. There are a number of activities in the ASAP-supported projects that are relevant to small-scale producers in the face of a range of climate change impacts, but not all of them represent an investment in adaptive capacities to manage change over time. Identifying what adaptation and adaptive practices really mean in different contexts is a challenge across the board in agriculture investments as these seek to be ‘climate-smart’ or ‘climate-resilient’. Doing this in ways that grapple with gender dynamics and different inter-sectionalities (age, location, socio-economic group etc.) is critical;
- Review the understanding and use of the IFAD Gender Marker in Supervision Missions. It is not clear the extent to which this marker system is being applied to inform the assessment of the gender focus in these mission reports. The findings from this assessment indicate that having formal organizational tools and structured processes remain key to gender-mainstreaming. Therefore consideration should be given to mainstreaming the effective use of the Gender Marker System;
- Similarly, as can be seen in those cases where projects received strong collaboration with the gender unit in IFAD’s Policy and Technical Advisory Division (PTA), it is recommended that IFAD maintain or expand this capacity to gender-mainstreaming support from design through implementation and evaluation.

## INTRODUCTION

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### PURPOSE OF THE STUDY

**This gender assessment and learning review creates an opportunity to understand to what extent commitments to mainstreaming approaches to gender equality and women's empowerment (GEWE) that are captured in project design are then being acted upon during project inception, start-up and initial implementation.**

The purpose of this study is to understand how this translation from design to implementation is happening in practice, and to generate insights and lessons from some of the ASAP-supported projects on the different barriers, opportunities, and experiences with regard to gender-mainstreaming and women's empowerment.

This gender assessment focused on eight projects co-funded by the Adaptation for Smallholder Agriculture Programme (ASAP) in **Bangladesh, Cambodia, Ghana, Mali, Mozambique, Rwanda, Uganda, and Vietnam**. The assessment and learning review provides lessons learned after three years of ASAP operation. The conclusions from this study are used to generate overall recommendations on how to strengthen gender equality and women's empowerment in future phases of ASAP, as well as specific recommendations for specific country projects.

### BACKGROUND

**ASAP<sup>3</sup> was launched by IFAD in 2012. It is the largest multi-country climate change adaptation programme with a specific focus on smallholder farmers. ASAP aims to increase the capacity of 8 million smallholder farmers to build their resilience to climate-related shocks and stresses in over forty countries.**

In 2016, ASAP partnered with the CGIAR Research Program on Climate Change, Agriculture and Food Security (CCAFS) – through the IFAD-CCAFS Learning Alliance – to engage CARE to conduct a gender assessment and learning review of ASAP. This assessment was, in part, prompted by the recommendations made in an external review of ASAP by the Overseas Development Institute (ODI). This review recommended a more systematic analysis of women's empowerment and gender equality in ASAP projects (see Box 1).

The assessment leveraged CARE's experience and respected approaches for promoting GEWE, applied not least to promoting sustainable and equitable small-scale agriculture systems in a changing climate, and to building adaptive capacities for climate change. It also leveraged the partnership between IFAD and CCAFS, and on-going collaboration between CARE and CCAFS.

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<sup>3</sup> <https://www.ifad.org/topic/asap/overview/tags/asap>

### Box 1: Extracts from the ODI review of ASAP

“Gender equality and women’s empowerment are recognised as critical issues in ASAP-supported projects. Gender-mainstreaming is integrated into each investment design with the assistance of a specialised Gender Desk in the Policy and Technical Advisory (PTA) Division and gender/targeting consultants being part of project design missions. The impacts of climate change and climate variability are differentiated by gender: programmatic interventions designed to improve resilience to climate change also have different impacts within the community, which are often significantly gendered in terms of specific activities undertaken, implications for income sources and opportunities for men and women, livelihood diversification, access to and control over resources and benefits, and implications for the quality of life.” (ODI, 2015, pp26)

The ASAP Results Framework makes specific reference to women's empowerment. There are no specific gender outcomes or indicator categories under ASAP. However, over half the result indicators (about 60 percent) require results to be disaggregated by sex, which will aid reporting to the overall ASAP goal which explicitly includes the number of women and girls with increased climate resilience. In addition, IFAD, at the corporate level has to report on indicators from its Results and Impact Management System (RIMS), in which ASAP indicators are integrated. A selection of RIMS indicators are included in all projects and some of them specifically measure gender-related outcomes (e.g. *post-production/processing/marketing groups with women in leadership positions formed and/or strengthened; time saved (hours) by individuals collecting water or fuel*).

### Learning questions

The starting point for this gender assessment and learning review was that there is a solid grasp of critical elements for gender-integration in investments and projects, with consideration given to gender targets in logframes, gender-disaggregated data and design language that focuses on women and well as men, and on bringing women into participatory processes.

The projects included in this assessment are at different stages of implementation – from inception to advanced stages of implementation. They have all been designed and implemented in different contexts – geographically, culturally, politically, economically, and institutionally. This study is not an evaluation of activities to outcomes, but rather an assessment to ground-truth just how design is translating into practice in implementation, and to highlight opportunities to strengthen action to promote gender equality and women’s empowerment within on-going investments.

The assessment focused on the following broad questions across programs:

- a) **Gender integration** - How are the ASAP project teams and partners integrating gender and women’s empowerment commitments into project design and practice? What are the experiences of stakeholders and staff on the barriers and opportunities to do this? How likely are the considerations of gender equality in programmatic design to translate into changes in women’s lives?<sup>4</sup>
- b) **Enabling environment** - Have the projects created the enabling environment whereby we can expect a positive difference on gender equality and women’s empowerment? What structures and

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<sup>4</sup> It had been intended to include within the country fieldwork the opportunity to explore the experiences of some of the project participants – women, men, leaders – in particular in regard to activities intended to promote gender-sensitive approaches and women’s empowerment. Due to delays in finalizing agreement and funding for the work, it was not possible to integrate these to the extent desired.

systems are in place in the project that provide this enabling environment, from training and mentoring of staff to monitoring and reflection plans?

- c) **Gender transformation** - Where do programs fall on the gender-awareness continuum from 'instrumental' to 'gender transformative' programming? What do the more gender-aware programs do differently/better? What are the key recommendations for improving both design and implementation of gender-sensitive programs?

## OVERVIEW OF GENDER FRAMEWORKS

**ASAP-supported projects have been designed with reference to IFAD's Gender Equality and Women's Empowerment Policy (2012). The IFAD Gender Marker System (2014) presented in Appendix 3, was developed as a method to assess the gender-sensitivity of IFAD projects at various stages in the project cycle. The IFAD Gender Marker was used as a tool for this assessment, as was CARE's 'gender continuum' which resonates with the IFAD Gender Marker.**

IFAD's Gender Marker and CARE's Gender Continuum are tools linked to gender frameworks that conceptualise progress towards gender equality and women's empowerment/women's voice as a continuum from gender-blind to gender-mainstreaming/gender-sensitive to gender-transformative (see Appendix 2 Terminology and definitions). These gender frameworks and the gender marker approach have an intent, which is to promote programming and organisational behaviours that are oriented towards change in socioeconomic and cultural systems such that women and men, girls and boys:

"....have equal rights, freedoms, conditions and opportunities to access and control socially valued goods and resources and enjoy the same status within a society. It does not mean that the goal is that women and men become the same, but rather, that they have equal life chances. This applies not only to equality of opportunity but also to equality of impact and benefits arising from economic, social, cultural and political development." (IFAD Gender Equality and Women's Empowerment Policy, 2012)

### IFAD Gender Equality and Women's Empowerment Policy (2012)

IFAD's Gender Equality and Women's Empowerment Policy goal is to deepen the impact and strengthen the sustainability of IFAD-supported development initiatives. The purpose of doing this is to increase IFAD's impact on gender equality and strengthen women's empowerment in poor rural areas. Core to the policy are three strategic objectives:

**Strategic objective 1:** Promote economic empowerment to enable rural women and men to have equal opportunity to participate in, and benefit from, profitable economic activities.

**Strategic objective 2:** Enable women and men to have equal voice and influence in rural institutions and organizations.

**Strategic objective 3:** Achieve a more equitable balance in workloads and in the sharing of economic and social benefits between women and men.

### CARE's Gender continuum

CARE's gender-transformative approach goes beyond 'women's empowerment', and recognizes that gender inequality is not simply a technical problem or a question of unequal resources, but rather that the underlying causes of inequality lie in an inherently political struggle that demands addressing inequitable structural dynamics in all societies. The gender continuum maps how transformative a programme is, or is not. **A gender *transformative* programme is one that actively seeks to build equitable social norms and structures in addition to individual gender-equitable behavior.** On the other side of the spectrum are gender exploitative (or *harmful*) programmes that reinforce inequitable gender norms and stereotypes, or disempowers certain people in the process of achieving programme goals. Understanding where a programme or project is located on this spectrum requires investigating all aspects of programs: from inception and design, to processes and systems, and monitoring and evaluation.

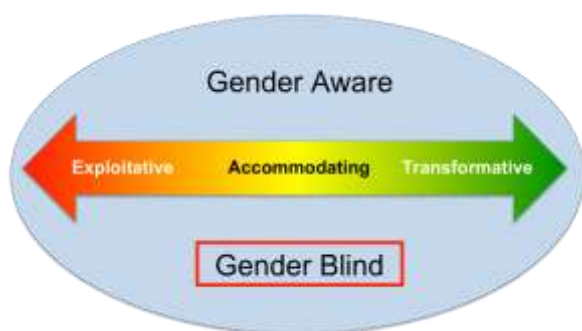


Figure 1: CARE's gender continuum

CARE has found that increasing capacities to adapt to climate change requires an understanding of the different experiences of women and men, and improved integration of gender-responsive and transformative practices in projects and programmes. Doing so also calls for building agency, changing relations, and transforming social norms and other societal factors that maintain gender inequalities and constrain women and girls', as well as men and boys' abilities to reduce their vulnerability to different shocks and stresses.<sup>5</sup>

CARE's Gender Equality Framework considers that transformative change leading to gender equality and women's voice/empowerment requires action to promote change in three areas:

- **Build agency:** Building confidence, self-esteem and aspirations (non-formal sphere) and knowledge, skills and capabilities (formal sphere).
- **Change relations:** The power relations through which people live their lives through intimate relations and social networks (non-formal sphere) and group membership and activism, and citizen and market negotiations (formal sphere).
- **Transform structures:** Discriminatory social norms, customs, value and exclusionary practices (non-formal sphere) and laws, policies, procedures and services (formal sphere).

<sup>5</sup> Sterrett, C. Gender Equality, Voice and Resilience: Guidance note for practitioners. CARE, 2015. <http://careclimatechange.org/wp-content/uploads/2016/08/Gender-Equality.pdf>

**BOX 2: A promising example of gender-transformative approaches - The case of PRELNOR, UGANDA**

While PRELNOR is only at the first stages of inception, the design document includes a comprehensive gender analysis and targeting strategy, transformative approaches of Gender Action Learning Systems (GALS) and household methodologies – all resourced under Component A (focused primarily on livelihoods) - and a planned Gender Strategy to include gender throughout Component B's activities (focused primarily on markets and infrastructure). The project includes an experienced Community Development Specialist in place (with a strong focus on gender). It also includes Community Based Facilitators and household mentors who will all work with farmers' groups and vulnerable households to move beyond ensuring women's participation and meeting quotas to help women and men work together on visioning their plans for the future, household decision-making, use and control of assets, mobility, voice, and representation, workloads, and benefit sharing – all which support IFAD's different SO's and move beyond a strict focus on building agency to changing relations at different levels (e.g. household, farmer groups, and community) and transforming structures (e.g. norms, values, and behaviours). Additionally, everyone interviewed highlighted the need to focus on gender-based violence (GBV); this is being incorporated into current Community Based Facilitator training and will be addressed under GALS and other approaches. There is strong commitment across the project for GEWE, although there has been a noted need for gender training for staff (beyond GALS) including importantly the Project Management Unit (PMU). The project document not only incorporates gender-disaggregated indicators, but includes a focus on RIMS as well as collection of data in line with the WEAI (Women's Empowerment in Agriculture Index) to give greater depth to monitoring and reporting.

## METHODOLOGY

**The gender assessment and learning review looked at ASAP-supported projects in eight countries, and combined desk-review with in-country field-work and remote interviews.**

**Selection of countries:** The eight countries chosen for the assessment represent a diverse set of experiences of projects supported in part by ASAP, from project focus to design and gender integration and implementation. In country field work was completed for Cambodia, Ghana, Rwanda, Uganda and Vietnam from October to November 2016, while interviews and document collection for the remaining countries – Bangladesh, Mali and Mozambique - were done remotely during the month of January 2017.

**Document review:** The assessment team undertook a document review of IFAD, CARE, and CCAFS documents including gender policies/strategies/frameworks, key ASAP documents including country-specific project-related documents, and gender analyses (working papers for ASAP Design Document where available).

**Tool development:** The consultants led the development of an interview guide for the assessment (Appendix 4), while the technical committee, composed of advisors from IFAD, CARE, and CCAFS<sup>6</sup>, provided support and technical reviews. The team also adapted an *interview guide* to the specific situation in country depending on the project context, focus, and interviewees.

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<sup>6</sup> Sophia Huyer, Gender and Social Inclusion Research Leader (CCAFS); Ilaria Firmian, Environment and Climate Knowledge Officer (IFAD); Emily Hillenbrand, Senior Technical Advisor - Gender and Livelihoods (CARE); Dorcas Robinson, Climate Change Resource and Partnerships Coordinator (CARE); Kelsey Jones-Casey, Technical Advisor, Gender and Livelihoods (CARE).

The interview guide and the review of the ASAP design documents and IFAD Supervision Mission reports, where available for each project, was undertaken with reference to IFAD's gender policy strategic objectives and the gender marker. The consultants developed a reference tool using the IFAD SOs and the gender marker, as well as drawing on CARE's [Good Practices Framework](#) which highlights eight critical domains for gender analysis in programming (e.g. sexual/gendered division of labour).<sup>7</sup> Reference was also made to approaches<sup>8</sup> outlined under CCAFS' [Gender and Social Inclusion Strategy](#).

**Key informant interviews:** The assessment tools were used to guide discussions with IFAD, project/government staff and implementers, as well as focus group discussions with beneficiaries. ASAP/IFAD staff helped identify key informants and organize beneficiary focus groups where possible. While these differed for each country, typically, interviewees included IFAD Country Program Managers and project staff, and partners including, for example: project managers, M&E officers, gender experts, financial services officers, district level staff, farmers' association members, etc. (for a full list of interviewees and focus group discussions for each country, please see Appendix 6).

**Review process:** Initial versions of this technical report were reviewed by the advisors from IFAD, CCAFS and CARE in December 2016. The subsequent desk-based and remote reviews for Bangladesh, Mali and Mozambique were completed in January 2017, and a new version of this technical report was reviewed by additional specialists from CARE (food and nutrition security, climate change adaptation, and small-scale agriculture in a changing climate) and again by IFAD and CCAFS. This final version of the technical report integrated this substantive feedback.

**Presentation of the key findings from the country case studies and development of the recommendations:** The initial findings from the country case studies demonstrated the importance of the intent of the IFAD gender marker system as a tool for systematically reviewing projects at different points in the project cycle. Both IFAD and CARE have commitments to programme and organizational gender standards intended to set higher benchmarks for achievement in promoting gender equality and women's empowerment.

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<sup>7</sup> Areas of inquiry: 1. Sexual/gendered division of labour; 2. Household decision-making; 3. Control of productive assets; 4. Access to public spaces and services; 5. Claiming rights and meaningful participation in public decision-making; 6. Control over one's body; 7. Violence and restorative justice; 8. Aspirations and strategic interests.

<sup>8</sup> Focus on vulnerabilities assesses the impacts of climate change on livelihood strategies and food systems, and works with women, men and youth to enhance their knowledge and capacities, gender transformation of roles and relations, and women's greater equality, responsibilities, status, and access to and control over resources, services and decision-making; and strengthening institutions to increase the agency of women, men, and youth.

It was therefore found relevant to organize the key findings from the country case studies along the lines of the intent of the IFAD gender marker and CARE's gender standards as described here:

Key Finding	How this finding relates to the IFAD gender marker system and CARE's gender standards
<p><b>Gender and power analysis</b></p> <p>The existence and use of studies to understand gender differences and dynamics is critical to inform the design of a gender-sensitive project.</p>	<p>The IFAD gender marker system, considering project design, ranges from:</p> <p>1: <i>Highly Unsatisfactory</i> or gender blind, where there are 'no attempts to identify and address gender concerns or mainstream gender into project design', to;</p> <p>6: <i>Highly Satisfactory</i> or gender transformative, where project design has gone 'one step beyond gender-mainstreaming (which addresses the symptoms of gender equality) to challenge and transform the underlying social norms'.</p> <p>CARE's gender standards apply a similar lens, with the commitment that programmes will 'incorporate gender and power analysis and data disaggregated by sex, age and other diversity factors to inform actions, with participation by staff, partners and project participants', noting that this gender and power analysis does not have to be a separate process, so long as any situational analysis or formative analysis includes a gender lens.</p>
<p><b>Gender focal point/gender staff capacities</b></p> <p>The existence of a gender focal point with responsibilities to support gender-mainstreaming can be one practical investment that demonstrates operational commitment to gender-mainstreaming. Without a focal point, commitments to GEWE in the project design may be seen as the responsibility of everyone, and may therefore not be taken forward, especially in the early days of implementation in complex projects. Gender capacities built across project teams can indicate that a project has adequate human resources for gender-mainstreaming.</p>	<p>The IFAD gender marker system, considering project design and project implementation, includes:</p> <p>3: <i>Moderately unsatisfactory</i>, where 'the project is designed to contribute in a limited way to gender equality, but with limited attention to operational aspects and resource allocation', and it therefore gender aware; to</p> <p>6: <i>Highly satisfactory</i>, where in project implementation, 'Operational measures and procedures are in place, including adequate human and financial resources'.</p> <p>CARE's gender standards include two organizational standards for CARE offices – not only for project teams. These are:</p> <ul style="list-style-type: none"> <li>Analyze human resource policies and practices with a gender lens and ensure all annual operating plans, job descriptions and performance plans reflect CARE's commitment to gender equality.</li> <li>Recruit, retain and reward staff and identify partners with a commitment to gender equality; build staff and partner capacity and skills in gender equality; report annually on a gender balance in staffing and governance structures and implement specific strategies to balance male/female representation.</li> </ul>
<p><b>Gender action plan/strategy</b></p> <p>The existence and resourcing of a gender action plan or</p>	<p>The IFAD gender marker system, considering project design, project implementation and project completion, includes:</p> <p>1: <i>Highly unsatisfactory</i> or gender blind, where 'there were no attempts to</p>



strategy can be a practical and key step to promote gender-mainstreaming in a project.	<p>address gender concerns of mainstream gender into project activities'; and</p> <p>5: <i>Satisfactory</i> or gender-mainstreaming, where 'Project is making a significant contribution to addressing gender needs and achieving Gender Equality and Women's Empowerment, addressing all three gender policy objectives.</p> <p>CARE's gender standards state that programmes will include a gender strategy or gender action plan outlining roles, responsibilities, funding, workplans and accountability to meet gender requirements.</p>
<p><b>Gender training/capacity building</b></p> <p>Training, reflection and on-going capacity building opportunities can be both a practical but also a critical step in supporting all stakeholders to be more gender aware and confident and able to work with commitment to GEWE. These opportunities are important for all stakeholders and implementers – from government teams, to partners to project participants.</p>	<p>The IFAD gender marker system, considering project design, project implementation and project completion, includes:</p> <p>2: <i>Unsatisfactory</i> or gender neutral, where 'Operational measures and procedures are inadequate, as are resources; and:</p> <p>5: <i>Satisfactory</i> or gender-mainstreaming, where 'Project management/implementers are committed to GEWE. Project has invested in building capacity to address gender-mainstreaming'.</p> <p>CARE's gender standards include a commitment to build staff and partner capacity and skills in gender equality, as indicated above. This organizational commitment is beginning to include the requirement for all staff to undertake CARE's Gender Equity and Diversity 101 and 201 training modules every 3 years.</p>
<p><b>Gender monitoring, evaluation, learning and accountability</b></p> <p>The ability of a project to collect and analyse gender-differentiated monitoring and evaluation data is critical to supporting gender-sensitive programming when linked to explicit processes for learning and reflection among key stakeholders including project participants, in order to identify ways to increase the relevance of the project to increasing GEWE.</p>	<p>The IFAD gender marker system, considering project design, project implementation and project completion, includes:</p> <p>2: <i>Unsatisfactory</i> or gender neutral, where 'Project seldom reports on or monitors gender differentiated participation and benefits'; and;</p> <p>6: <i>Highly satisfactory</i> or gender transformative, where 'The project consistently monitors and reports on gender-differentiated participation, outcomes and benefits from the project, and utilises this information to make the project more gender transformative'.</p> <p>CARE's gender standards include two commitments to gender measurement, evaluation and learning, and especially integrate a commitment to accountability to programme participants. These are:</p> <ul style="list-style-type: none"> <li>• Undertake participatory gender reviews of projects or programmes, document best practices and challenges, and create mechanisms from cross-learning within CARE and with partners;</li> <li>• Regularly report to programme participants, donors and the public on progress on gender equality in CARE's work through appropriate reporting channels</li> </ul>
<b>Developing the organisational enablers and institutional environment for</b>	<p>For example, IFAD's gender policy emphasizes the importance of five action areas:</p>

<p><b>gender equality and women's empowerment</b></p> <p>It has been increasingly recognized that progress towards gender equality requires an enabling environment, in terms of the policies, legal frameworks, and institutional environment through which those are translated into practice. This recognition is increasingly finding a place in how individual organizations organize to be better able to work on the commitment to gender equality and women's empowerment.</p>	<p>1: IFAD-supported country programmes and projects – such that gender equality and women's empowerment is systematically addressed in IFAD-supported projects.</p> <p>2: IFAD as a catalyst for advocacy, partnerships and knowledge management – such that IFAD's contributions to advocacy, partnerships and knowledge management on gender equality are improved.</p> <p>3: Capacity-building of implementing partners and government institutions.</p> <p>4: Gender and diversity balance in IFAD.</p> <p>5: Resources, monitoring and professional accountability – such that IFAD's corporate, human, financial systems and monitoring and accountability support gender equality and women's empowerment.</p>
<p><b>Translating design into implementation</b></p> <p>The likelihood of a project contributing to GEWE obviously depends on the extent to which any gender-sensitive design is systematically put into practice, and how this practice develops through intentional M&amp;E and learning.</p>	<p>The IFAD gender marker system, considering project design, project implementation and project completion, includes:</p> <p>1 <i>Highly unsatisfactory</i> or gender blind, where 'Focus on gender issues was vague and erratic'; and</p> <p>6: <i>Highly satisfactory</i> or gender transformative, where 'Project made a significant contribution to gender transformation addressing all three gender policy objectives and engaging in policy dialogue'.</p> <p>CARE's gender standards similarly include: 'Articulate how programming will work across all three domains of the Gender Equality Framework..., explicitly state gender equality results and include gender-mainstreaming indicators for every stage of the project or programme cycle'.</p>
<p><b>Moving from participation towards impact</b></p> <p>Increasing the opportunities for women as well as men to participate in project opportunities and processes can be an important first step to promoting gender-aware programming. However, greater participation in itself is not adequate to the process of working toward greater GEWE, and there can be further gender inequalities and risks exacerbated by a process of greater</p>	<p>The IFAD gender marker system, considering project design, project implementation and project completion, includes:</p> <p>4: <i>Moderately satisfactory</i> or partial gender-mainstreaming, where 'Efforts were made to facilitate the participation of women and they accounted for a significant number of beneficiaries'; and</p> <p>6: <i>Highly satisfactory</i> or gender transformative, where 'Gender issues were addressed by project, and both women's and men's situation improved as a result'.</p> <p>CARE's gender standards explicitly address two commitments that address moving beyond women's participation in project interventions to address wider issues of impact, including:</p> <ul style="list-style-type: none"> <li>• Identify potential programming risks and take steps to mitigate unintended consequences of backlash and gender-based violence, regardless of sectoral focus, especially in fragile and conflict contexts;</li> <li>• Form partnerships with women's rights movements to better</li> </ul>

participation of women without support to work on gender in ways that empower both men and women to improve their situation.	collaborate towards shared goals and elevate the voice of marginalised people.
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## CASE STUDIES

This section presents the key findings from each of the country case studies. Appendix 5 provides a more detailed discussion of the key findings and recommendations for each of the country case studies.

Country	Project
Cambodia	Agriculture Services Programme for Innovation, Resilience and Extension (ASPIRE) 2015-2022
Ghana	Northern Rural Growth Project (NRGP) and the Ghana Agricultural Sector Investment Project (GASIP) 2016-2022
Rwanda	Post-Harvest and Agribusiness Support Project (PASP) 2013-18
Uganda	Project for the Restoration of Livelihoods in Northern Uganda (PRELNOR) 2015-2022
Vietnam	Project for Adaptation to Climate Change in the Mekong Delta in Tra Vinh and Ben Tre Vietnam (AMD) 2014-2020
Bangladesh	HAOR Infrastructure and Livelihoods Improvement Project/Climate Adaptation and Livelihood Protection Sub-Project (HILIP/CALIP) 2014-2019
Mali	Fostering Agricultural Productivity Project – Financing from the Adaptation for Smallholder Agriculture Programme (PAPAM/ASAP) 2012-2017
Mozambique	Pro-Poor Value Chain Development Project in the Maputo and Limpopo Corridors (PROSUL) 2012-2017

Country	Cambodia	Case Study
Project Name	Agriculture Services Programme for Innovation, Resilience and Extension (ASPIRE)	
Implementation Period	2015-2022	

## CAMBODIA



The [Agriculture Services Programme for Innovation, Resilience and Extension \(ASPIRE\)](#), aims to reduce poverty and increase resilience of poor and vulnerable smallholder farmers in Cambodia. ASPIRE began implementation in June 2015, with the official launch in October 2015.

The ASPIRE programme design intends to integrate the Ministry of Agriculture, Forests and Fisheries' (MAFF) gender-specific policies and process throughout the programme. The most notable of these is the delivery of gender-mainstreaming training to extension service providers at multiple levels, ensuring the programme is implemented in line with the MAFF gender-

mainstreaming strategy and linked to the MAFF gender working group. The details of how ASPIRE will integrate these policies are woven throughout the design document in sections detailing the overall gender strategy of the programme. These elaborate on how the programme is mainstreaming gender and describe how it complies with IFAD's policy on 'Mainstreaming Gender' as well as a checklist focused on 'Key Features of Gender Sensitive Design and Implementation.'

The IFAD Supervision Mission in 2016 considered the gender focus in the programme to be **satisfactory**, giving ASPIRE a score of **5** on the IFAD Gender Marker, which indicates that the programme is '**gender-mainstreaming**'. ASPIRE is in its second year of implementation and is therefore well positioned to address the gender elements in the original design, and the findings and recommendations of this study as the programme continues to mature.

Given the early stage of implementation of the ASPIRE programme, not much progress has been made with regard to Component 1, **Evidence-based Policy Development**, and Component 4, **Infrastructure to Support Climate Resilient Agriculture**. This review therefore focused primarily on Components 2 and 3, **Building Extension Service Capacity** and **Improving Extension Services**. These components consist of a few core processes: i) recruitment and training of commune extension workers (CEW); ii) forming smallholder learning groups (SLG) at the village level; iii) providing SLGs with extension services and training through farmer field schools, the design of which is informed by Farmer Needs Assessments (FNA).

Goal	Reducing poverty and increasing resilience of poor and vulnerable smallholder farmers in Cambodia
Development Objective	To establish an enhanced Cambodia model of agriculture services which is demonstrated as effective for assisting a diversity of smallholder farmers to contribute to broad-based economic growth through profitable and resilient farm businesses and is adopted as policy by 2021
Components	1) Evidence-based policy development; 2) Capacity development for extension services; 3) Improved extension services 4) Infrastructure to support climate-resilient agriculture.
Main Outcomes/ Outputs of the Development Objective	<ul style="list-style-type: none"> <li>• A national investment programme that can be supported by multiple donors is designed to implement an updated extension policy that provides smallholder farmers with access to quality information services</li> <li>• MAFF has institutional and human resources capacity to manage an effective, demand driven system linking researchers and knowledge-based agencies to extension agents in public sector, private sector and civil society and to farmers.</li> <li>• At least 120,000 smallholders have improved and resilient farm businesses as a result of integrated, demand led extension services and investments in climate resilient infrastructure.</li> </ul>

The detailed findings and recommendations for ASPIRE from this assessment are presented in Appendix 5. The summary findings and recommendations are:

**Gender and power analysis:** The IFAD Supervision Mission score for ASPIRE reflects the depth and breadth of gender considerations woven throughout ASPIRE’s design. However, there are key activities in the programme that are not gender-sensitive. The Farmer Needs Assessments (FNAs) are referenced by implementers as informing the specific needs that the Farmer Field Schools (FFSs) will address. However, the FNAs do not currently explore gender-specific needs and challenges (e.g. time-use, access to labour etc). It was also found that the FFS topics are predetermined to focus on specific topics for instruction, such as pig or chicken husbandry and rice or vegetable production. **Given that the ASPIRE design proposes promotion of Smallholder Learning Groups (SLGs), providing a more accessible opportunity for poorer farmers and a shorter, more learner-centred approach, the FNAs and the approach to FFS and SLGs should be revised to ensure that these assessments are gender-sensitive, and integrate gender-sensitive climate vulnerability and capacity assessment. This should be linked to the planned expansion of training on Gender Roles and Women’s Economic Empowerment, through and with the Provincial Departments of Agriculture (PDA).**

**Gender focal points/Gender staff capacities:** The ASPIRE programme does not have a gender specialist or gender focal points. This reflects a common challenge faced by programmes which are not gender-specific, but seek to mainstream gender, where because gender-mainstreaming is seen as everyone's responsibility, it can easily fall through the cracks.<sup>9</sup> **The gap could be addressed by modifying the responsibilities of an existing advisor and designating gender focal points for ASPIRE from the MAFF. It is critical that each district has a designated gender focal point to ensure direct roles and responsibilities are allocated for integrating gender throughout the programme.**

In addition, the Commune Extension Workers (CEWs) are the closest link with communities, but lack both adequate extension knowledge and training in mainstreaming gender. Efforts are being made to recruit women CEWs, but it is important to note that recruiting women is not a proxy for gender-mainstreaming. Currently only 4 out of 12 (33%) of CEWs in the two provinces visited are women. It is important to both better understand and address the barriers for women to become CEWs, as well as a need to ensure that all CEWs receive training and support to mainstream gender.

**Gender action plan/Strategy:** The ASPIRE Design Completion Report indicates that a gender action plan will be developed 'which will identify roles and responsibilities and detail monitoring and analysis to support ongoing review'. This document indicates that:

*The gender strategy goes beyond participation of women in learning groups and extends to tailoring extension packages and services to addressing gender needs; including representation of women and men on committees; in institutional capacity building and the HR Development Strategy for extension services; and project staffing including CEWs.*

**It would be critical to develop and fund a gender action plan for ASPIRE. This could move forward the recommendations made in this review. It could significantly strengthen the potential of ASPIRE to contribute to gender equality and women's empowerment in climate-resilient agriculture systems.**

**Gender training/capacity building:** Whilst at all levels this assessment found a strong stated commitment to GEWE by project implementers and an interest in addressing the current gaps in capacity to address gender-mainstreaming, progress could be faster. **It is recommended that a dedicated funding allocation is made to support gender-mainstreaming training and capacity development at all levels, including CEWs as well as district officers. This would leverage the training of trainers that a number of district staff have participated in.**

**Gender monitoring, evaluation, learning and accountability:** There ASPIRE design makes a commitment to report on gender, not only in terms of participation, but also in outcomes and benefits, using qualitative methods. The ASPIRE design document highlights that the program will: *'carefully monitor gender outcomes including the proportion of women who participate in the activities and any differential benefits gained or lost by women-headed households', and that qualitative analysis 'will also be used to expand the understanding of the influences on and dimensions of change and impacts (including the effect of gender and climate vulnerability) through the use of case studies and most significant change*

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<sup>9</sup> Bryan, E., Q. Bernier, M. Espinal, and C. Ringler. 2016. Integrating Gender into Climate Change Adaptation Programs: A Research and Capacity Needs Assessment for Sub-Saharan Africa. CCAFS Working Paper no. 163. CGIAR Research Program on Climate Change, Agriculture and Food Security (CCAFS). Copenhagen, Denmark.

*stories (MSCS).* Monitoring and Evaluation activities have yet to integrate this, especially with regards to gender impact, though this is understandable given the project is in early stages.

**ASPIRE has to address the recommendations of the IFAD supervision mission of 2016 to integrate a gender focus in the M&E system to include ensuring sex disaggregation during data collection and analysis. It is recommended that the MTR and additional reporting/evaluations go beyond collecting disaggregated data on participation, as necessary for compliance, and encompass a broader understanding of gender impact in line with the intentions of the program design and M&E plans.**

**Developing the organizational enablers and institutional environment for gender equality and women's empowerment:** The institutional environment for ASPIRE's potential to mainstream gender is strong, given the stated commitment of implementers and the countrywide policies and processes for GEWE of the MAFF. However, the project design document states that: *'No specific gender earmarking in determining human and financial resources is considered necessary'*. The provincial teams indicated that financial and human resources are not adequate for gender-mainstreaming, with no budget for gender focal points and no budget for extending gender training to district and CEW levels. **It is critical to ensure that ASPIRE has the necessary organisational enablers in place moving forward. A funded gender action plan that capture the recommendations of this review and the IFAD Supervision Mission of 2016 would be a practical way to ensure this.**

**Translating design into implementation:** Multiple ASPIRE implementers talk about how women's voice is inherently included and prioritized because of women's representation in the Smallholder Learning Groups (SLGs). However, the options and activities that are presented during farmer field school training are not based on gender and power analysis to develop intervention activities that are more gender-sensitive. This involves an approach to design and implementation that goes beyond activities that one stakeholder referred to as 'giving women an opportunity to learn new skills and make an income while at home'. **There is an imperative to work with the larger ASPIRE commitment to gender equality by developing activities with SLGs that go beyond ensuring that women as well as men participate and address gender roles, power relations, and skills for participation in business development and market engagement.**

**Moving from participation towards impact:** The IFAD supervision mission of 2016 noted the 'impressive level of women's participation in the SLGs'. However, the participation of women is not in itself an indicator of increased empowerment or progress towards more equitable access to programme opportunities and benefits. **It is important for ASPIRE to review (as discussed under monitoring and evaluation above) learning about the extent to which programme interventions are gender-sensitive.**

In addition, ASPIRE has little to no investment in the third gender policy objective to *'Achieve a more equitable balance in workloads and in the sharing of economic and social benefits between women and men.'* The ASPIRE design document considers this objective to be *'not applicable'*. It is recommended that this conclusion be revisited and **that ASPIRE look specifically at opportunities to address the different needs and challenges of women and men when it comes to time-use dynamics and labour-saving knowledge and technologies.**

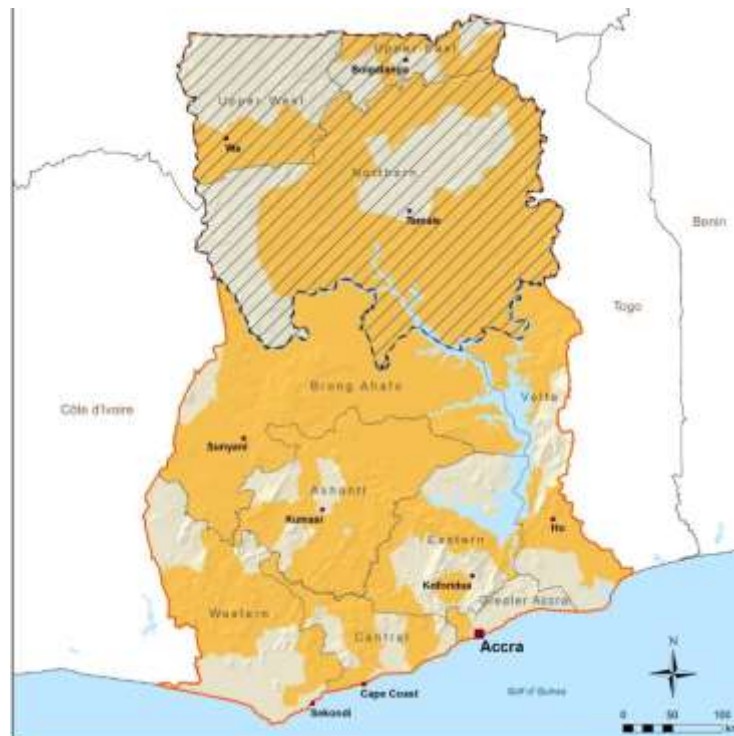


Country	Ghana	Case Study
Project Name	Northern Rural Growth Project (NRGP)	
Implementation Period	2016-2022	

## GHANA

The [Ghana Agriculture Sector Investment Programme \(GASIP\)](#) was just beginning implementation at the time of this gender assessment and learning review. GASIP aims to contribute to sustainable poverty reduction in rural Ghana. The design of GASIP was deeply informed by the successes and limitations of the [Northern Rural Growth Programme \(NRGP\)](#), an eight-year investment financed by IFAD and the African Development Bank (ADB), and implemented by the Government of Ghana's Ministry of Agriculture.

Although NRGP was not directly part of the ASAP-supported IFAD portfolio, it was included in this assessment as the immediate predecessor project and primary influence for GASIP. Insights from an examination of gender-mainstreaming experience in the NRSP will continue to be informative for GASIP as the project begins implementation.



It is noted that the IFAD Supervision Mission of November 2016 gave the NRGP a score of **4** for its gender focus, indicating **'partial mainstreaming'**. Previously the gender focus has been scored at a **5**, or **'gender-mainstreaming'**. It is not clear what the reasons were for this change in score. However, it is noted that there are a number of ways in which the GASIP design document goes further in intent than the NRGP, indicating incremental evolution. For example, the intention to integrate the GALS approach, and a strong discussion of the importance of understanding climate change vulnerabilities differentiated in particular for women and for youth.

The goal of the NRGP was to "contribute to equitable and sustainable poverty reduction and food security among rural households." It was implemented in 32 districts in northern Ghana, and had four components: (1) commodity chain development, (2) rural infrastructure development, (3) access to financial services, and (4) project coordination. The goal and development objective of GASIP are similar, with the additional explicit focus on promoting resilience to climate change impacts. GASIP is intended to be a long-term programme, running in 3-year cycles. The current programme is designed for the first 2 of these 3-year cycles.

Goal of GASIP	Contribute to a sustainable poverty reduction in rural Ghana
Development Objective	Smallholder farmers have enhanced their profitability and climate change resilience
Components	(1) Value Chain Development (2) Rural Value Chain Infrastructure (3) Knowledge Management, Policy Support and Coordination
Main Outcomes/Outputs of the Development Objective	<ul style="list-style-type: none"> <li>• Smallholders have formalized commercial linkages to factor and output markets including small agribusinesses</li> <li>• Increased and systematic access to and use of short and long term financing for value chain businesses</li> <li>• Value chain stakeholders are climate resilient</li> <li>• The policy framework for smallholder farmers has improved</li> </ul>

The detailed findings and recommendations for GASIP, as informed by an assessment with staff from the NRGp, are presented in Appendix 5. The summary findings and recommendations are:

**Gender and power analysis:** The GASIP design document references plans for ‘gender-sensitive analysis of the value chain’ and notes that this will provide information about extra-market factors such as power relations and vulnerability to climate change. However, whilst a baseline analysis of vulnerability to climate change is planned, it is not clear whether or how this links to the gender-sensitive analysis of value chains. **Given that GASIP is in the first year of implementation, there is an opportunity to integrate a holistic approach to gender and power analysis in understanding climate change vulnerabilities and adaptive capacities and the relationship of these with women and men’s participation in and benefits from the value chains addressed in the project.**

**Gender focal points/Gender staff capacities:** The NRGp benefited from a gender specialist who was responsible for implementing the gender action plan. It was unclear during this assessment whether GASIP will do the same. In addition, interviews indicated that while NRGp staff have received training on gender-mainstreaming, they still did not feel confident in their understanding of how to integrate gender. **It will be important for GASIP to have a full-time gender specialist on staff, and to make sure that there is an action plan for on-going capacity development and engagement with gender-mainstreaming across the project staff.**

**Gender action plan/Strategy:** The gender-mainstreaming experience of the NRGp has informed the design of GASIP. The gender action plan of the NRGp was largely implemented, with training workshops, sensitization activities with regional chiefs etc. However, interviewees noted challenges in terms of staff capacities to fully take this action plan forward. **GASIP should build on this practical experience, and ensure that project resources (human and financial) are available for the development and implementation of the GASIP gender action plan.**

**Gender training/capacity building:** The NRGp was implemented through a set of partnerships with local government, NGOs and private agencies. Each implementer had its own approach to gender, which may have led to considerable variance in the content, approach, and quality of the gender-mainstreaming activities. **GASIP should consider taking the opportunity to share and develop gender-mainstreaming curricula with implementers. The GASIP design document indicates the intention to take the successful experiences of the NRGp nationwide. A process that brings together partners and agencies**

with expertise to consolidate methodologies and learning into shared training and facilitation resources for gender-mainstreaming could support this intent.

**Gender monitoring, evaluation, learning and accountability:** The NRGP successfully collected and maintained gender-disaggregated monitoring and evaluation data. Interviews from the project also had a number of observations and questions about how gender dynamics have played out during implementation e.g. wondering what explains why certain women are able to move into roles and value chains traditionally seen as men's. **GASIP could consider developing a research and learning agenda that draws on the experience of the NRDC, and seeks to understand critical questions about gender dynamics, how these are shaping the engagement and benefits gained by women and men in the project, and how this is evolving with gender-sensitive interventions and approaches.**

**Developing the organizational enablers and institutional environment for gender equality and women's empowerment:** It is evident from the design of GASIP that the experience and learning from the NRSP has been actively applied to evolve design and intention with regard to gender-mainstreaming. This suggests positive organizational enablers exist within the Government of Ghana and IFAD/ASAP support. However, a number of interviewees reflected their lack of confidence and sense of capacity in gender-mainstreaming. **In addition to promoting gender-mainstreaming training to strengthen the capacities and confidence of all staff and partners, GASIP should continue to promote an organisational context for the project in which gender-mainstreaming is everyone's job. For example, investing in activities that integrate responsibilities for and reflection on gender-mainstreaming in staff job descriptions and individual professional development plans.**

**Translating design into implementation:** This assessment was able to make some specific observations related to how the NRGP had been implemented that will be important for consideration in GASIP as the commitment to GEWE is taken forward. Some recommendations for GASIP, based on these observations detailed in Appendix 5, are:

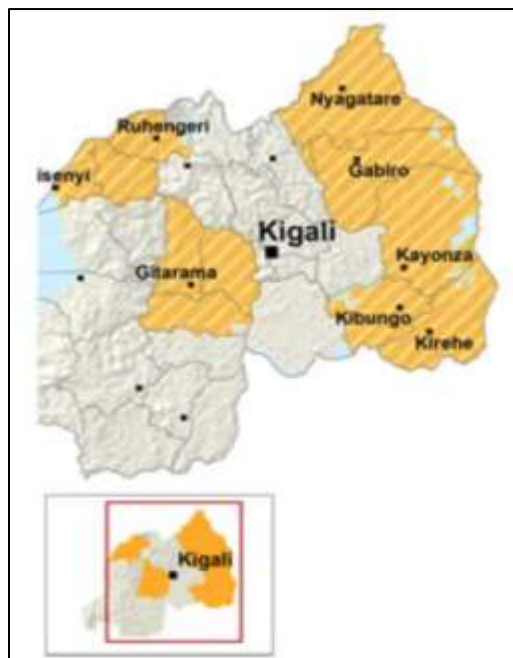
- **GASIP should explore and support the extension of appropriately-scaled technologies.** Efforts to better understand the needs and priorities of different kinds of women and men farmers could inform a range of options. Example tools for this kind of participatory research to inform project development can be found here: <https://ccaafs.cgiar.org/publications/gender-and-inclusion-toolbox-participatory-research-climate-change-and-agriculture#.WScMdoeo5Yc>
- **GASIP should develop a strategy for supporting women to move into more profitable value chains and more profitable roles in the value chain (e.g. as agro-dealers, aggregators etc.).** This requires exploration of the barriers to women's engagement in these value chains and roles (e.g. women's unequal access to and control over land) to be able to identify strategies for developing more socially inclusive value chains.
- **GASIP could use matching grants to promote gender-sensitive and transformative activities.** The matching grant programme is an opportunity to support businesses and organizations that offer innovative and scalable approaches that both economically empower women producers but also encourage gender-mainstreaming in the agricultural services and value chains ecosystem. For example, key value chain actors (like farmer-based organizations, district value chain committees, agribusiness operators) can be further encouraged to support creating a more equal operating environment for women as well as men farmers.

**Moving from participation towards impact:** Interviewees indicated that the NRGP has met many of the expected results in terms of improving women's participation in the project. A particular success cited is that the project achieved a greater proportion of women farmer participants (40%) than the initial target (30%). The NRGP also promoted women's leadership in district assemblies, and in 2014, 48% of participating farmer-based organization leadership positions were held by women.

While the project achieved equal participation of men and women in terms of numbers, the quality of participation in the project is less certain (for example, equal leadership and equal decision-making). Project staff interviewed for this gender analysis said, "We give women skills to participate in leadership bodies". When asked if men also receive training on how to be more receptive of women's leadership, and share decision-making one of the staff responded that, "Men are the custodians of culture, and must be [our] targets. Women need to know how to face a chief, but how will men receive that? Most chiefs are men." GASIP staff and partners recognize the dynamics and challenges inherent in a process of promoting women's leadership. **GASIP – through the gender action plan as well as a research and learning agenda as proposed above – could build on the important successes of the NRGP in expanding the opportunities for women to participate both in project interventions and in governance systems that shape opportunities for women in small-scale agriculture.**

Country	Rwanda	Case Study
Project Name	Post-Harvest and Agribusiness Support Project (PASP)	
Implementation Period	2013-2018	

## RWANDA



PASP project areas

The [Post-Harvest Support Project](#) (PASP) aims to alleviate poverty, increase rural income, and contribute to the overall economic development of Rwanda. PASP is now in its third year of implementation under the Ministry of Agriculture and Animal Resources (MINAGRI) [Single Project Implementation Unit \(SPIU\)](#) for IFAD funded projects.<sup>10</sup>

MINAGRI's [Gender Strategy](#), currently acts as the Gender Strategy for PASP and the SPIU, and indicates that social norms continue to keep women on unequal footing with men even though the government has shown its commitment to gender equality through signing international conventions and developing conducive policy, legislation, and institutional frameworks<sup>11</sup>.

The Joint Implementation Support Mission for PASP in mid-2015 stated that the '*gender focus needs improvement*',<sup>12</sup> giving a score of **3**, as compared to several other components of the project that were scored 4 or 5. This indicates that the project is '**gender aware**'. With changes

planned for 2017, the project has the potential to be more in line with a score of **4**, defined as '**moderately satisfactory with partial gender-mainstreaming**' on the IFAD Gender Marker.

By the nature of the Single Project Implementation Unit (SPIU), there seems to be overlap between projects and activities. The new [Rwanda Dairy Development Project](#) (RDDP) being introduced in 12 districts across the country is reported to have a stronger gender approach, including application of the Gender Action Learning System or GALS (see Box 3). This may provide more linkages to strengthen gender in PASP.

<sup>10</sup> The establishment of Single Project Implementation Units (SPIU) allows for the grouping of all the different project implementation units within a Ministry under one single umbrella. This helps to better coordinate work, retain staff expertise and reduce duplication of work. For more, see Versailles, 2012.

<sup>11</sup> With respect to 'social norms' IFAD staff indicated that culturally in Rwanda women might not speak out in public, however, this behaviour doesn't indicate that they are not empowered through the project.

<sup>12</sup> From IFAD. **Climate Resilient Post-harvest Agribusiness Support Project (PASP) Joint implementation support mission Report** : Main report and appendices, Document date 10 Nov 2015, Mission dates – 20 May – 6 June 2015.

PASP targets approximately 32,400 rural households in 12 of Rwanda's 30 districts and benefits 155,000 beneficiaries, 40% of whom are women and 20% youth.<sup>13</sup> It does this through three components: (1) HUB capacity development; (2) Post-harvest climate resilient agri-business investment support; and (3) Project management and coordination. HUBs provide a place to aggregate and add value to primary products. HUBs also provide cooperative members with business and climate-focused services, e.g. training (including vulnerability mapping, early warning systems development, climate information services) and relevant post-harvest technologies (including solar bubble driers, tarpaulins, and hermetic storage bags). In addition, PASP provides, through the Development Bank of Rwanda (BRD) –Business Development Fund (BDF), special guarantee (up to 75 %) to youth and women. This is a way to support vulnerable groups of the population who lack collaterals to be eligible for financial services.

<b>Goal</b>	<b>To alleviate poverty, increase rural income and contribute to the overall development of Rwanda</b>
<b>Project Development Objective</b>	Increase smallholder and rural worker incomes (including women, youth, and vulnerable groups) from the <a href="#">Crop Intensification Programme (CIP)</a> crops and dairy Post-harvest Handling and Storage (PHHS)-related businesses.
<b>Components</b>	<ul style="list-style-type: none"> <li>(1) HUB<sup>14</sup> capacity development programme</li> <li>(2) Post-harvest climate resilient agri-business investment support</li> <li>(3) Project management and coordination</li> </ul>
<b>Main Outcomes/ Outputs of the Development Objective</b>	<ul style="list-style-type: none"> <li>• 155,000 direct beneficiaries of which 40% are women and 20 % youth Average income (in constant 2012 prices) increased by 15 % for 50 % of the project's direct beneficiaries by end of project.</li> <li>• At least 5 % points of increased farm income derived from value chains supported by the project by MTR and 10 % points by end of project.</li> <li>• At least 155,000 poor smallholder household members with increased climate resilience and increased food security</li> <li>• At least 25,000 small-farm households that are engaged with participating HUBs gain access to new and relevant climate smart harvest and post-harvest technologies</li> <li>• 20% reduction in level of Crop Intensification Program (CIP) crops post-harvest losses and milk spoilage over available baseline</li> <li>• US\$ value of new and existing post-harvest facilities and infrastructure made climate resilient</li> </ul>

The detailed findings and recommendations for PASP from this assessment are presented in Appendix 5. The summary findings and recommendations are as follows:

**Gender and power analysis:** At the time of this assessment, PASP had not undertaken a comprehensive gender analysis. The PASP project document indicates that a gender-sensitive value chain analysis will be part of the role of a MINAGRI SPIU Targeting and Gender Specialist, along with responsibilities for gender-disaggregated M&E, gender baseline studies and development of a gender action plan. It is also noted that whilst the design document has a focus on strengthening the resilience of smallholder

<sup>13</sup> One of PASP's indicators at the Development Objective level is, "At least 155,000 poor smallholder household members with increased climate resilience and increased food security." Data collected for this indicator is to be disaggregated by gender and vulnerable group member.

<sup>14</sup> "A HUB includes the physical place where primary products are aggregated and where value addition could be generated, together with facilitation of the necessary managerial and technical skills, technologies and equipment (e.g., for quality control, sorting, packaging, storing, value adding, etc.)."



farmers to climate change, there is no link made between GEWE and climate change impacts and adaptation. **It is important to ensure that specific interventions, such as selection and investment in value chains, are gender-sensitive.**

**Gender focal points/Gender staff capacities:** There has been a Gender Specialist (part-time) supporting PASP from the MINAGRI SPIU, who takes on a fuller role in January 2017, and is able to promote synergies with other projects. **However, to make significant progress on gender-mainstreaming additional focal points/staff capacity should be considered for PASP and future programming.**

**Gender action plan/Strategy:** There is no project-wide gender action plan for PASP, and the project shares the broader gender strategy for MINAGRI and the SPIU. Nor had a gender action plan specific to gender-sensitive value chains as outlined in the project design document been developed at the time of this assessment. **A gender action plan for value chains could be developed – taking advantage of the MTR and links with related programmes like the RDDP.** It could build on relevant work by other organizations on women in agriculture and climate value chains such as ILRI, CCAFS, and others.

**Gender training/capacity building:** Staff mainly spoke of ‘gender’ in terms women’s participation and gender disaggregated data. PASP has benefited from links with other initiatives in terms of accessing gender-related training and the GALS approach. However, most people interviewed indicated that they had not had any gender training. **It is recommended to build a broader base of gender capacity across PASP and the SPIU, which should be a core component of a Gender Action Plan. This should include gender training for all staff and partners.**

**Gender monitoring, evaluation, learning and accountability:** Monitoring data about the participation of poorer farmers, women and youth is collected across the 12 districts. A quarterly review meeting is held to assess the quality of the reports. However, there does not appear to be a system for monitoring and responding to issues raised by groups or cooperatives and specifically focusing on women’s and men’s concerns. **There are a number of ways in which PASP and other IFAD/ASAP-supported projects could strengthen gender-sensitive monitoring, evaluation and learning (MEL). Quarterly review meetings with service providers could reflect on what is being learnt about gender dynamics that is not reflected in the data. The project could convene, for example, around specific learning events, to share experience and lessons. Specific research and learning initiatives could be undertaken to build evidence on the gender-differentiated benefits and impacts of PASP. All such initiatives would strengthen learning and accountability for gender-mainstreaming for PASP and other initiatives in Rwanda.**

**Developing the organizational enablers and institutional environment for gender equality and women’s empowerment:** Informants indicated that there is a high-level of national support for GEWE, with, for example, 64% of parliamentary representatives being women. However, MINAGRI’s [Gender Strategy](#), which currently acts as the Gender Strategy for PASP and the SPIU, indicates that social norms continue to keep women on unequal footing with men even though the government has shown its commitment to gender equality through signing international conventions and developing conducive policy, legislation, and institutional frameworks.

Given the high-level of recognition (MINAGRI’s Agricultural Gender Strategy, the National Gender Policy) of the specific challenges faced by women in the agricultural sector, there is considerable potential to

address the recommendations from this assessment and to consider these at a level above the individual project. **For example, a funded gender action plan for the SPIU and other IFAD investments could build momentum for gender-mainstreaming and support the kind of institutional journey that is needed to truly integrate commitments to gender equality.**

Some specific elements of such a gender action plan might include:

- **Develop a gender standard** to inform not only technical design, but budget plans, inception, staff recruitment and capacity-development for projects.
- **Revisit assumptions about the level and extent of project investment required for gender-mainstreaming.** Whilst the project design states that *‘Gender goals can best be achieved by making gender an integral part of the planning and realization of all project activities, rather than through isolated women targeted initiatives’* the reality is that well into the project the resources dedicated to gender-mainstreaming have not been fully available.
- **Ensure that the project design process and analysis of context are combined with gender and power and climate vulnerability and capacity analysis to develop a project gender action plan early in start-up if not before.**
- **Consider strategic engagements to support the mainstreaming of gender equality and women’s empowerment with critical private sector institutions.** Whilst PASP staff noted that they can’t change the actual structure of cooperatives, they can ensure women participate in executive and other committees and leadership positions. PASP and linked projects can build more understanding and learning about the extent women have an active voice in decision-making related to household and cooperative activities, technology adoption, and business ventures, as well as in information sharing with the project.

**Translating design into implementation:** The assessment shows a number of ways in which PASP has clearly been moving the design commitment to GEWE into implementation. These examples relate to promoting participation in activities by women and men; activities including participation in cooperative and agricultural support, access to financial and business services and climate information services, and dissemination of infrastructure and technologies that support better post-harvest practices. The project also facilitates access to Post-Harvest Climate Resilience Agribusiness (PHCRAB) Grants which provide financial support for farmers to purchase these technologies that are considered a contribution to resilience to climate change impacts. PASP also provides, through the Development Bank of Rwanda (BRD) –Business Development Fund (BDF), special guarantee (up to 75 %) to youth and women.

The use of GALS and household methodologies are starting to move a focus in PASP on increasing women’s participation and agency to one that also considers relations and structures (e.g. changing norms and behaviours), but this is still limited to four districts unless other funding is found. **Consideration should be given to expanding the introduction and use of the GALS and household methodology approaches as an effective way to support translating design intention into implementation practice.**

**Moving from participation towards impact:** Project staff and participants in focus group discussions indicated a range of benefits that women, in particular, might be gaining from participation in the project. For example, women indicated that water harvesting tanks free their time and labour from collecting water, and helped with water needs, even in times of water shortage. However, without



deeper study at cooperative, household and intra-household level it is difficult to say in specifically what ways women are benefitting, and in what ways women and men are benefitting in changes in gender dynamics and relations. It is also noted that some project staff assume that benefits accrue at the household or group level, and because women belong to a household or group, they thus also benefit automatically. One respondent stated: “[If] the money is benefiting the household level, and if the household level is improving, women are the first to feel benefits.”

More in-depth assessment needs to be done to explore if, and to what extent, men and women are indeed benefitting, and how they actually perceive those benefits, from project activities, related services and technologies. While there may be benefits, there may also be hidden costs (e.g. reallocation of labour) that are currently unknown. Experience from elsewhere shows that when an activity becomes profitable and men join in, often women end up contributing labour and time but benefit less<sup>15</sup>. **As an ASAP-supported project that is well advanced in implementation, an investment in a strong gender-sensitive evaluation could add value not only to inform future projects in Rwanda but ASAP as a whole.**

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<sup>15</sup> Thomas-Slayter, Barbara, and Nina Bhatt. 1994. “Land, Livestock and Livelihoods: Changing Dynamics of Gender, Caste and Ethnicity in a Nepalese Village.” *Human Ecology* 22 (4): 467–94 in Hill, Catherine. Gender and Livestock (Module 14). Gender in Agriculture Sourcebook. World Bank, FAO, IFAD 2008.

### **BOX 3: Approaches for developing gender-transformative interventions: Gender Action Learning System (GALS)**

PASP (Rwanda) and PRELNOR (Uganda) link with other initiatives applying the Oxfam-led [Gender Action Learning Systems \(GALS\)](#) and [household methodologies](#). GALS and household methodologies support women and men in households and communities to visually express their aspirations, develop plans to work towards their dreams, and find solutions to address the constraints they face as they pursue their livelihoods. This is often done in relation to value chain/market development. Men and women examine their labour distribution, access to, and use of income and other resources, and benefit sharing.

The approach has been shown to transform relations in households with benefits such as greater income and benefits accruing to the household; reduced incidence of violence; decreased use of money to buy alcohol; understanding and sharing of labour demands; and overall greater resilience.

#### **Some of the GALS tools used with farmers' groups and vulnerable households under PRELNOR (Uganda)**

1. The Vision Journey, which allows households to develop a shared vision that is a time-based, loose action plan for household livelihoods;
2. Gender Balance Tree, which opens the eyes of household members in relation to access and control of resources and workloads; and
3. Challenge Action Tree, which analyses household's challenges, e.g. workloads, GBV.

Source: [Mayoux, Linda and Oxfam Novib. Rocky Road to Diamond Dreams](#)

In PRELNOR, the GALS tools and facilitated dialogues are providing women and men with opportunities to reflect on rigid gender norms about what someone is “allowed or supposed to” do based on their gender (e.g. cooking, childcare, fetching water, cleaning the household, marketing, etc.).

#### **GALS in PASP (Rwanda)**

Since GALS training began, 160 GALS champions (women and men) have been trained. In turn, they have trained others so PASP has reached 400 women and men (50/50). In focus group discussions, men and women cooperative members in Kirehe District (Easter Province) and Kamonyi District (Southern Province) showed great excitement in participating in GALS through their cooperatives and/or mentoring with their households. They spoke of the benefits they experience now (improved relations with their spouse; pooling money for shared benefits within the household) and hope to in the future (having more money for constructing or renovating house, school fees, etc.). GALS also helps women and men understand that gender is about more than women. Through translation, one man said that GALS helped “changed the mindset of women and men.” One woman in Kirehe said, “Training on gender helped us see the complementarity of women and men.”

For further information on the use of GALS in Uganda and in IFAD-supported projects see:

[Oxfam's Women's Empowerment Mainstreaming and Networking Project](#) and [IFAD: The GALS Methodology](#)

Country	Uganda	Case Study
Project Name	Project for the Restoration of Livelihoods in Northern Uganda (PRELNOR)	
Implementation Period	2015-2022	

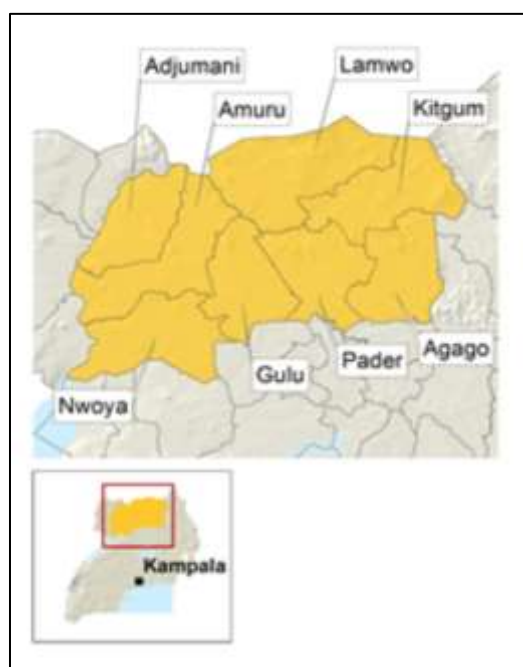
## UGANDA

The [Project for the Restoration of Livelihoods in Northern Uganda \(PRELNOR\)](#), aims to increase income, food security and reduced vulnerability of poor rural households in nine districts (up from original plan of eight) of Northern Uganda. PRELNOR was at the inception stage at the time of this assessment, becoming operational in mid-2016. At the time of assessment, PRELNOR was in the process of training Community Based Facilitators (CBFs) on participatory rapid appraisal (PRA) to help identify beneficiaries.

PRELNOR's Rural Livelihoods Component (Component A) supports the strengthening of a higher proportion of farm households, who are not yet market oriented, to achieve levels of production that enable them to take advantage of the opportunities offered by the Market Linkages Component (Component B).

Eight of the PRELNOR districts are in Acholi Sub-Region and one is in the West Nile Region (Adjumani). The project area borders South Sudan and has a high number of refugees. For years, the Lord's Resistance Army insurgents terrorized men, women, and children in the region, leaving a number of internally displaced persons and a generation that grew up without learning the skills to engage in and benefit from agriculture.

Since PRELNOR was at its inception stage, the assessment focused mainly on plans for implementation as outlined in the Project Design document. This document includes a comprehensive gender analysis and targeting strategy, and indicates that the GALS and household methodologies will be applied under Component A. There is a planned gender strategy to mainstream gender in Component B. These design elements point to significant opportunities to develop gender-transformative approaches. This would correspond with a score of **6** or '**highly satisfactory**' on IFAD's Gender Marker System, if the project is implemented along design lines with some strengthening of capacity in certain areas (staff), strong monitoring, and gender-sensitive information sharing and participatory reporting with beneficiaries.



*PRELNOR project areas*

Goal	Increased income, food security and reduced vulnerability of poor rural households in the project area
Project Development Objective	Increased sustainable production, productivity and climate resilience of small-holder farmers with increased and profitable access to domestic and export markets.
Components	<ol style="list-style-type: none"> <li>1. Support Rural Livelihoods (Component A)</li> <li>2. Support Market Linkages and Infrastructure (Component B)</li> </ol>
Main Outcomes/Outputs of the Development Objective	<ul style="list-style-type: none"> <li>• At least a 10% increase in total volume of the supported agricultural commodities produced in the project area by the end of project implementation.</li> <li>• At least 60% of the targeted 64,000 farming households (disaggregated by gender and age) realizing the recommended yield levels, measured by yield and by area planted (disaggregated by crop) by the end of the project period</li> <li>• Increase in volume of quantity of crops sold (disaggregated by crop)</li> <li>• At least 60 % of the 64,000 targeted households (disaggregated by gender and age) have increased their climate resilience<sup>5</sup> by the end of the project period.</li> <li>• At least 70% of targeted 108,000 rural households (disaggregated by gender and age) in the eight project districts profitably accessing domestic and export markets by the end of the project</li> <li>• % increase in LG tax revenue from market activities</li> <li>• 140,000 households (disaggregated by gender &amp; age) receiving project services (by type of training)</li> </ul>

The PRELNOR Livelihoods Component focuses on building the capacity of targeted communities to plan and implement gender-sensitive group activities using the [Gender Action Learning Systems \(GALS\)](#) and household mentoring approach tested under other the earlier IFAD co-funded Oxfam/Novib's Gender Justice in Pro-Poor Value Chain Development and the IFAD-funded [District Livelihoods Support Programme \(DLSP\)](#) (2007-2014) to work with vulnerable households not linked with community groups and activities (see Box 3). The second component of PRELNOR focuses on extension, market skills and access, and market access infrastructure, supported by a Gender Strategy which will be developed by July 2017.

The detailed findings and recommendations for PRELNOR from this assessment are presented in Appendix 5. The summary findings and recommendations are:

**Gender and power analysis:** The project design document includes a comprehensive gender analysis and targeting strategy. This identifies a number of pressing gender dynamics in the post-conflict areas where the project works, and also highlights the importance of considering the issues of internally displaced people (IDPs), and in particular, the vulnerability of young women. This gender analysis does not make specific links between gender dynamics, vulnerabilities to climate change impacts and capacities for adaptation. A baseline study was planned for January 2017. **The baseline study and planned household surveys with CCAFS should be used to develop a gender action plan/strategy. This should address gender dynamics and differential vulnerabilities and adaptive capacities to climate change impacts.**

**Gender focal points/Gender staff capacities:** PRELNOR has a Community Development Specialist with expertise in gender, including in the GALS and household methodologies mentoring. There were plans to train district staff, including in gender. But it was noted that the Project Management Unit (PMU) team has not received gender training. **PRELNOR should actively build gender capacity of the PMU and other**

staff. This could be done in partnership with the University of Makerere, and should have facilitators who are familiar with gender dynamics in the context of climate change impacts and adaptation as well as small-scale agriculture and extension services.

**Gender action plan/Strategy:** The GALS and household methodologies are being applied within the Rural Livelihoods component, and the plan is for the Community Development Specialist to work with the University of Makerere Gender Studies Faculty to develop a gender strategy for the Market Linkages and Infrastructure component. There is strong recognition that gender-based violence (GBV) is a critical challenge in the project areas. **It is promising that a gender strategy is planned for component B. However, this could present an opportunity to think more broadly about a comprehensive gender action plan that cuts across the programme and provides scope for specific gender action goals to be developed for PRELNOR to tackle the underlying norms, values and practices that underpin gender inequalities and lack of women's voice and empowerment.**

**Gender training/capacity building:** PRELNOR works within government structures, and there are gender focal points who are typically Community Development Department staff, as well as Household Mentors and District Farmers Associations (DFA). There are targets for the proportion of women that should be represented among these. However, some respondents felt that understanding of and capacity to incorporate gender-sensitive approaches is lacking among local implementers. **It is promising that there is a plan for training project implementers, including in the GALS and household methodologies approach. It will be important to assess how participants in this training apply and learn from this experience over time.**

**Gender monitoring, evaluation, learning and accountability:** The results framework for PRELNOR has a number of indicators that are gender-sensitive. The project will also use IFAD's impact assessment tool, the Women's Empowerment in Agriculture Index (WEIA) for the baseline, mid-term and final evaluation. **It will be important for PRELNOR, as well as a learning opportunity for other ASAP-supported projects, to reflect on the experience of implementing this M&E plan. An area of interest for collective learning will be how this M&E system builds understanding about women's and men's experience with regards to their participation in the project and the responsiveness of the project to their gender needs and realities.**

**Developing the organizational enablers and institutional environment for gender equality and women's empowerment:** There appears to be a strong commitment in the PMU and in local government to addressing gender inequality, and in particular, in seeing the GALS and household methodologies succeed. This context provides for significant opportunities to develop the organizational and enabling environment for promoting GEWE. **These opportunities include: i) Scope to assess the working environment to make it more conducive to addressing commitments to gender equality, for example by integrating expectations and capacities for taking forward responsibilities for GEWE among all staff, and for addressing specific challenges faced e.g. motorbike size for women implementers; and ii) Build on PRELNOR's developing experience of mainstreaming gender to inform and influence policy and national practice.**

**Translating design into implementation:** The design and start-up plans for PRELNOR are promising with regard to GEWE. **It will be important to document this experience, especially of working with the GALS**

and household methodologies, and to find compelling and innovative ways to share and communicate this experience as part of broader awareness-raising.

**Moving from participation towards impact:** The design and inception of PRELNOR is promising in terms of the plans in place to build capacities and M&E systems that engage with changing gender relations and structures that perpetuate gender inequalities, and going beyond targeting of women as well as men for certain project activities. **It will be important for all stakeholders to reflect on, monitor and learn from this process of moving into implementation of these plans.**

There continue to be opportunities to deepen this commitment to social change. In particular, because of the long incursion in this region, during which time many people lost their livelihoods, and young men and women face particular risks and challenges. **It is recommended that PRELNOR strengthen collaboration with organizations working with youth (including those working with youth experiencing trauma).**

Country	Vietnam	Case Study
Project Name	Project for Adaptation to Climate Change in the Mekong Delta in Tra Vinh and Ben Tre Vietnam (AMD)	
Implementation Period	2014-2020	

## VIETNAM

The [Project for Adaptation to Climate Change \(AMD\)](#), aims to promote sustainable livelihoods for the rural poor in a changing environment. AMD is in its third year of implementation, and works both on research and policy related to adaptation to and monitoring of salinity, as well as household level adaptation and economic development.

The project is being implemented in the Mekong Delta in Tra Vinh (30 communes in 7 districts) and Ben Tre provinces (30 communes in eight districts)<sup>16</sup>.

This gender assessment and learning review focused primarily on progress related to gender-mainstreaming, equity and empowerment in commune level planning processes (Component 1) and the sustainable livelihoods activities delivered through the Women's Development Support Fund, Climate Change Adaptation funds (Tra Vinh) and co-financing (Ben Tre) (Component 2).<sup>17</sup>



The IFAD supervision mission completed in April of 2016 noted that spending in both provinces was insufficient, falling between 6-8% of total approved project costs. This supervision mission rates the project progress as moderately satisfactory overall (4), and gives the gender focus the same score of **4**, which corresponds to **'partial gender-mainstreaming'** on the IFAD Gender Marker. The supervision report states that the project *'urgently needs to move from preparatory phase to full scale implementation phase'* and that *'failing to achieve significant progress in 2016 will result in downward shift in project assessment at the MTR.'*

Addressing the gender-related recommendations of the IFAD supervision mission of 2016, along with the recommendations presented here could substantially strengthen the project's overall capacity to contribute women's empowerment and gender equality in climate change adaptation.

<sup>16</sup> AMD is funded, in part, through a 36 Million USD ASAP investment (12 Million USD grant and 22 Million USD loan).

<sup>17</sup> Procedures for data collection and conducting interviews in Vietnam demand that foreigners seek permission for itinerary up to two weeks prior to the field work. Changes to itinerary must be approved, thus making 'snowball' sampling of key informants to follow up on information provided during interviews challenging during a short field visit of three to four days.



Goal	<b>Sustainable livelihoods for the rural poor in a changing environment</b>
Project Development Objective	Adaptive capacity of target communities and institutions to better contend with CC strengthened.
Components	<p><b>Component 1: Building Adaptive Capacity:</b> A comprehensive agriculture sector climate change adaptation management framework operating with participating communities, institutions and provinces.</p> <p><b>Component 2: Investing in Sustainable Livelihoods:</b> Increased and more inclusive financing for market oriented, climate smart agriculture and agri-business investments.</p>
Main Outcomes indicated in the Project Design Document	<ol style="list-style-type: none"> <li>1. Communities and institutions have the capacity to effectively respond to the impact of climate change</li> <li>2. Climate change considerations integrated into Socio-Economic Development Plan (SEDP) processes</li> <li>3. Increased and more inclusive financing for market oriented, climate smart agriculture and agri-business investments</li> <li>4. Economically viable climate resilient farming, aquaculture and other livelihood options are widely adopted.</li> </ol>

The detailed findings and recommendations for AMD from this assessment are presented in Appendix 5. The summary findings and recommendations are:

**Gender and power analysis:** At the time of this assessment, AMD had not undertaken a comprehensive gender analysis. Although the AMD design documents specify that Community-based Adaptation (CBA) and Community-based Disaster Risk Management (CBDRM) planning undertaken during Socio-economic Development Plan (SEDP) processes would include gender and power analyses, documentation of these processes was not available. **It is critical that gender-sensitive CBA and CBDRM planning takes place. Undertaking gender-sensitive climate change vulnerability and capacity assessments is critical to inform detailed design and implementation of activities under components 1 and 2. The AMD could partner with NGOs in Vietnam with experience and capacities to support this.**

**Gender focal points/Gender staff capacities:** There are gaps in technical staffing for gender-mainstreaming. While Ben Tre has a gender officer, Tra Vinh does not have a full-time gender advisor. This role has fallen partly to the M&E officer. **The project should ensure adequate gender staffing and budget to address this gap, and to train all AMD staff and programme implementers on the Gender-mainstreaming Implementation Guide/Manual (next point).**

**Gender action plan/Strategy:** There is no over-arching gender action plan or strategy for AMD. The IFAD Supervision Missions of 2015 and 2016 highlighted the pending need to develop the Gender-mainstreaming Implementation Guide/Manual. Progress has been made in Tra Vinh since this, adapting a guide developed in Ben Tre. **It is critical now to allocate staff and budget to roll out the Guide/Manual and to set goals and targets for undertaking the specific analyses and programme processes that the Guide/Manual lay out.**

**Gender training/capacity building:** The Gender-mainstreaming Implementation Guide has been introduced to AMD programme staff in district and commune level, but this has not been followed by



adequate capacity-development to staff and key partners. The Women's Union, for example, has not been included in the introduction process. **As indicated above, it is critical to ensure adequate staffing and budget to train programme implementers and AMD staff in the core gender approach and Guide for the project.**

**Gender monitoring, evaluation, learning and accountability:** The documentation of women's participation in activities is the dominant mechanism used to monitor and evaluate the programme's responsiveness to gender-mainstreaming. Without M&E efforts that go beyond this, the project lacks accountability for outcomes and impacts related to GEWE. It is noted that while the Gender-mainstreaming Implementation Guide/Manual instruct the project to address gender-specific questions throughout implementation stages, collecting and reporting on this data is not required in the M&E guidelines. **All reporting/evaluations should go beyond collecting disaggregated data on participation and encompass a broader understanding of gender impacts. Given the stage of implementation, the MTR provides an important opportunity to integrate qualitative evaluation approaches such as case studies and most promising change stories to deepen understanding of gender dynamics and how these are evolving in the project.**

**Developing the organizational enablers and institutional environment for gender equality and women's empowerment:** A number of observations about the organizational enablers and institutional environment for AMD were made during the assessment:

- Given that AMD is in its third year, with no plans for hiring staff with a mandate and technical capacity to take forward the key elements of gender-mainstreaming discussed above, it is hard to be confident that real progress will be made in gender-mainstreaming. **Programme-level leadership, investment and over-sight will be critical to create the organizational enablers needed.**
- As in all contexts, implementers and staff of projects also embody prevailing social norms, value and practices with regard to GEWE. This can inevitably lead to some contradictions in messaging and interventions in the project. For example, the Women's Union is an implementer under the AMD, and leads on training Savings and Credit Groups (SCGs) and providing resources through the Women's Development/Support Fund (WD/SF). The SCGs are intended to empower women economically. However, the focus of the discussions in meetings, with topics linked to the '5-No, 3-Clean Family Construction' movement launched by the Women's Union in 2010, may reinforce gender stereotypes related to women's domestic roles, which have implications for women's time-use and labour burden. **The SCG meeting methodology could be expanded to include dialogue that supports both women's empowerment and voice and engaged men as agents of gender equality.**

**Translating design into implementation:** The findings and recommendations above indicate that there are, and will continue to be, challenges in both deepening the commitment to GEWE intended in the design document and translating this design into implementation. Some detailed recommendations are provided in Appendix 5. **Overall, the recommendations above are critical to ensure more substantial progress from design intention to implementation.**

**Moving from participation towards impact:** As seen in other ASAP projects in this assessment, AMD has a strong focus on achieving targets for the participation of women. There are some practical ways in which interventions are being implemented with the intention of increasing this participation. For example, by setting a target for 30% participation by women in SEDP processes in communes. And giving some consideration to reducing women's time-work burden, with, for example, investments in irrigation technology (see Box 4). **It will be important – through the MTR, case studies and most significant change approaches indicated above to understand what shapes women's and men's participation in meetings and processes, what different benefits women and men experience, and to understand whether this participation is creating real spaces for women's and men's voices to shape project interventions and commune SEDP processes.**

#### **BOX 4: Women's time-work burden: Opportunities to promote labour-saving from Vietnam**

**AMD is seeing an impact in improving time-work burden of women through Climate Change Adaptation (CCA) fund activities.** When probed for examples of potential project activities to improve the time-burden of women in agriculture, AMD staff cited numerous applications of CCA funds that have the potential for time saving. For example, investments in irrigation technologies have enabled women who were spending half a day irrigating their fields to complete the task in 15 minutes. Women report that the use of bio-organic fertilizer helps them save time and reduces burden experienced during crop harvests. Women also mentioned that utilizing manure and other organic fertilizers softens the ground in comparison to chemical fertilizers, thus making harvesting of certain crops an easier and less time consuming process.

In Tra Vinh, AMD staff providing assistance to participants in the CCA fund also highlighted the benefits with regards to women's time, labour and resources that are being gained through creating relationships between farm systems and utilizing elements in unique, resourceful ways.

*"When women are involved in crops they will have more responsibility – but when using permaculture and relations in the system it can also save time. For example, when raising chickens, they can use the manure to feed the fish... building a system of pens so the manure falls in and feeds the fish. This saves time in caring for chickens and fish."*

*"When they integrate the cows and manure into the farming system they build beneficial relationships which save time...If she just has a farming crop – she has to look for fertilizer. Because she raises cows at the same time, she already has manure to fertilize... it saves time, money and provides additional income."*



*Photo demonstrating farm system design integrating aquaculture with production of eggplant and cucumber*

Though anecdotal, these examples are potentially significant if such time saving can be documented with examples of how this time saving enables women to achieve additional goals and aspirations.

Country	Bangladesh	Case Study
Project Name	Climate Adaptation and Livelihoods Project (CALIP) Scaling- up Best Practice and Testing New Adaptation Interventions in the HAOR Infrastructure and Livelihoods Improvement Project/Climate Adaptation and Livelihood Protection Sub-Project (HILIP)	
Implementation Period	2015-2019	

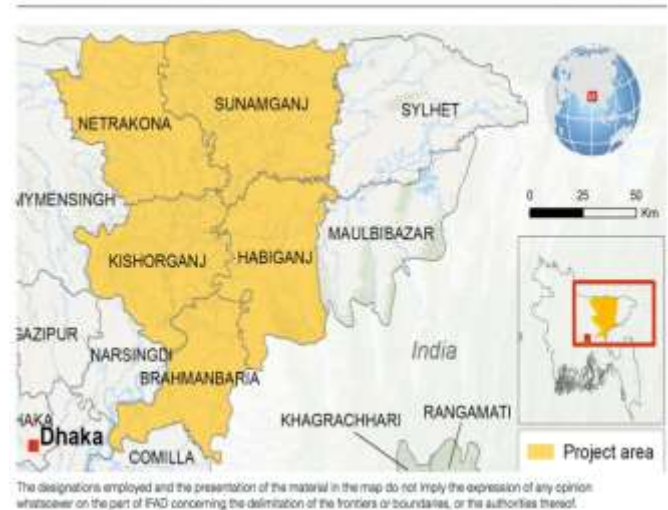
## BANGLADESH

The [Climate Adaptation and Livelihood Protection Sub-Project \(CALIP\)](#), is embedded within the [Haor Infrastructure and Livelihoods Project \(HILIP\)](#) and aims to enhance community and ecological resilience to climate change in this poverty-reduction and livelihoods project. CALIP was launched in early 2015, and is expected to reach 240,560 beneficiaries.

The CALIP project works in the same five districts in the HAOR region as HILIP: the districts of Netrakona, Habiganj, Brahmanbaria, Kishoreganj and Sunamganj, in 28 Upazilas selected on the basis of their exposure to climate risks and poverty context.

The CALIP sub-project focuses primarily on two of five project components of HILIP: i) Community infrastructure that includes village protection works (Component 2); and ii) Livelihoods protection (Component 4). An additional component specific to CALIP's objectives focuses on Capacity and knowledge for building resilience.

CALIP's activities and focus are shaped by HILIP; specifically the HILIP Gender-mainstreaming document is applied to CALIP. The 2016 Mid-term Review (MTR) as well as the IFAD supervision mission in May 2015, which address HILIP/CALIP both considered the gender focus in the program to be '**highly satisfactory**' (6). This represents improvement from the pre-CALIP supervision mission of 2014 when the HILIP program was rated as '**satisfactory**' (5).



Goal	To contribute to the reduction of poverty in the Hoard Basin
Development Objective	<p>HILIP: To improve living standards and reduce the vulnerability of the poor. The project is expected to directly benefit 115,000 rural poor households.</p> <p>CALIP: To strengthen the community and ecological resilience to climate change in the Haor region.</p>
Components	<p>1: Communication Infrastructure (HILIP)</p> <p>2: Community Infrastructure (HILIP + CALIP)</p> <p>3: Community Resource Management (HILIP )</p> <p>4: Livelihood Protection (HILIP + CALIP)</p> <p>5: Capacity and Knowledge for Building Resilience (new CALIP Component to be incorporated into HILIP)</p>

Main Outcomes of the Components	<ul style="list-style-type: none"> <li>• enhanced access to markets, livelihood opportunities and social services;</li> <li>• enhanced village mobility, reduction in production losses and protection against extreme weather events;</li> <li>• enhanced access to fishery resources and conservation of biodiversity;</li> <li>• enhanced production, diversification and marketing of crop and livestock produce;</li> <li>• efficient, cost effective and equitable use of project resources</li> <li>• enhanced awareness and capacity to contend with climate change impacts (new outcome introduced for CALIP).</li> </ul>
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The detailed findings and recommendations for CALIP from this assessment are presented in Appendix 5. The summary findings and recommendations are:

**Gender and power analysis:** CALIP – both independently, and as a function of work done through HILIP - has integrated gender analysis into both programme design and implementation. In depth analysis on the distinct impacts of climate shocks on women, the elderly and youth undertaken in the 2013 *Environment and Climate Change Assessment* highlights the differentiated impacts that flooding have on the women’s sense of security and their livelihoods. Gender analysis was also undertaken in the *Poverty, Targeting and Gender* review which clearly articulates the factors that disadvantage women both in society and in the household, and contribute to poverty and vulnerability due to social, cultural and economic factors.

The assessment concludes that whilst the programme has been successful in linking gender analysis to gender-specific climate change vulnerabilities through some project activities, more could be done to explore what gender-differentiated climate change vulnerabilities and adaptive capacities mean for women and men’s different adaptation needs. **CALIP could consider undertaking a reflection workshop with staff, partners and project participants to work with the nuances of the study findings and explore more deeply what these could mean for a gender-mainstreaming approach to increasing resilience to climate change impacts.**

**Gender focal points/Gender staff capacities:** The CALIP project has contracted gender advisors at the country level throughout design and implementation, but these contracts have been inconsistent. It seems likely that this gap in core gender staffing has been a factor in a number of delays in taking forward gender-mainstreaming activities, as noted in the 2016 MTR. Five workshops on gender and climate change were planned for 2015-2016, as were studies on gender-mainstreaming and gender and climate adaptation, which had yet to be completed at the time of this assessment.

The MTR recommended engagement from the gender specialist to ensure delivery in these activities though at the time of this assessment, a gender advisor/specialist was not currently contracted. **CALIP should ensure consistency of gender advisor position.** Numerous recommendations highlighted in the MTR could be carried forward by a dedicated gender advisor whose contract supports continuity in engagement with the many programme processes which both involve women and are designed to improve their empowerment, equity and resilience to climate change.

**Gender action plan/Strategy:** CALIP activity implementation is guided by gender-mainstreaming documents and gender action plans, both specific to CALIP, as well as those developed for HILIP which are to be applied through all programme components. While the gender action plan documentation for CALIP is largely focused on targets for women's participation in various activities, both HILIP and CALIP gender-mainstreaming documents also articulate the meaningful impacts in empowerment and equity that are the purpose of such inclusion.

**CALIP should ensure the sustained capacity to take forward the gender action plans and gender-mainstreaming.** It is promising that these are in place, and that there is consideration of the importance of impacting empowerment and equity as well as women's participation. But practical challenges, like lack of a gender specialist, need to be addressed first.

**Gender training/capacity building:** Despite delays, a number of trainings on gender-mainstreaming have been conducted, including with the Local Government Engineering Department. **CALIP should ensure that training and capacity-building activities indicated in the gender action plan continue to be implemented.** As noted above, gaps in contracting of a gender specialist appear to lead to delays in key elements of the gender action plan/gender-mainstreaming.

**Gender monitoring, evaluation, learning and accountability:** CALIP and HILIP gender-mainstreaming documents, workshops and trainings all include emphasis on changing gender relations in households to improve the burdens placed on women's time and labour as well as increase their access to and capacity to utilize household assets and resources (IFAD's Gender Policy SO3). Interviews and documentation described the pathway for such improvements at the household level as beginning with achievements in SO1, economic empowerment, and SO2, increased participation and leadership.

There are a number of case studies through which women's economic advancement and leadership roles have been documented. It was not clear in this assessment whether CALIP's M&E and knowledge management systems are also designed to capture examples of success and to measure some of the indicators in the mainstreaming document such as: increase in ownership and control over assets, increased opportunity to participate in decision-making and increased community support to own assets. **CALIP should continue to capture change and impact in this way, and ensure that the project M&E systems are also measuring critical outcome indicators such as an increase in ownership and control of assets.**

**Developing the organizational enablers and institutional environment for gender equality and women's empowerment:** Gender considerations appear to have been embedded throughout the programme. The development of gender action plans, gender-mainstreaming guidance and completion of and further plans for gender workshops confirm the commitment of project management and implementers to gender objectives that reach beyond mere participation and include more transformative intentions. **As noted above, this commitment needs to be reinforced with consistent resourcing and staffing of gender specialists. CALIP/HILIP could consider a participatory reflection and learning exercise with staff, implementers and project participants to assess, validate and strengthen progress in gender-mainstreaming.** This could be of value, if well-documented, to other ASAP-supported projects.

**Translating design into implementation:** There are a number of practical ways in which CALIP provides



women with equal opportunity to participate in, and benefit from economic empowerment opportunities, critical to SO1 of IFAD's policy on gender equality, with examples from livelihood diversification through vocational training to opportunities to participate in and benefit from economic opportunities from the infrastructure component of CALIP. However, delays in implementing this component may undermine its contribution to women's economic empowerment. In addition, the vocational training opportunities offered for women are very limited (e.g. tailoring) as compared to those for men. A lower proportion (28%) of beneficiaries from this area of intervention are women. **CALIP should identify and improve the availability of appropriate vocational training for women. Efforts also need to be made to improve the adaptive management of the infrastructure programmes.**

**Moving from participation towards impact:** The highly satisfactory ranking given to the CALIP/HILIP programme confirms the project is addressing all three of IFAD's gender policy objectives. For example, the MTR notes that, as of April 2016, 43% of Labour Contracting Societies (LCS) members are women and women also make up 19% of Market Management Committees (MMC) leadership positions. Both membership and leadership empower women's voice in decision-making and negotiating their returns to investment of their time and labour.

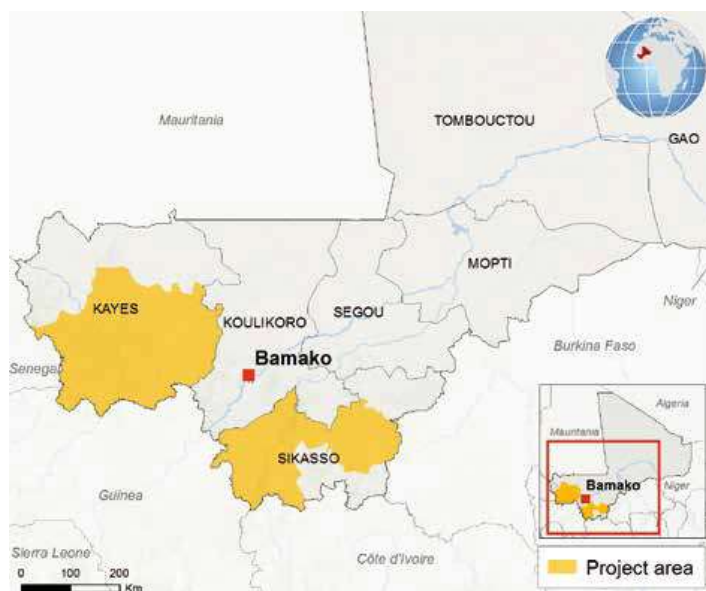
As indicated above, there are promising signs that in design and implementation CALIP understands that gender-mainstreaming is about processes of social and economic change, and requires more than ensuring that women are able to participate in project activities as well as men. **This is an area of programme learning that would benefit from focused attention, perhaps through specific research and learning initiatives to explore questions of how and in what ways participation in project activities is leading to lasting change in the lives of women and men.**

Country	Mali	Country Study
Project Name	Fostering Agricultural Productivity Project – Financing from the Adaptation for Smallholder Agriculture Programme (PAPAM/ASAP)	
Implementation Period	2012-2017	

## MALI

The [Fostering Agricultural Productivity Project – Financing from the Adaptation for Smallholder Agriculture Programme \(PAPAM/ASAP\) \(2012 – 2017\)](#) is hosted by the Ministry of Agriculture’s *Cellule de Planification et de Statistique du secteur Développement Rural* and operates in five regions: Mopti, Ségou, Sikasso, Kayes and Bamako/Koulikoro. PAPAM/ASAP (active from 2014-2017) operates in 6 cercles<sup>18</sup> and 30 communes in the southern and western regions of Sikasso and Bougouni).

As outlined below, PAPAM/ASAP has its own development objective, which is complementary to PAPAM. The objectives, outputs, and budget of PAPAM and PAPAM/ASAP are separate, but the outcomes and activities of PAPAM /ASAP are intended to support each of the three components of PAPAM.



The IFAD Supervision Mission Report<sup>19</sup> of early 2016 gave PAPAM’s gender focus a score of **4**, which is **‘moderately satisfactory’** on the IFAD Gender Marker. This suggests that PAPAM/ASAP is making a partial contribution to addressing gender needs, and promoting GEWE, addressing two out of the three IFAD gender policy strategic objectives; that project management/implementers show partial commitment to GEWE; that operational measures and procedures are in place for some aspects of project implementation, with limited resources; and that the project occasionally monitors and reports on gender differentiated participation and benefits.

Given that PAPAM/ASAP comes to a close in 2017, the reflections and recommendations from the remote gender assessment and learning review are unlikely to be addressed. However, they could inform future programming in Mali and other ASAP-supported projects.

<sup>18</sup> Bougouni, Sikasso and Yanfolila in Sikasso, and Kénieba, Kita and Bafoulabé in Kayes.

<sup>19</sup> IFAD. Projet d’accroissement de la productivité agricole (PAPAM). Rapport de supervision (Rapport principal et appendices), 15 February 2016.



Goal	
Development Objective (s)	PAPAM: Increase the productivity of smallholders and agri-business along value chains in areas covered by the project PAPAM/ASAP: Increase the resilience of smallholders to climate change
Components of PAPAM	1. Technology transfer and access of services to farmers 2. Irrigation infrastructure 3. Programmatic approach and systematic M&E at sector level
Main Outcomes of PAPAM/ ASAP in support of PAPAM	<ul style="list-style-type: none"> <li>• Access of households to sources of renewable energy</li> <li>• Increasing resilience at the landscape ('terroir') level</li> <li>• Integration of climate change, sustainable natural resource management and resilience in programmatic approach (including monitoring and evaluation)</li> </ul>

The detailed findings and recommendations for PAPAM/ASAP from this assessment are presented in Appendix 5. The summary findings and recommendations are:

**Gender and power analysis: Gender Analysis** - PAPAM/ASAP has not undertaken a comprehensive gender analysis. The project document includes a basic gender analysis and a checklist on gender-sensitive design and implementation. Recent UNDP and IFAD publications highlight the earlier promise of PAPAM/ASAP to undertake stronger gender analyses through the use of “approaches to identify, document and understand differences in women’s and men’s knowledge, their respective vulnerabilities and their existing capacities for adaptation.”<sup>20</sup> The only place this seems to have happened is in the May 2013 baseline study on biogas systems development<sup>21</sup> which included a focus on women’s perceptions about workloads and security issues related to the collection of fuelwood as well as with potential benefits from using biogas. Interviewees indicate that the project understands the link between gender dynamics, climate adaptation and resilience. This seems to be interpreted as recognizing that women and men are both vulnerable to the adverse effects of climate change and focuses intervention on ensuring that information and sensitization on climate adaptation activities are targeted to both women and men in project areas.

**In future projects it is recommended that a robust approach is taken to gender and power analysis and that this addresses analysis of the gender dynamics of climate vulnerability and adaptive capacities.** This analysis, in the inception phase of a project, and informing the M&E and learning system, is critical to designing interventions that are gender-sensitive.

**Gender focal points/Gender staff capacities:** Some interviewees indicated that PAPAM/ASAP has had limited capacity to integrate gender equality and women’s empowerment. No gender training has been conducted for the project team and partners. In the absence of a gender focal point and gender-mainstreaming training, it is possible that there is a mix of ideas and even misconceptions about what addressing GEWE really means.

<sup>20</sup> Nelson, Gayle. Gender responsive national communications toolkit. UNDP, 2015; Chakrabarti, Soma. The Gender Advantage: Women on the front line of climate change. IFAD, 2014.

<sup>21</sup> Agronomes et Veterinaires sans frontières (May 2013). Identifier et répertorier les bénéficiaires du projet de Biogaz Familial dans la Région Sikasso, cercle de Bougouni et dans la Région de Kayes, cercle de Kita. Rapport provisoire.

**Future projects should include a gender specialist with the experience and mandate to guide a process of capacity development. This should be a funded capacity development plan, and should include a focus on capacity to analyze gender dynamics in terms of climate change vulnerabilities and adaptive capacities.**

**Gender action plan/Strategy:** PAPAM/ASAP does not have a gender action plan/strategy. **Future projects should be designed to develop, resource and implement a gender action plan/strategy.** Such an action plan would address the actions needed to truly mainstream gender into the project, encompassing some of the other recommendations made here related to staffing and capacity development.

**Gender training/capacity building:** As indicated above, partners as well as staff have not participated in training in gender-mainstreaming. In addition, whilst interviewees indicated that most partners are part of the government system, and have the discretion to inform and sensitize local authorities and rural populations on the need for and benefits of gender-mainstreaming, it is not clear that this has occurred or what kind of information-sharing has been taking place. **Future projects should plan for and fund activities to strengthen capacities to promote GEWE and gender-mainstreaming throughout the levels of the project.**

**Gender monitoring, evaluation, learning and accountability:** The project's logframe includes a number of gender-sensitive indicators designed to measure changes in women's and men's climate resilience and changes in women's labour/time, the latter addressing IFAD's Policy SO3. However, the project lacks gender-sensitive indicators that could help measure changes in women's economic empowerment either as a direct or indirect result of the technologies and practices introduced, as well as indicators to demonstrate their decision-making power relative to men.

Since PAPAM/ASAP is one of a small number of ASAP-supported projects that has simultaneously addressed efforts to increase access to clean energy and the opportunities of clean technologies to positively impact women's time and labour burden (in line with SO3) it is recommended that the opportunity is created to undertake a participatory learning review and evaluation that explicitly sets out to understand how women and men have experienced the key interventions of PAPAM/ASAP (access to, use of, benefits from key interventions. This could increase understanding in Mali and with other ASAP-supported projects of the different needs and pathways through which women and men access and share information, services and support being provided with the intention of increasing resilience to climate change.

**Developing the organizational enablers and institutional environment for gender equality and women's empowerment:** The limitations discussed above indicate that in future projects more consideration should be given to putting in place the organizational enablers that are critical for promoting GEWE within projects. This could benefit from reflections shared from the IFAD-supported [Rural Youth Vocation Training, Employment and Entrepreneurship Support \(FIER\)](#) project. FIER has indicated that it is important to identify areas of resistance and barriers in a project to addressing gender inequality, whether this comes from project staff, partners, community leaders, community groups of other sources.

**Consideration should be given to training and experience-sharing processes with different groups of stakeholders in gender-mainstreaming projects to identify and explore challenges that people and teams face in regard to this area of focus.**

See for example, CARE's approach to promoting gender, equity and diversity: <http://www.care.org/our-work/womens-empowerment/cares-gender-training-expertise-best-best/gender-equity-and-diversity>.

**Translating design into implementation:** An October 2016 mission report indicated that PAPAM/ASAP was facing slow implementation, attributed in part to weak capacity of the project implementation unit (PIU).<sup>22</sup> This affected the implementation of the Community Adaptation Plans (PCA) under Component 2. In this October 2016 report, the PCA was understood to be an “effective [approach to] building capacity and empowering villagers, including women”. It is indicated that the approach requires equal participation by men and women to ensure they both benefit from capacity building and involvement in decision-making. However, there is little detail about if/how the methodology addresses gender dimensions (e.g. inequitable gender/social relations, discriminatory norms, impact on community planning, women's voice and decision-making, gender-based violence).

**Future projects should ensure that not only are core approaches for community planning implemented early within the project, but that the methodologies for these are informed by existing experience and expertise in addressing both GEWE and gender equality and dynamics in climate change adaptation.**

Other ASAP-supported projects are benefiting from introducing household mentoring models based on GALS (PRELNOR, PROSUL, PASP) that aim to bring about change in household and community relations. A capacity strengthening process could also include exchange visits to other similar projects in country or the region. Partnerships with NGOs and other implementing organizations in Mali and the region could also support this. For example, CARE has extensive experience, including Mali, of promoting gender-sensitive [Community Based Adaptation](#), and applying CARE's Gender Equality and Women's Voice guidance to programming.

**Moving from participation towards impact:** According to one report, “gender aspects are only dealt with summarily” by the project.<sup>23</sup> Responses from e-mail questionnaires and interviewees also tend to support this.

However, Component 1 has sought to build women's agency through promoting their participation in biogas and solar system training and use. The investment in a pilot to introduce biogas production and solar kits is reported to have considerably reduced women's dependence on firewood and expensive fossil fuels (charcoal) for cooking and lighting and reduced their time and labour involved in firewood collection, as well as reduced smoke inhalation. Women have used the time to engage in income-generating activities such as market gardening. Further, the slurry left over from converting manure to gas is used as fertilizer. It has been reported that the introduction of solar panels has also contributed to the strengthening of women's agency through providing security through lighting and easing women's household tasks.

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<sup>22</sup> Radcliffe, D. October 2016. Report on a mission to Mali 25<sup>th</sup> September – 4<sup>th</sup> October 2016

<sup>23</sup> Radcliffe, D. October 2016. Report on a mission to Mali 25<sup>th</sup> September – 4<sup>th</sup> October 2016.

**Future projects should continue to integrate interventions and opportunities that both promote women's access to economic opportunities and to clean energy and technologies that reduce women's time and labour-burden.** However, it will be important to support the design of these interventions and the monitoring and evaluation of their outcomes in sound, participatory analysis and evaluation with women and men. This reinforces the importance of gender and power and climate vulnerability and adaptation capacities assessment early in the project cycle.

Country Office	Mozambique	Country Study
Project Name	Pro-Poor Value Chain Development Project in the Maputo and Limpopo Corridors (PROSUL)	
Implementation Period	2012-2017	

## MOZAMBIQUE

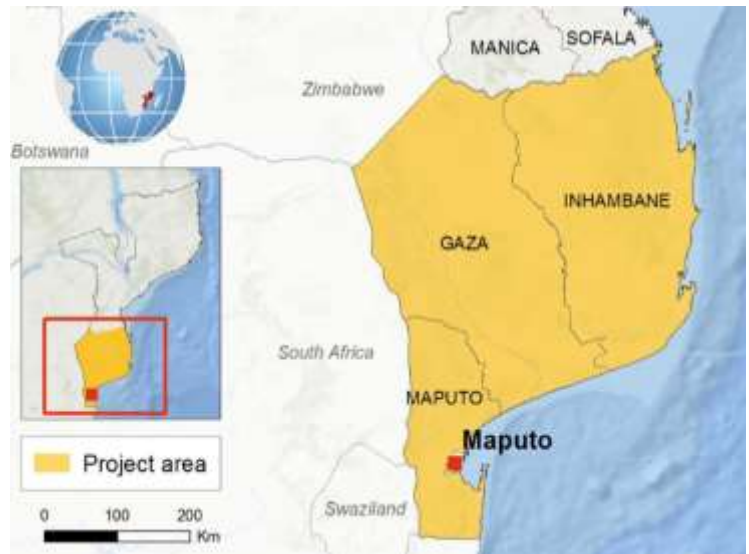
The [Pro-Poor Value Chain Development Project in the Maputo and Limpopo Corridors \(PROSUL\)](#) is chaired by the Fundo de Desenvolvimento Agrário (FDA), overseen through the project steering committee and implemented by multiple lead service providers (LSPs).

PROSUL is a 7-year project, now in its 5<sup>th</sup> year of implementation. The aim of the project is to support smallholder production, address key market and biophysical constraints, ensure sustainable access by smallholders to essential services and create a more favourable business environment.

PROSUL is being implemented in the southern Provinces of Gaza, Inhambane and Maputo. It aims to reach 20,350 beneficiary households, identified as the economically active poor who are already involved in value chain production.

The ASAP-support to the overall project is specifically intended to support making the three value chains climate-resilient. These ASAP-supported activities include development of community-based natural resource management plans, private-sector uptake of climate-resilient agriculture techniques, and capacity-building for the Ministry of Agriculture in climate policy formulation and development programming.

While the 2015 supervision mission gave PROSUL a gender focus rating of **‘satisfactory’ (5)** the 2016 MTR rated the project as **‘moderately satisfactory’ (4)**. The primary barrier to improving PROSUL’s gender marker score from moderately satisfactory (4) to satisfactory (5) or highly satisfactory (6) is the project’s current inadequacy in addressing IFAD’s gender policy SO3.



Goal of PROSUL	Improved and climate-resilient livelihoods of smallholder farmers in selected districts of the Maputo and Limpopo corridors
Development Objective	Sustainable increased returns to smallholder farmers from increased production volumes and quality in target value chains, improved market linkages, efficient farmer organisation and higher farmers' share over the final added value.
Components	<ul style="list-style-type: none"> <li>i) Horticulture</li> <li>ii) Cassava</li> <li>iii) Red Meat</li> <li>iv) Financial Services</li> <li>v) Institutional Support and Project Management</li> </ul>
Main Outcomes/Outputs of the Development Objective	<ul style="list-style-type: none"> <li>• Increased sustainable income for smallholder farmers: <ul style="list-style-type: none"> <li>○ producing irrigated vegetables in project areas through increased productivity, volumes and quality of vegetables reaching both traditional and modern market segments.</li> <li>○ from improved cassava production, based on proof-of-concept business models for the profitable production and marketing of cassava-based products.</li> <li>○ for small-scale cattle, goat and sheep breeders in project areas through improved production and better organised markets.</li> </ul> </li> <li>• Selected value chain stakeholders have a timely and adequate access to a diversified range of affordable financial products, through existing or to be created financial and non-financial service providers.</li> <li>• FDA, and specifically its delegation for the southern provinces, has and uses systems and tools for supporting inclusive value chain development and for promoting new business models.</li> </ul>

The detailed findings and recommendations for PROSUL from this assessment are presented in Appendix 5. The summary findings and recommendations are:

**Gender and power analysis:** PROSUL has undertaken numerous analyses through the design and implementation phases, some of which have included strong gender components. Lead service providers for each of the three value chains undertook analysis which looked at participation and barriers to participation at multiple levels of each value chain.

However, gender analysis was weak to non-existent in the primary study looking at climate change and the three value chains: *A Thematic Study on climate change and adaptation responses for horticulture, cassava and red meat value chains in southern Mozambique*. While the study briefly mentions the importance of 'paying attention' to gender, no analysis was undertaken to describe the differential impacts of the primary climate shocks (severe drought for example) on women and men in each value chain.

PROSUL should consider an analysis of the differential impacts of climate change on men and women for each value chain. **This should be a gender-differentiated analysis of climate change vulnerabilities and adaptive capacities.**

**Gender focal points/Gender staff capacities:** PROSUL has a gender advisor, and as discussed below, training has been undertaken with project staff and service providers on various topics, such as ‘Gender and Microfinance in the Cassava Component’, and training in the GALS approach.

**Gender action plan/Strategy:** Gender action plans have been developed. However the plans provided for this assessment revealed little difference in specific plans and targets across the 3 value chains. The plans do not address barriers and set goals specific to the needs faced by women in each unique value chain.

**PROSUL’s gender action plans for specific value chains should be re-visited, in the light of potential deeper gender and climate vulnerabilities and adaptive capacities assessment, and with a view to developing change pathways relevant to the specific gender and women’s empowerment challenges of each value chain.**

**Gender training/capacity building:** The GALS methodology has been incorporated to promote gender equality and gender-transformative approaches. The roll out of GALS has progressed with respect to reaching project implementers and lead service providers but has not yet reached small-holder farmers.

**PROSUL should leverage (GALS) across all value chain components and extend to both implementer and smallholder farmers levels.**

**Gender monitoring, evaluation, learning and accountability:** PROSUL collects and analyses gender-disaggregated data. This assessment raises a number of questions that could be explored by PROSUL to deepen understanding of the different ways in which women and men are participating in project activities and benefiting from them.

**The development of a research and learning component of PROSUL, intended to ask and address questions related to the project’s experience of promoting GEWE could be a useful investment for the final 2 years of the project.**

**Developing the organizational enablers and institutional environment for gender equality and women’s empowerment:** Documentation from gender manuals as well as limited interviews with service providers emphasize that the project aims not only for women’s equal participation but for equity and empowerment. PROSUL has undertaken activities that constitute a proactive approach to developing the organizational enablers and institutional environment for GEWE. These include requirements of lead service providers in value chain components to demonstrate during the tender process how gender will be addressed in their work, and support to the Ministry of Agriculture to develop a Gender Strategy for the Agrarian Sector.

**Translating design into implementation:** The MTR, supervision missions and interviews all confirm that women are participating throughout project activities in all three value chains – this is substantiated by disaggregated monitoring data which show especially high involvement of women in the horticulture and cassava components. At the same time, while the numbers confirm that women are involved, they do little to describe how they are involved and at what stages of the project their participation has been engaged.

PROSUL could benefit from investigating more deeply the barriers faced by women and vulnerable households, and developing interventions better tailored to address these. For example, women face

specific challenges in cattle value chains. The project could take direct steps to focus on smaller ruminants such as goats for women, which could increase the likelihood of the project promoting economic success for women in this component in the final 2 years of the project

**Moving from participation towards impact:** PROSUL is actively enhancing GEWE by encouraging and facilitating women to participate and take active leadership roles in a number of rural institutions which serve the horticulture, cassava and red meat value chains including: water user associations (WUAs), Farmer Field Schools (FFS), Livestock Producer Organizations (LPOs) and Animal Health Agents (AHAs). Specifically, the MTR found that women constitute 21.7% of committee members within WUAs, 25% within FFS, and 45% within Multifunctional Borehole Management Commissions.

While PROSUL makes significant effort to empowering women economically and increasing their participation in and leadership of organizations, there is little evidence of the project attempting to specifically address SO3 by working to achieve more equitable balance of workloads.

One often cited success of PROSUL related to gender and climate change is the creation of new multi-use boreholes which supply water to both animals and people in a hygienic way – ensuring improvements in the red meat value chain while also helping ease the time and labour burdens of women in the area. While this is indeed a positive impact, interviewers emphasized that fetching water is not a household duty that is shared but is a woman's responsibility. There was little reflection on the need to explore how this responsibility is shifting or not within the social-cultural context even though it is recognized as one of the most challenging time and labour burdens for women and is being exacerbated by climate change impacts.

**As indicated above, investment in a research and learning initiative for PROSUL could help to deepen understanding of the ways in which women's time and labour challenges influence their participation and benefits from projects such as PROSUL and help to inform the design of future projects.**



## CONCLUSIONS

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This gender assessment and learning review has explored how ASAP-supported projects are integrating commitments to GEWE and specifically the ways in which commitments to GEWE in project design are being addressed during the inception, operational start-up and initial few years of project implementation.

As discussed in the Introduction, this assessment was not an evaluation, but a reality check. Some of the country project assessments were based on desk reviews followed by short country visits (Cambodia, Ghana, Rwanda, Uganda and Vietnam). The short timeframe for field visits, and practical challenges in some contexts in arranging additional stakeholder interviews at short notice, placed constraints on the assessment. Other country project assessments were desk-based combined with remote interviews with a small number of stakeholders (Bangladesh, Mali, Mozambique).

Nevertheless, there is a richness in the Project Design Documents, IFAD Supervision Mission Reports, interviews and field visits that generates critical common lessons across the projects and country investments. These lessons provide insights into common barriers, experiences and opportunities that are important to all funders and partners in global efforts to ensure that gender equality and women's empowerment is mainstreamed in investments to promote adaptation to climate change in small-scale agriculture systems.

These conclusions are presented in three parts:

- Overview of the findings from the projects;
- Reflection on the findings against the IFAD Policy on Gender Equality and Women's Empowerment and the IFAD Gender Marker;
- Presentation of the global conclusions from the gender assessment and learning review that inform the recommendations.

### REFLECTIONS: HOW GENDER EQUALITY AND WOMEN'S EMPOWERMENT ARE BEING ADDRESSED

The eight projects included in this assessment are at different stages of implementation – from inception to advanced implementation. They have all been designed and implemented in different contexts – geographically, culturally, politically, economically, and institutionally. At least one, the NRGPs (Ghana), was designed before IFAD's Policy on Gender Equality and Women's Empowerment (2012) and Gender Marker System (2014) were in common use. Others were designed in and around that timeframe, while another, PRELNOR (Uganda), was designed recently and benefited from the experience gained during implementation of an IFAD Gender Award Winning project, the District Livelihood Support Programme (DLSP), which focused on strengthening household resilience through the application of the Gender Action Learning Systems (GALS) approach. PRELNOR also benefited from the involvement of a Senior Gender Officer from IFAD's Policy and Technical Advisory Division's (PTA) who had extensive experience in gender analysis, gender-transformative programming, and GALS.

At the country level the ASAP-supported projects are not being implemented in isolation. These projects are designed and managed through key government ministries and departments, and are strongly integrated with government strategies and policies, not only in agriculture, but also in areas of gender-

mainstreaming and climate change. Thus, the institutional drivers and enabling environment for gender-mainstreaming in these projects necessarily goes beyond IFAD's Policy on Gender Equality and Women's Empowerment to integrate in various ways with each country's policies and strategies, shaped by the political and social systems and development landscape of the country.

This overview presents findings from across the projects, as follows:

### **1. How the projects elaborate on the concept of gender equality and women's empowerment**

In some cases, the term 'gender' is mostly used as a proxy for the project targets for ensuring both women and men participate in activities and processes. Projects such as AMD (Vietnam), ASPIRE (Cambodia), GASIP (Ghana), PASP (Rwanda), PAPAM/ASAP (Mali) are projects focused strongly on promoting women's participation. However, increased participation by women does not in itself equate to women's empowerment or a sustained contribution to promoting gender equality. Some of the projects (CALIP in Bangladesh, PRELNOR in Uganda, and PROSUL in Mozambique) are stronger in design, pointing to the possibility of moving from gender-sensitive to more gender-transformative approaches. CALIP was informed by gender and climate change analyses, and PROSUL and PRELNOR's designs included approaches such as Gender Action Learning Systems (GALS) to work with men and women to change inequitable relations, strengthen women's voice in decision-making, and transform inequitable social norms and institutions. Whilst PROSUL is behind in implementing some gender commitments, and PRELNOR is in the early stage of being operational, these projects show real potential for effectively translating the gender-transformative approaches in design into practice, for example, in the case of PRELNOR, with early training of community based facilitators and household mentors across project areas on GALS and Gender-based Violence (GBV) among other issues.

## **2. How the projects elaborate on the concept of gender equality and women's empowerment as it intersects with other aspects of identity e.g. age, ethnicity, socioeconomic status**

A few of the projects consider different facets of vulnerability and/or identify the importance of developing interventions for specific vulnerable groups. For example, CALIP (Bangladesh) consider the impacts of climate shocks on women, the elderly and youth. However, only PRELNOR (Uganda) seems to have touched in depth on specific challenges facing youth – in particular, the issues of young men and women who have been internally displaced due to the insurrection in the region. This lack of consideration of GEWE as it intersects with other aspects of identity is noted as climate change impacts increasingly exacerbate underlying trends in small-scale agriculture, including male migration as an adaptation strategy and lack of engagement of youth. It is important to understand forms of potential exclusion from the opportunities presented by projects and processes to support adaptation in small-scale agriculture systems that are not only about differences between women and men but about differences also mediated by age, ethnicity and socioeconomic status.

## **3. How the projects deal with commitments to GEWE during project inception and initial implementation**

Delays in start-up are challenges in all projects. These cases show that this can present a particular challenge for taking early action on design commitments to GEWE. A number of the projects reviewed did not have gender focal staff, gender analyses and gender action plans in place as planned during inception or well into the project's cycle. Other projects did not have a plan to hire gender focal staff, but did plan for rolling out gender training, which has not moved forward. This indicates that gender-mainstreaming is not a high priority at the inception and start-up phase of the project. Clearly projects need to have early action and investments to ensure that GEWE is being mainstreamed from the outset.

## **4. How the projects approach gender equality and women's empowerment in relation to differences in vulnerability and capacities for adaptation to climate change**

The overall intention of ASAP is that projects focus on adaptation to climate change in small-scale agriculture systems. However, few of the projects demonstrate an in-depth understanding of the links between GEWE and climate change vulnerabilities and capacities to adapt to climate change impacts.

In this assessment, Bangladesh stands out as an exception. The *Environment and Climate Change Assessment* undertaken as part of CALIP's design process included analysis of differentiated impacts of climate change on women, elders, and youth. The analysis was also integrated into programme components to address women's protection and livelihoods vulnerability resulting from climate shocks. While the climate change-gender nexus may not be explicit in PRELNOR (Uganda), the use of potentially transformative approaches like GALS could support strengthening adaptive capacities at the household and community levels. By engaging women and men in analysis and dialogue, such approaches can challenge inequitable relations and transform norms that constrain the adaptive capacities of women, men, and their families to climate (and other) shocks and stressors.

## **5. How the projects develop interventions that respond to women's and men's different roles in adapting to climate change in small-scale agriculture systems**

Most of the projects are promoting interventions intended to respond to women's and men's different needs in the context of existing gender roles and divisions of responsibility, access to public spaces and information etc. These are therefore interventions that are sensitive to the fact that existing gender roles can inhibit women's access to project opportunities and that seek to enhance the economic empowerment of women within the prevailing context.

For example, a few of the projects address the differential access that women may have to agricultural and climate information, for example PASP (Rwanda). Some projects expand access to technologies and practices that are considered applicable to adaptation of small-scale agriculture in a changing climate and at the same time contribute to decreasing women's time-work burden. These include: the use of biogas digesters, in Rwanda (PASP) and Vietnam (AMD) and Mali (PAPAM/ASAP); and various solutions to water issues including catchments and irrigation solutions (e.g. AMD in Vietnam).

In addition to expanding access to technologies, Vietnam (AMD) also uses knowledge transfer of agricultural strategies that employ farm system design principles to create synergies between practices and serve multiple functions. By improving on-farm fertility management and waste cycling, such synergies have the potential to support women in saving time as well as natural resources (water) and capital (fuel and animal feed). In some cases, such as Rwanda (PASP), the dissemination of information and practical technologies and infrastructure (e.g. post-harvest storage structures, hermetic storage bags, water harvesting tanks etc.) is linked to financial support, such as the Post-Harvest Climate Resilience Agribusiness (PHCRAB) grants.

There is less evidence that projects are undertaking activities that engage women and men in ways that explore gender dynamics and relations that undermine more gender equitable access to the opportunities and benefits being promoted by the projects. Those projects that do integrate approaches such as GALS, may begin to identify other and additional types of interventions that are not only sensitive to women's and men's existing gender roles but support the evolution of those roles over time.

## **6. How project staff and implementers think about the place of gender equality and women's empowerment in the project**

It is evident from the interviews for this assessment that there is a strong stated commitment among project staff and implementers to GEWE. This is critical, as translating design into implementation depends on committed management, staff and partners. However, there are a number of challenges and gaps in converting stated commitment into confident practice and learning. Some of the projects started with a design that did not make a distinct investment in gender-specific staff or programming (e.g. ASPIRE, Cambodia). This appears to be informed by the premise that gender-mainstreaming is everyone's responsibility, but critical elements of effective gender-mainstreaming such as development of guidance and training, is delayed. Other projects do have gender focal points and gender-mainstreaming guidance or approaches that are being integrated, accompanied with some level of training and mentoring for staff and partners. But even in these cases, the roll-out of these intentions and/or the provision of resources to do so, is limited or slow. Lessons from ASPIRE (Cambodia), GASIP (Ghana), and AMD (Vietnam) point to the need for gender focal staff to champion and promote

activities that ensure that gender-mainstreaming does become ‘everyone’s business’. ASPIRE, GASIP, and PRELNOR (Uganda) highlight the need for capacity building of staff, partners, and stakeholders at all levels. All project interviewees in this assessment pointed to the need for increased support for GEWE through resources, staffing and training.

## ALIGNMENT WITH IFAD’S POLICY ON GENDER EQUALITY AND IFAD’S GENDER MARKER

This section briefly reflects on the ASAP-supported projects through the lens of the Strategic Objectives outlined in IFAD’s Policy on Gender Equality and Women’s Empowerment and IFAD Gender Marker.

This assessment team applied the IFAD Gender Marker during the assessment and analysis, and concluded that the majority of projects tend to fall under ‘**moderately satisfactory**’ or a score of **4**. This indicates that the projects are undertaking partial gender-mainstreaming in implementation, or more specifically:

- (i) are making a partial contribution to addressing gender needs, promoting gender equality and women’s empowerment (GEWE), and addressing two of the gender policy objectives (SO) (although to different extents across projects);
- (ii) have project management/implementers that are showing partial commitment to GEWE (again this differs across projects);
- (iii) have operational measures and procedures in place for some aspects of project implementation with limited resources; and
- (iv) are monitoring and reporting on gender-differentiated participation and benefits.

**Strategic objective 1:** Promote economic empowerment to enable rural women and men to have equal opportunity to participate in, and benefit from, profitable economic activities.

**Strategic objective 2:** Enable women and men to have equal voice and influence in rural institutions and organizations.

**Strategic objective 3:** Achieve a more equitable balance in workloads and in the sharing of economic and social benefits between women and men.

*Source: IFAD Policy on Gender Equality and Women’s Empowerment, 2012, p. 6.*

It is not clear that this last point on monitoring and evaluation is being fully met, as reporting on gender tends to be limited under the ASAP portfolio. Supervision mission reports tend to have limited inputs on gender. In these supervision mission reports, one of the projects under implementation for some time (CALIP) was scored Highly Satisfactory (6) and considered to be gender-transformative, while another (PRELNOR) shows potential in its design for also being gender-transformative although it has only recently become operational.

Projects were more likely to be integrating design and implementation activities related to IFAD’s gender policy SO1 and SO2, focused on economic empowerment and participation, than SO3. A direct intention to support shifts in relations, power dynamics and cultural norms at the household and community level was less common across the projects, although this would be necessary for achieving equitable balance in workloads and control over assets and incomes.

**Strategic objective 1: Economic empowerment.** All ASAP projects included in this review focus in some way on strengthening women’s and men’s livelihoods and promoting their economic empowerment. This is achieved through diverse means such as strengthening: (i) market linkages and value chain

development; (ii) access to financial services such as savings and loan groups, and; (iii) both agricultural and non-agricultural business development support. In Vietnam (AMD), women's economic empowerment is supported through making loans available for small enterprise development and climate change adaptation in agricultural systems. These loans differ from those that can be obtained from banks by encouraging saving and providing meeting spaces for women to share experiences related to the use of their loans/business as well as other issues in their lives.

The projects also typically employ approaches that build women's agency as well as men's, in terms of strengthening knowledge, skills, and capabilities. The ASPIRE programme in Cambodia focuses on knowledge and skills transfers through the development of smallholder learning groups and farmer field schools. Mali's PAPAM/ASAP also focuses on building women's agency in the renewable energies component through training on biogas and solar systems. This knowledge transfer is also important in contexts such as the one in which PRELNOR operates in northern Uganda, where years of conflict have led to an intergenerational disconnect in traditional farming knowledge and practices, with generations of boys and girls growing up without learning agricultural skills from their parents.

Some of the projects do confront structural and relational issues such as addressing discriminatory norms and practices that may limit women's access to productive resources (e.g. land, inputs, etc.) or restrict their mobility, thereby constraining them from accessing markets, training, and other business services. In Ghana, NRGW worked with chiefs to improve women's access to land. Less obvious across the projects is the extent to which women benefit from their contributions, for example in terms of income and equitable remuneration for work performed. PRELNOR (Uganda), and to a lesser extent, PASP (Rwanda) and PROSUL (Mozambique), are integrating the Gender Action Learning Systems (GALS) and household methodologies that provide women and men with the tools and facilitated spaces to discuss their contributions and the benefits accrued and how these are shared within households and groups (e.g. cooperatives). These projects build on the experience of other IFAD-supported projects that have demonstrated the strength of GALS/HH methodologies for changing relations and addressing discriminatory social norms to contribute to improved benefits for households.

Gender-based violence (GBV) was highlighted as an important issue to address in PRELNOR project areas of Northern Uganda, with noted concern about impacts on women's economic empowerment, physical and psychological well-being, and vulnerability to the impacts of climate change.

**Strategic objective 2: Equal voice and influence.** Increasing women's participation is a central focus of each ASAP project. Indeed, staff in the projects often equate gender-mainstreaming with "ensuring women's participation, primarily through setting and monitoring against quotas" and disaggregating data with respect to the numbers of women and men participating in different activities or accessing different technologies. This appears to be the case with Mali's PAPAM/ASAP for example. While staff often confirm that the project is succeeding in meeting participation targets, it is less obvious to what extent this participation is translating into equal voice and influence in these different rural institutions and organizations thus improving their agency and relations necessary to access productive assets, inputs, adaptive technologies and financial, climate, and other services e.g. business development, training in climate smart practices, etc. In Vietnam, AMD has increased women's participation in commune level socio-economic development planning, though staff equated this presence in the meetings with having their voices and concerns heard and addressed. In Rwanda, women are presidents

of some cooperatives and they are active on the executive and other cooperative committees. However, to understand the depth and breadth of women's voice and influence in these positions and the ways in which projects are working (or not) with women and men requires a deeper analysis across the project areas. GBV, an important issue being addressed by PRELNOR, can silence women and limit their confidence, mobility, and access to public spaces through fear, bodily harm, or stigma/shame, thus reducing their voice and influence. In Cambodia, the ASPIRE programme has successfully increased women's representation as commune level agricultural extension workers. However, the overarching narrative is still that women lack capacity for this work, thus putting into doubt the degree of influence and trust that this representation carries with it.

**Strategic objective 3: Equitable workloads and benefit sharing.** Projects are promoting different technologies which are aimed at helping strengthen beneficiaries' climate resilience (e.g. hermetic storage bags, solar panels under PASP, and water irrigation and storage under AMD). Some are investing in major infrastructure (e.g. roads and market structures under PRELNOR; warehouses, and water catchment tanks under PASP). Women cooperative members in Rwanda said they benefited from the water catchment tanks as they had available water when needed and solar panels (to charge cell phones for business and to receive climate information services among other tasks).

While multiple projects noted women's time-saving through the project activities (e.g. PASP, ASPIRE, PAPAM/ASAP, AMD), it is difficult to assess whether women have benefited from time-saving and reduced workloads, as well as the extent of these benefits, as evidence is largely anecdotal. For example, AMD staff in Vietnam have reported multiple benefits to time-saving: investments in irrigation technologies have enabled women who were spending a half a day irrigating their fields to complete the task in 15 minutes. Women report that the use of bio-organic fertilizer helps them save time and reduce the labour burden experienced during crop harvests. Women have also mentioned that utilizing manure and other organic fertilizers softens the ground in comparison chemical fertilizers, thus making harvesting of certain crops an easier and less time-consuming process. AMD staff also cited CCA fund work to improve synergies among farm elements as saving both time and resources for women (e.g. on-farm fertility and waste cycling synergies). Interestingly, in both Cambodia and Vietnam, project staff and implementers expressed the opinion that working on household level decision-making around time use, divisions of labour and use of productive assets and capital was beyond the scope of the project.

PRELNOR (Uganda) is at the inception phase, so it is too early to ascertain whether there have been any reductions in workloads. However, the use of GALS and household methodologies, could lay the groundwork for women and men, including those in vulnerable households, to have the space to discuss their aspirations, workloads, time use, and economic and social benefit sharing. This includes discussing uncomfortable issues such as GBV, which can limit women's social and economic benefits. Under PASP's (Rwanda) aggregation and value addition of CIP crops and dairy, there is potential for women to enjoy the benefits of their contributions to cooperative activities, particularly those who are participating in GALS activities and/or household methodologies. In PAPAM/ASAP (Mali) the indications are that pilot initiatives in biogas production and solar kits have considerably reduced women's workload in collecting firewood and starting fires and that women are using the additional time gained to engage in income-generating activities.

Overall, while some of the ASAP projects have the potential to be transformational in relation to workloads and benefit sharing (e.g. women and men doing gender non-conforming work), there is a lack of robust evidence (together with documentation) that can point to the successes of different design and implementation approaches employed.

## GLOBAL CONCLUSIONS

This section discusses what can be concluded from the case studies with reference to the key findings from each case.

### Gender and power analysis

The ASAP-supported project design documents discuss the context that shapes women's participation in economic activities, and describe key influences on gender equality and women's empowerment. These design documents in general indicate that a gender analysis will be done as part of the early phase of the project, but the following can be noted across the projects:

- In some cases, the proposed gender analysis is delayed, and can be linked to the lack of a gender specialist (either one is not part of the project team, or is part-time).
- The gender analyses appear to be conducted in relation to a specific component of the project or area of intervention (e.g. gender-sensitive value chain analysis).
- With a couple of noted exceptions, there is no approach to gender and power analysis that also sets out to understand the gender dynamics of vulnerability to climate change impacts and of capacities to adapt in the face of those impacts. This is an important analytical gap in programme investments that are explicitly intended to promote climate change adaptation.
- In some projects, participatory methodologies that support women and men, as couples and in groups, to identify and talk about gender roles and relations, offer an important space for a form of gender and power analysis that directly engages project participants (e.g. the GALS approach).

Participatory approaches like CARE's Climate Vulnerability and Capacity Assessment (CVCA) can also be a foundation for a process of supporting community-based adaptation (CBA). These participatory approaches are proven and are scaling (see, for example, the Adaptation Learning Programme). They are approaches that can both help project teams develop appropriate project interventions that are gender-sensitive, as well as providing an important process through which women and men farmers and community members can develop their own understanding of climate change dynamics and action plans to address these.

### Gender focal points/Gender staff capacities

The design documents of the ASAP-supported projects in this assessment all reflect a commitment to gender-mainstreaming. In some cases, this commitment includes gender focal point/specialist staffing and in other cases it explicitly does not, on the basis that gender-mainstreaming must and will happen throughout the project. What can be noted across the projects is:



- Even in cases where efforts to mainstream gender and build staff capacities to integrate gender considerations have been made, staff and partners indicate lack of confidence and capacity.
- Inconsistent contracting and/or part-time roles for gender focal points leads to limited, delayed and inconsistent implementation of gender-mainstreaming commitments.
- The most promising projects in terms of addressing all 3 strategic objectives of the IFAD Policy on Gender Equality and Women's Empowerment, and in terms of moving towards implementation that has the potential to be gender-transformative ('highly satisfactory' on the IFAD Gender Marker) are those that have a full-time gender focal point who is responsible for promoting a gender action plan/strategy and is trained and applying gender-transformative methodologies such as GALS.

These findings point to the conclusion that increased and consistent investment in gender focal points and in broader staff capacities is important to ensure gender-mainstreaming.

### Gender action plan/Strategy

Most of the ASAP-supported projects reviewed have, or intend to develop, a form of gender action plan or strategy. However, these vary in scope and intent, and some focus only on specific project components rather than providing an over-arching plan or strategy for the project as a whole:

- The ASPIRE (Cambodia) project perhaps has the most comprehensive intent, and in the design document refers to a gender action plan going beyond promoting women's participation to actions such as developing a human resources strategy for extension services. However, this action plan still needs to be developed and resourced.
- On the other hand PROSUL (Mozambique) has gender action plans for each of the value chains included in the project, but these plans are not specific to the gender dynamics within each value chain, and there is no over-arching gender action plan for the project as a whole.
- PASP (Rwanda) shares the over-arching gender strategy for the Ministry of Agriculture and Animal Resources (MINAGRI), but has not developed a gender action plan specific to the gender-sensitive value chains as outlined in the project design document.
- PAPAM/ASAP (Mali) did not have a gender action plan, and AMD (Vietnam) has been advised during two IFAD Supervision Missions to move forward with gender-mainstreaming implementation guides. These now need to be rolled out.
- The NRGF (Ghana) implemented a gender action plan, which can be built upon through GASIP. Similarly, CALIP/HILIP (Bangladesh) have gender-mainstreaming guidance and gender action plans.
- In Uganda, PRELNOR is applying the GALS approach within one component of the programme, and will be developing a gender action plan with the University of Makerere for the Market Linkages and Infrastructure component.

A gender action plan or strategy, that is resourced and implemented, continues to be an important way in which to ensure that gender-mainstreaming and action to promote GEWE is taken forward in development projects. The ASAP-supported projects show that this is recognized, but that more emphasis could be placed on developing these action plans early in the life of the project, and in reviewing the scope of the action plans (e.g. should the plans be activity or component specific, seeking

to promote gender-sensitive interventions, or more oriented to broader change goals for gender equality).

### Gender training/capacity building

There is variance in the extent to which training in gender-mainstreaming is core to these projects. Explicit efforts to continuously cultivate and strengthen capacities to undertake gender analysis, design of gender-sensitive interventions, and to assess the outcomes of these interventions are less apparent. What can be noted across these cases is the following:

- A few projects have undertaken limited or no gender-training activities, for example PASP (Rwanda) and PAPAM/ASAP (Mali), and appear to rely on staff and partners having capacities developed through other experiences.
- A number of the projects have ensured that core staff have gender-mainstreaming training (including as ToTs). However, progress is slow in ensuring that this training is extended to all levels of the project – including community-based workers/volunteers - and to partners.
- A few of the projects stand out in terms of providing examples of what ASAP-supported projects could help to achieve in promoting gender-mainstreaming capacities. For example, CALIP (Bangladesh) has supported a number of gender-mainstreaming training opportunities, including key actors such as the Local Government Engineering Departments. PROSUL in Mozambique is extending training in the use of the GALS approach to implementers and lead service providers. GASIP (Ghana) building on the experience of the NRGp, could add real value in bringing together lead implementers in the small-scale agriculture sector to develop common training and learning approaches for gender-mainstreaming.

### Gender monitoring, evaluation, learning and accountability

All of the projects collect gender-disaggregated monitoring data, which provides information about, for example, women's and men's participation in different project activities, and which helps the projects monitor progress on participation targets. However, there is limited attention paid to using this data as a starting point for understanding the dynamics of participation.

Some of the projects are intending to, or are already making use of, qualitative assessment and case study approaches to document change. For example, CALIP (Bangladesh), with case studies documenting women's economic and leadership advancement. PRELNOR (Uganda) is using the Women's Empowerment in Agriculture Index (WEIA) in baseline, mid-term and final evaluation, which will be able to generate important data, which if used within the life of the project could enhance understanding of how change in gender equality and women's empowerment is evolving. However, there is a notable gap across the projects in terms of activities that support staff, partners and project participants to analyze data or reflect on experience, and consider what that is telling the project about the processes of change and the relevance and impacts of the project activities.

## Developing the organizational enablers and institutional environment for gender equality and women's empowerment

Each of these ASAP-supported projects provides insights into the role of organizational enablers and the institutional environment over time in supporting progressive work to promote GEWE. It is noted that:

- A number of projects build on a predecessor or are part of cluster of projects around which a body of experience and expertise is being built. For example, GASIP (Uganda) builds on the lessons of the NRGF.
- The projects are implemented under the leadership of ministries that have specific commitments to, and strategies for, promoting GEWE in agriculture. For example, the Gender Strategy for the MINAGRI in Rwanda is the framing gender strategy for PASP. And these gender strategies in agriculture are directly linked to national gender equality policies and commitments.
- This provides opportunities for the ASAP-supported projects to make progress on specific aspects of national-level gender strategies, and to support learning and evidence for increased investment for what is seen to be effective.
- At the same time, across the projects, respondents reflected concerns that not enough is being invested in the capacities needed to make further and continuous progress on GEWE.
- A number of the projects have been delayed, some significantly, in making real progress on the core activities that support gender-mainstreaming.
- As in all contexts, implementers and staff of projects also embody prevailing social norms, value and practices with regard to GEWE. They are part of, and embody, the organizational and institutional environment that shapes gender norms and roles, and experience these in their own working and personal lives. This is an area of potential exploration and opportunity for specific activities to strengthen the organizational enablers for GEWE in projects like those supported through ASAP.

## Translating design into implementation

While project start-up and other implementation delays have challenged progress in some of the cases, all of the projects are translating the core of the design intent – which focuses strongly on increasing women's as well as men's participation in project opportunities in all cases – into practice.

This leads to a range of practical activities that are being piloted and/or scaled. These include group-based approaches such as farmer field schools that are being intentionally made more available to women participants, or efforts to introduce, trial and expand access to technologies for on-farm labour-saving and natural resource conservation (e.g. water management) and off-farm improvements (e.g. clean energy opportunities).

These are important actions to support the increase in women's access to project opportunities. However, there are important observations that can be made of many of these activities:

- Some of the project opportunities being provided are not well tailored to the specific challenges that women face due to existing gender norms and roles (e.g. the red meat value chain in Mozambique's PROSUL).

- Others offer a very limited range of opportunities conforming to existing gender roles and expectations, such as Bangladesh's CALIP vocational training programme.
- In most cases there is some way to go in terms of applying gender and power analysis – in participatory efforts – to understand and then develop project activities that work with women and men to go beyond existing gender roles and limitations and expand the range of opportunities for women's real economic empowerment.

In most contexts, much more work needs to be done to engage with gender differences in terms of mobility, access to and use of information and markets, and opportunities to learn to skills and vocations. Whilst the economic empowerment of some women can contribute to the kinds of social and economic change that progress to gender equality requires, the pace and scale of change will be limited without complementary project activities that stimulate dialogue, joint analysis and action among women, men, and services providers. The integration of the GALS approach in a number of the projects is a promising area of project activity.

### Moving from participation towards impact

As indicated, the ASAP-supported projects assessed are at different stages of implementation. A number are still developing gender analyses and action plans, and it is too early to assess how likely these specific projects are to contribute to impacts for GEWE. The findings from across the cases show that:

- There is a strong emphasis on increasing women's participation, and the meeting of participation targets tends to be treated as a key indicator of positive outcomes for GEWE (e.g. NRGPs in Ghana, ASPIRE in Cambodia). Focus group discussions during this assessment pointed to a range of benefits that women in particular may be experiencing (e.g. PAPS in Rwanda).
- Some of the projects emphasize women's participation, not only in project interventions, but in leadership roles. For example, PROSUL (Mozambique) is actively enhancing GEWE by encouraging and facilitating women to participate and take active leadership roles in a number of rural institutions which serve the horticulture, cassava and red meat value chains including: water user associations (WUAs), Farmer Field Schools (FFS), Livestock Producer Organizations (LPOs) and Animal Health Agents (AHAs). This approach to participation may lead to different kinds of outcomes and impacts for women and men than targeting participation in project activities alone.
- However, there does not appear to be systematic monitoring or evaluation effort invested in understanding what the quality of participation is or the extent to which participation supports women's empowerment and access to improved benefits from project interventions. Some more recent projects such as PRELNOR (Uganda) are putting in place M&E systems as well as supporting capacity-development to be able to contribute to the evolution in gender relations and structures and understand what kinds of changes are happening.
- Some projects do not actively engage with all three of the IFAD Gender Policy objectives. For example, in ASPIRE (Cambodia), the design document considered that the objective to '*Achieve a more equitable balance in workloads and in the sharing of economic and social benefits between women and men*', was not applicable.
- A project such as PAPAM/ASAP (Mali) - which had a very specific focus on introducing biogas and solar options and has indications that these practical efforts to build women's agency which

reduce the time and work labour burden - could provide useful lessons for other projects if well documented. Efforts to address gender dynamics and time/labour could be one critical pathway to supporting participation that leads to impact for GEWE.

The participation of women is not in itself an indicator of increased empowerment or progress towards more equitable access to programme opportunities and benefits.

## APPENDIX 1: ACRONYMS

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ACDEP	Association of Church-Based Development NGOs
ADB	African Development Bank
AMD	The Project for Adaptation to Climate Change (Vietnam)
ASAP	Adaptation for Smallholder Agriculture Programme
ASPIRE	Agriculture Services Programme for Innovation, Resilience and Extension (Cambodia)
CALIP	Climate Adaptation and Livelihood Protection Sub-Project (Bangladesh)
CARE	Cooperative Assistance and Relief Everywhere
CBA	Community Based Adaptation
CBDRM	Community Based Disaster Risk Management
CBF	Community Based Facilitator
CCA	Climate Change Adaptation
CCAFS	CGIAR Research Program on Climate Change, Agriculture and Food Security
CEPAGRI	Centre for the Promotion of Agriculture
CEW	Commune Extension Workers
CIAT	International Centre for Tropical Agriculture
CIP	Crop Intensification Programme
CSA	Climate-Smart Agriculture
DFID	Department for International Development
DLSP	District Livelihoods Support Programme
FBO/FFS	Farmer Based Organizations/Farmer Field Schools
FIER	Rural Youth Vocational Training Employment and Entrepreneurship Support
FNA	Farmer Needs Assessment
GALS	Gender Action Learning Systems
GASIP	Ghana Agricultural Sector Investment Project
GBV	Gender Based Violence
GDA	General Directorate of Agriculture (Cambodia)
GED	Gender Equity and Diversity
GEWE/V	Gender Equality and Women's Empowerment/Voice

HILIP	HAOR Infrastructure and Livelihoods Improvement Project (Bangladesh)
ICRAF	World Agroforestry Centre
IFAD	International Fund for Agricultural Development
KWAMP	Kirehe Community-based Watershed Project (Rwanda)
LCS	Labour Contracting Societies
M&E/MEL	Monitoring and Evaluation/Monitoring, Evaluation and Learning
MAFF	Ministry of Agriculture, Forests and Fisheries (Cambodia)
MINAGRI	Ministry of Agriculture and Animal Resources (Rwanda)
MTR	Mid-Term Review
NGRP	Northern Rural Growth Project (Ghana)
ODI	Overseas Development Institute
PAPAM/ASAP	Fostering Agricultural Productivity Project – Financing from the Adaptation for Small-holder Agriculture Programme (Mali)
PASP	Post-Harvest Support Project (Rwanda)
PCA	Plans Communales d'Adaptation au changement climatique
PDA	Provincial Department of Agriculture (Cambodia)
PIU	Project Implementation Unit
PMU	Project Management Unit
PRA	Participatory Rural Appraisal
PRELNOR	Project for the Restoration of Livelihoods in Northern Uganda
PROSUL	Pro-Poor Value Chain Development Project in the Maputo and Limpopo Corridors (Mozambique)
PTA	Policy and Technical Advisory Division (IFAD)
RDDP	Rwanda Dairy Development Project
RWEE	Rural Women's Economic Empowerment Initiative (Rwanda)
SEDP	Socio-Economic Development Plan
SLG	Smallholder Learning Groups
SPIU	Single Project Implementation Unit
ToT	Training of Trainers
WEAI	Women's Empowerment in Agriculture Index

## APPENDIX 2: TERMINOLOGY AND DEFINITIONS

This section presents terms that are defined in IFAD's Gender Equality and Women's Empowerment policy (2012) and CARE's Gender Equality and Women's Voice Guidance Note (2016). Not all terms that are often used by organizations are defined in these documents, for example, 'gender-sensitive' or 'gender-transformative'. However, these definitions are helpful in understanding the evolving intent behind organizational commitments to Gender Equality and Women's Empowerment/Voice. Terms used and their definitions in turn evolve as experience informs reflective learning and organizational dialogue.

	IFAD: Gender Equality and Women's Empowerment policy (2012)	CARE: Gender Equality and Women's Voice Guidance Note (2016)
Gender	Refers to culturally based expectations of the roles and behaviours of women and men. The term distinguishes the socially constructed from the biologically determined aspects of being female and male. Unlike the biology of sex, gender roles, behaviours and the relations between women and men are dynamic. They can change over time and vary widely within and across a culture, even if aspects of these roles originated in the biological differences between the sexes.	Gender is not about biological difference but a social construct that defines what it means to be a man or a woman, boy or a girl in a given society. It carries specific roles, status and expectations within households, communities and culture. Individuals may also self-identify as neither male nor female, or both male and female.
Gender equality	Means women and men have equal rights, freedoms, conditions and opportunities to access and control socially valued goods and resources and enjoy the same status within a society. It does not mean that the goal is that women and men become the same, but rather, that they have equal life chances. This applies not only to equality of opportunity but also to equality of impact and benefits arising from economic, social, cultural and political development.	<b>Gender equality</b> is the equal enjoyment of people of all gender and ages of rights, opportunities, resources and rewards. Equality does not mean that all genders are the same but that their enjoyment of rights, opportunities and life changes are not governed by whether they were born male or female
Empowerment	Refers to the process of increasing the opportunity of people to take control of their own lives. It is about people living according to their own values and being able to express preferences, make choices and influence – both individually and collectively – the decisions that affect their lives. <b>Empowerment of women or men</b> includes developing self-reliance, gaining skills or having their own skills	<b>Women's empowerment</b> is the combined effect of changes in a woman's own knowledge, skills and abilities (agency) as well as in relationships through which she negotiates her path (relations) and the societal norms, customs, institutions and policies that shape her choices and life (structures)  <b>Woman's voice</b> is the capacity to speak up and be heard, from homes to houses of parliament, and to shape and share in discussions, discourse, and decisions that affect women



	and knowledge recognized, and increasing their power to make decisions and have their voices heard, and to negotiate and challenge societal norms and customs.	Given women's marginalization in many contexts, we focus particularly (but not exclusively) on women's voice and collective capacity to negotiate and claim their rights.
Transformative change		Interventions that seek to target the structural causes as well as the symptoms of gender inequality leading to lasting change in the power and choices women have over their own lives, rather than just temporary increase in opportunities.
Synchronisation		Coordinate activities with women and men together, as well as separately, in ways that complement and build on each other to positively transform individual behaviour and social norms in ways that support greater gender equality.
Gender-mainstreaming	For IFAD as an institution, <b>gender-mainstreaming</b> is the process by which reducing the gaps in development opportunities between women and men and working towards equality between them become an integral part of the organization's strategy, policies and operations. Thus gender-mainstreaming is fully reflected, along with other core priorities, in the mindset of IFAD's leadership and staff, and its values, resource allocations, operating norms and procedures, performance measurements, accountabilities, competencies and learning processes.	<p><b>Gender-integrated programming:</b> gender considerations must be integrated throughout all humanitarian and development programmes and projects. This requires gender analysis at all stages: conception, proposal development, programme design, implementation and monitoring and evaluation.</p> <p><b>Gender-specific programming:</b> strategic targeted initiatives or programme components to promote particular aspects of women's rights or address specific gender gaps.</p>

## APPENDIX 3: IFAD GENDER MARKER

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Prepared by PTA Gender Desk, January 2014

The IFAD Policy on Gender Equality and Women's Empowerment of 2012 provides guidance in systematizing and intensifying its efforts to close gender gaps and to address gender equality as a cross-cutting theme in IFAD operations. To support this approach, the use of an effective and uniform method to assess the gender-sensitivity of IFAD projects at various stages of the project cycle is central (this is known as a gender marker).

IFAD already tracks gender - along with other features - in field operations using a six-point system for reviewing the design, implementation, completion and evaluation of a project. However, with the exception of the project status report, the terms used to describe each point are generic and have no specific description from a gender perspective. The purpose of this paper is to develop a more nuanced approach to the IFAD scoring system with a qualitative description to accompany the score.

### IFAD Gender Marker System

The table overleaf presents the proposed gender marker system for IFAD based on the six-point scale, for each stage in the project cycle. Thus projects and their performance would range from gender blind and gender neutral, to gender aware and gender-mainstreaming, through to gender transformative.

Gender-mainstreaming (score 5) represents projects where gender equality issues have been fully integrated into the design – addressing all three objectives of the gender equality policy - and implementation. Gender transformative approaches (score 6) go beyond addressing the symptoms of gender inequality, to tackling the underlying social norms, attitudes, behaviours and social systems, and consequently produce far-reaching effective changes.

The QA and PSR descriptions address four main aspects:

- Extent to which actions have been taken to identify and address gender inequalities;
- Resource allocations;
- Operational and procedural measures; and
- Monitoring and reporting.

*Note: The description of the PSR scores in the gender marker are almost the same as those already used in IFAD, with minor modifications.*

In contrast, the PCR and evaluation scores focus more on:

- The achievement of impact on gender equality and women's empowerment (GEWE);
- The inclusion of women as project beneficiaries; and
- Likely sustainability ex-post.

## IFAD gender marker system for different stages of project cycle

Score	Project design (QA)	Project implementation (PSR)	Project completion (PCR and Evaluation)
<b>Users</b>	<ul style="list-style-type: none"> <li>CPMs</li> <li>Design mission members</li> <li>PTA lead advisers</li> <li>QA reviewers</li> </ul>	<ul style="list-style-type: none"> <li>CPMs</li> <li>PMU staff</li> <li>Regional portfolio adviser</li> <li>RIDE</li> </ul>	<ul style="list-style-type: none"> <li>Government</li> <li>PMU staff</li> <li>Regional portfolio adviser</li> <li>IOE</li> </ul>
1 Highly unsatisfactory = Gender blind	<ul style="list-style-type: none"> <li>There have been no attempts to identify and address gender concerns or mainstream gender into project design.</li> </ul>	<ul style="list-style-type: none"> <li>There have been no attempts to address gender concerns or mainstream gender into project activities or project implementation arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>There were no attempts to address gender concerns or mainstream gender into project activities.</li> </ul>
2 Unsatisfactory = Gender neutral	<ul style="list-style-type: none"> <li>Focus on gender issues is vague and erratic and appears in isolated items, with no specific resource allocation.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on gender issues is vague and erratic.</li> <li>Operational measures and procedures are inadequate, as are resources.</li> <li>Project seldom reports on or monitors gender differentiated participation and benefits.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on gender issues was vague and erratic.</li> <li>The project did little to improve there was little impact on gender equality and women's empowerment.</li> <li>Operational measures and procedures were inadequate, as were resource allocations.</li> </ul>
3 Moderately unsatisfactory = Gender aware	<ul style="list-style-type: none"> <li>The project is designed to contribute in a limited way to gender equality, but with limited attention to operational aspects and resource allocation.</li> </ul>	<ul style="list-style-type: none"> <li>Some measures are being taken to strengthen gender focus.</li> <li>However, project management/implementer commitment is slight.</li> <li>Operational measures, procedures and resources are inadequate.</li> <li>Monitoring and reporting limited.</li> </ul>	<ul style="list-style-type: none"> <li>Some limited measures were taken to strengthen gender focus and some efforts were made to facilitate the participation of women.</li> <li>Operational measures and procedures were not adequate, and resource allocations were insufficient.</li> </ul>
4 Moderately satisfactory = Partial gender-mainstreaming	<ul style="list-style-type: none"> <li>Gender considerations have been mainstreamed in some aspects of project design, including operational and procedural measures, with limited allocation of resources.</li> </ul>	<ul style="list-style-type: none"> <li>Project is making a partial contribution to addressing gender needs, and promoting GEWE, addressing two of the gender policy objectives.</li> <li>Project management/implementers show partial commitment to GEWE.</li> <li>Operational measures and procedures are in place for some aspects of project implementation, with limited resources.</li> <li>Project occasionally monitors and reports on gender differentiated participation and benefits.</li> </ul>	<ul style="list-style-type: none"> <li>Project made a partial contribution to addressing gender needs, and promoting GEWE, addressing two of the gender policy objectives.</li> <li>Efforts were made to facilitate the participation of women and they accounted for a significant number of beneficiaries.</li> <li>Operational measures and procedures were adequate, including monitoring systems, as were resource allocations.</li> <li>Gender-related impacts are likely to be sustainable.</li> </ul>
5 Satisfactory = Gender-mainstreaming	<ul style="list-style-type: none"> <li>A commitment to gender equality is fully integrated within relevant project components and is reflected in the allocation of financial and human resources, as well as the project activities and operational measures and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Project is making a significant contribution to addressing gender needs and achieving GEWE, addressing all three gender policy objectives.</li> <li>Project management/implementers are committed to GEWE. Project has invested in building capacity to address gender-mainstreaming.</li> <li>Operational measures and procedures in place in all major aspects, including financial and human resources.</li> <li>Project regularly monitors and reports on gender-differentiated participation, outcomes and benefits, and uses this information to improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>Project made a significant contribution to addressing gender needs and achieving GEWE, addressing all three gender policy objectives.</li> <li>Procedures and resource allocations were appropriate.</li> <li>Gender considerations were mainstreamed into implementation.</li> <li>Women accounted for a substantial number of beneficiaries.</li> <li>Gender-related impacts are likely to be sustainable beyond the life of the project.</li> </ul>
6 Highly satisfactory = Gender transformative	<ul style="list-style-type: none"> <li>The design of the project goes one step beyond gender-mainstreaming (which addresses the symptoms of gender inequality) to challenge and transform the underlying social norms, attitudes, behaviours and social systems.</li> </ul>	<ul style="list-style-type: none"> <li>Project is making a significant contribution to gender transformation, addressing all three gender policy objectives and engaging in policy dialogue.</li> <li>Project management/implementers are fully committed to gender transformation.</li> <li>Operational measures and procedures are in place, including adequate human and financial resources.</li> <li>The project consistently monitors and reports on gender-differentiated participation, outcomes and benefits from the project, and utilises this information to make the project more gender transformative.</li> </ul>	<ul style="list-style-type: none"> <li>Project made a significant contribution to gender transformation, addressing all three gender policy objectives and engaging in policy dialogue.</li> <li>Gender issues were addressed by project, and both women's and men's situation improved as a result.</li> <li>Women accounted for a substantial number of beneficiaries.</li> <li>Procedures and resource allocations were appropriate.</li> <li>Gender-related impacts are likely to be sustainable.</li> </ul>

## APPENDIX 4: INTERVIEW GUIDE

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*IFAD is exploring how ASAP-funded projects are helping to empower women and address gender inequalities in the context of building resilience to climate change. To assess this question, IFAD is reviewing a sample of ASAP-supported projects. The review aims to assess and appraise gender-related commitments, activities, and achievements in the ASAP portfolio and enable structured learning on how women's empowerment can be strengthened and women's resilience can be built. The review will identify early lessons learned after three years of ASAP operations and obtain recommendations on how to strengthen gender equality and women's empowerment in future phases of the programme.*

### **Understanding gender concepts and links to climate change adaptation**

#### **1. Can you tell me a bit about the different types of activities in which ASAP is involved?**

We are trying to understand how gender is understood by the programme staff and partners and how it links to climate change adaptation. To that end, we have a few questions that touch on these.

2. Could you tell me if there are gender-related goals in the programme? What are they? How were those goals determined?
3. How do you see your role in contributing to the equity and empowerment of men? women? in this programme?
4. What resources/guidance/training have you had (or is planned) on how to do that?

### **Analysis**

#### **1. What types of gender analysis have you and/or your team undertaken to understand the different aspirations, experiences, needs, and challenges of men and women (with respect to the focus on your work)?**

**(1a) Probe:** Have there been specific analyses/assessments that are focused on gender [different aspirations, experiences, needs, challenges] or are these considerations only integrated into broader project analyses?

**(1b) Probe: If specific gender analysis has taken place,** Can you tell me about these analyses and provide these analyses? *(Do these dig deeper beyond just 'women' and look at men, young women and men, gender dimensions along ethnic groups*

**Probing areas:** *Need to understand - did the analysis focus more on the collection of sex and/or age-disaggregated data, e.g. how many women/men – possibly by different categories of intersectionality/inclusiveness-- have access to information, services, markets; control or have access to land; contribute labour/time, etc. OR did the analysis go deeper to examine issues of relations and structure, e.g. exploring norms and practices, power dynamics in households/communities, decision-making around labour/time allocation, benefits, issues of conflict or GBV, informal/formal institutions. Have you learned anything about the following: specific roles/tasks that women, men, boys and girls undertake seasonal differences, labour/time*

*burden? Particular aspirations, needs, challenges of young women, young men, elderly men/women, by socio-economic group, etc.?*

2. Can you give some examples of how these analyses have been used to design, manage or adapt the programme to the distinct conditions and needs faced by men and women?

### **Activities**

1. Tell me about how ASAP [your work] is addressing the different *aspirations, needs, challenges, and of women, men, boys, girls in project activities?* [Remember to probe different categories of intersectionality/inclusiveness]

**(1a) Probe:** Economically? [SO1 questions will get at Economic aspirations, needs, etc.]

**(1b) Probe:** In relation to mitigation and adaptation capacities?

**(1c) Probe:** Are there activities in which men and women **are both involved**? Can you provide examples?

**(1d) Probe:** How is the programme [your work] addressing the different needs and challenges women and men may face in being involved in these?

**(1e) Probe:** Are there activities that are directed specifically to women? To men? To youth? What are these? How are they meeting the specific aspirations, needs/addressing the challenges of [specific group, i.e. women, etc.]?

**(1f) Probe:** How are women and men who benefit from the projects directly involved in design of activities?

**Probing areas:** Try to dig deeper and tease out any needs and challenges keeping in mind **agency, relations, structure**. If someone responds “time constraints”, try to dig a bit deeper with “Why do you think that might be the case?” Dig deeper on the needs and challenges: This could include different labour and time constraints, mobility constraints [freedom to attend activities outside the home] decision-making dynamics in households, decision-making in project groups, differential control or access to resources, inputs, threats of violence (in households or communities if someone participates), etc.

**RE: IFAD SO1 Promote economic empowerment to enable rural women and men to have equal opportunity to participate in, and benefit from, profitable economic activities.**

2. **Setting Stage: What kinds of economic activities does the programme support? Please provide examples.** [Examples of economic activities could be: income-generating through production or starting, growing MSMEs, village savings loans schemes, access to markets, etc. Keep in mind there may also be activities targeted specifically towards different groups].

**(2a) Probe:** Are there different ways in which men and women benefit? Do they enjoy benefits that are specific to being a woman or being a man [or being a youth member or part of a specific socioeconomic group, etc.]? Can you provide some examples?

**(2b) Probing areas:** *Keep in mind dimensions of Agency, Relations, Structure to see if project is, for example, working with partners on engaging men as “gender champions” in project or community groups; whether the project is working with agricultural financial institutions or land tenure issues on changes that may strengthen women’s opportunities for participating in and enjoying benefits from economic activities.*

**(2c) Probe:** Do you think the project is doing enough to empower women (as well as men) economically? Provide examples? What’s working, what could be working better?

**Re: IFAD SO2: Enable women and men to have equal voice and influence in rural institutions and organizations**

**3. Setting Stage for Project Managers: With what kinds of rural institutions and organizations does ASAP [the project] work or collaborate?** *[e.g. This could be formal institutions like extension department, financial organizations, agricultural cooperatives, or more informal institutions like CSA groups, VSLA, Farmer Field Schools]*

**4. Does ASAP [the project] work with these institutions/organizations to strengthen the ways in which women and men can be heard and influence decision-making in these institutions/organizations?** *[Remember intersectionality, inclusiveness] Can you provide some examples?*

**(4a) Probe:** How does ASAP [the project] work *[directly or through a partner organization/network]* with women and/or girls to build their confidence and self-esteem to strengthen their voice and influence in the decision-making of these institutions/organizations? Can you provide some examples?

**(4b) Probe:** Do they participate in decision-making processes? In what capacity? *[Want to understand where they are in the processes – as key decision-makers or silent participants attending? or both, etc.]*

**(4c) Probe:** Does the project work *[directly or through a specialized network or organization]* with men and/or boys, for example to build their support for women in decision-making (e.g. “gender champions”)? Can you describe this process?

**(4d) Probe:** How can the project improve women and men’s equal participation in these institutions? What’s working, what could be working better? Provide examples?

**Re: IFAD SO3: Achieve a more equitable balance in workloads and in the sharing of economic and social benefits between women and men.**

- 5. Can you share which programme activities are supporting a more equitable balance in workload for women and men? Which activities and how are they accomplishing this? (Look at specific programme activities as well as programme attempts to shift relations and structures.)**
- 6. Can you share how the programme activities are working to support the equitable sharing of economic and social benefits for women and men?**

*“To ensure effective programming, it is critical to understand how decisions are made within a household and how programmes might affect household decision-making processes in ways that may pave the way toward more equitable relationships or reinforce gender inequalities at the household level.”*

**(6a) Probe:** In what ways is the ASAP programme changing the workloads of men? women? boys? girls? Can you provide examples?

**(6b) Probe:** Are there any processes by which the ASAP works with women and men to understand the impacts of these workload/time shifts and what can be done to ensure women and men both benefit and to mitigate any negative impacts related to workload/time use? Provide examples.

**(6c) Probe:** Does the ASAP programme [either directly or through partner organizations] work with households or groups to explore ways in which members can support each other if there are any shifts or increases in workloads or time use? If so, explain this process.

**(6e) Probe:** Do you think the project is doing enough to support women and men towards equitable sharing of social and economic benefits? Provide examples? What’s working, what could be working better?

**Dimensions:**

**In what way do you expect the programme in general (or your work in particular) to improve the agency (capacity, self-esteem and confidence, knowledge) of women? youth? men?**

**In what way do you expect the programme in general (or your work in particular) to change relations (e.g. decision-making power between women and men? different generations living in household? between women (e.g. age? co-wives if relevant, etc.) (in households, groups, networks)?**

**In what way do you expect the programme in general (or your work in particular) to transform structures (e.g. local customs, norms and practices, values, discriminatory practices, laws, policies)?**

## **Participation in project processes**

1. Can you tell me about how ASAP shares information with women, men, boys and girls involved in the project?

*[Remember intersectionality/inclusiveness]*

**(1a) Probe:** Dig deeper to see if there are different ways in which these different groups are involved/receive information as they may all have different pathways of communication, e.g. women may get information from neighbors, husbands, women's groups? Need to understand if there are different ways of communicating with them.

2. Can you describe the process in place for women and men to give feedback and ask questions about the programme activities and implementation? *[how are different people, e.g. young women, older women, younger men, etc.]* heard in decision-making related to project activities].

## **M&E Systems and processes**

*[Likely requires interview with specific M&E staff (ASAP and/or IFAD [Some of this may also be found through any documents the project has on M&E system, also maybe IFAD person in charge of overseeing M&E of ASAP in region, etc.? Also, from M&E reports (if any yet for specific country)]*

1. What kinds of data does the project collect?

**(1a) Probe:** Does it go beyond mere counts or percentages of women, men involved in activities (e.g. participants in training, access to information, services, etc.) *[Remember intersectionality, inclusiveness]*

**(1b) Probe:** Does the project collect any information on changes in behavior or practices among beneficiaries, e.g. within households or within project groups or other? *[getting at changes in relations, norms, practices]*.

**(1c) Probe:** Does the project collect any information on changes in policy, legislation, formal or informal institutions [rural extension services, etc.]

**(1d) Probe:** Does the project collect any information related to protection and unintended consequences

**(1e) Probe:** Does the project collect information that goes beyond measuring women's and men's beyond participation – to outcomes and benefits for women and men...

## **Lessons learned**

- *Note: for section 5, try to bring out the **organizational aspects that are so important to transforming design into implementation** – e.g. dedicated gender focal point, commitment at all levels, enabling policy national environment – how has this informed design and implementation, capacity strengthening, organizational policy.*



- *Note: for below questions, follow with probing questions to encourage discussion/reflection on **building agency** (capacity, self-esteem and confidence, knowledge); **changing relations** (in households, groups, networks); and **transforming structures** (e.g. change in local customs, norms and practices, values, discriminatory practices, laws, policies).*
- *Remember intersectionality, inclusiveness throughout*
- *Capture how these lessons, successes are related specifically to climate-adaptation programmes!*

Now that we have talked about gender for a while – the need to look at differences in experiences and needs of women and men, boys and girls we want to reflect on lessons you are learning, successes you are having, challenges you ‘re facing and ideas you have for improving the programme

1. **Successes: Since you began implementation, have you noticed any specific activities, or programme processes that you believe are, or will be, successful in improving outcomes related to the aspirations, needs, and challenges of women? men? youth? etc.? Probe to describe these activities and the potential successes/impacts specifically in relation to adaptation.**

**(1a) Probe:** What do you think contributed to these successes **from a programming perspective?**

**(1b) Probe:** From an **organizational perspective?**

*[Keep in mind areas such as commitment from management and follow-through; strong institutional capacity or interest in improving; gender support through focal point, etc.; partnering with organizations specializing on gender issues and/or engaging men and boys, etc.]*

**(1c) Probe** Can you share some of the programme’s strengths in addressing the different needs and challenges of women, men, boys and girls in the project [they may not see this as a project per se...we don’t know...maybe then in terms of “work”]? *[get specific examples – also consider both programming and organizational strengths]*

2. **Challenges, Gaps, Weaknesses: What are the challenges you face in addressing [adapting the project to] the different needs and challenges of women, men, boys, girls? youth? etc.?**

**Do you see any gaps or weaknesses in the programme design or implementation in how women’s and men’s (youth, elderly, etc.) different aspirations, experiences, needs and challenges are being incorporated into the programme and addressed?**

**What are some of these gaps and weaknesses?** *[Remember intersectionality, inclusiveness throughout]*

**(2a) Probe:** What constraints or barriers does the programme (or do you specifically) face, or think you will face, when trying to improve women’s equality and empowerment through the programme?

**(2a) Probe:** Do you face specific challenges related to the **organization and operation** of the programme? Describe (budget, staffing, culture of implementers)

**(2b) Probe:** Do you feel there is sufficient support and motivation among the programme implementers around the gender issues we have been discussing? Can you give examples?

**(2c) Probe:** Beyond addressing different needs and challenges, probe around the 'transformational' dimension. **What do you see as some of the underlying social norm, cultural, institutional, and internalized obstructions?**

3. **Ideas and Opportunities:** What ideas do you have or opportunities do you see for the programme to do a better job in addressing the different needs and challenges of men, women, boys, and girls? *[get specific examples including organizational perspectives [Remember intersectionality, inclusiveness throughout]*

## APPENDIX 5: DETAILED COUNTRY FINDINGS AND RECOMMENDATIONS

### Cambodia

Key Findings and Recommendations
<p>The IFAD Supervision Mission in 2016 considered the gender focus in the programme to be <b>satisfactory</b>, giving ASPIRE a score of <b>5</b> on the IFAD Gender Marker, which indicates that the programme is “<b>gender-mainstreaming</b>”. This gender assessment and learning review suggests that there are a number of ways in which ASPIRE, still in the early phase of implementation, can be strengthened to be truly gender-mainstreaming.</p> <p>At all levels, and in both of the provinces visited, there is a strong commitment to GEWE exhibited by project implementers, and an interest in addressing the current gaps in capacity to address gender-mainstreaming (as evidenced in 2017 planning notes). There is also a commitment to report on gender, not only in terms of participation, but also in outcomes and benefits, using qualitative methods. However provincial teams noted that financial and human resources for gender-mainstreaming are not adequate, with no gender focal point and no budget for extending gender training to district and CEW levels.</p> <p>Additionally, a satisfactory ranking on the IFAD Gender Marker assumes that the project is making significant contributions to GEWE by addressing all three IFAD gender policy objectives. While the commitment to, and progress on, achieving SO1 and SO2 are evident, there is little to no investment in SO3 ‘<i>Achieve a more equitable balance in workloads and in the sharing of economic and social benefits between women and men</i>’. In the ASPIRE design document (Checklist 2: Key Features of Gender-Sensitive Design and Implementation) this objective is checked as ‘not applicable’ to the programme.</p>
Gender and Power Analysis
<p>The potential of ASPIRE to be “gender-mainstreaming” is reflected in the depth and breadth of gender considerations woven throughout ASPIRE’s design.</p> <p>However, there are key aspects of programme intervention and approach that are not gender-sensitive. For example, the Farmer Needs Assessments (FNAs) are not disaggregated by gender, nor do they specifically ask about gender specific time allocation, labour demands and other challenges and needs that might be different for men and for women.</p> <p>It is understood from the 2017 planning notes and interviews that there are plans to deliver the Gender Roles and Women Economic Empowerment ToT training to the Provincial Departments of Agriculture (PDAs) and to mainstream this training into the FFS (see below).</p> <p>The Farmer Field Schools topics do not currently address climate change adaptation.</p> <p><b>Further efforts should be made to undertake and integrate gender and power analysis, with specific attention to gender-sensitive climate vulnerability and capacities assessments, to inform the programme’s on-going design and implementation.</b></p> <p>Specifically, the SLG Farmer Needs Assessment (FNA) tools and methods should be updated to enable village-level gender and power analysis and gender-sensitive climate vulnerability and capacity assessments, as well as to ensure sex disaggregation during data collection and analysis (see also below on Gender Monitoring, Evaluation, Learning and Accountability). This should be linked to the planned expansion of training on Gender Roles and Women’s Economic Empowerment, through and with the PDAs.</p>

Gender Focal Point/Gender Staff Capacities
<p>The ASPIRE programme does not have a <b>gender specialist or gender focal points</b>. One member of the ASPIRE programme management team emphasized the need for a focal point to monitor gender as part of the scope of work of their position: ‘Currently gender is meant to be mainstreamed, but unless we have a focal point it may not get done as far as equity... benefits, mainstreaming and empowerment.’</p> <p><b>Commune Extension Workers (CEWs)</b> are the closest link with communities, but lack both adequate extension knowledge and training in mainstreaming gender. Staff from the Provincial Department of Agriculture and Districts in both Kampong Chhnang and Pursat reported that fewer women applied to become CEWs than men overall and that, of those that applied, there was significantly less capacity among women. Despite this, they reported increased attention to ensuring women make up a significant proportion of CEWs. Currently, 33% or 4 out of 12 CEWs in each province are women.</p> <p><b>In the absence of a gender specialist position, ASPIRE could consider modifying the Scope of Work of Agriculture Extension Advisor’s and designating one or more gender focal points at the MAFF and District levels to assign accountability for specific responsibilities around gender-mainstreaming.</b> They should ensure that ASPIRE is linked to the MAFF Gender Working Group as well as ensuring ASPIRE implementing staff at all levels are aligning activities with the Ministry’s <i>Gender-mainstreaming Strategy in Agriculture Sector Development Plan 2016-2020</i>.</p> <p><b>There is an opportunity to understand the barriers and address the challenges for women as compared to men in applying to become CEWs.</b> Analysis could identify ways to increase the number of women applicants and successful women candidates. However, it is important that all CEWs are recruited and trained to be able to mainstream gender.</p>
Gender Action Plan/Strategy
<p>The ASPIRE Project Design Report indicates that a gender action plan will be developed, <i>‘which will identify roles and responsibilities and detail monitoring and analysis to support ongoing review’</i>.</p> <p>As indicated above, the ASPIRE programme is designed with the intention of integrating the MAFF established gender specific policies and process throughout the programme. In this way, the ASPIRE programme is linked to broader national sectoral and policy commitments to mainstreaming gender equality.</p> <p><b>Develop a funded gender action plan.</b> This is a critical action through which a number of the recommendations from the gender assessment and learning review can be brought together, from gender analysis to staffing to training. This would significantly strengthen the potential of ASPIRE to contribute to national commitments on gender equality in climate-resilient agriculture systems.</p>
Gender Training/Capacity Building
<p>Approximately five district officers working on ASPIRE from both Pursat and Kampong Chhnang attended the <i>Training of Trainers Course on Gender-mainstreaming in Agriculture Extension</i> from 27 June – 01 July 2016. The objectives of this training were: i) to understand the policy and gender-mainstreaming strategy in the agricultural sector development plan 2016-2020; ii) to strengthen the knowledge and skills of provincial and district agriculture officers and CEWs on how to mainstream gender issues into farmers’ needs assessments; and iii) to empower women through providing economic opportunities.</p> <p>The extensive gender training given at the district level, including training on the MAFF gender-mainstreaming strategy, has not reached the CEWs who are closest to on the ground implementation in terms of recruitment of SLG members, undertaking FNAs and conducting farmer field schools. The CEWs are aware of the need for women to be represented in SLGs but little training has been given beyond the ‘participation’ lens.</p> <p>Provincial teams noted that there was no budget for extending gender training to district and CEW levels.</p> <p><b>To ensure the capacity built during the <i>Training of Trainers Course on Gender-mainstreaming in Agriculture Extension</i> extends to ASPIRE’s work in communes and villages with programme participants, it is necessary that those who have been trained are given the opportunity to extend this training to the remaining district officers</b></p>

**and all CEWs in each ASPIRE province.**

CEWs should be equipped to provide trainings in farmer field schools which support time saving techniques and bolster market knowledge for economic empowerment. Trainings may focus on improving the capacity of farmers to design integrated farm systems that leverage functional and spatial relationships between various farm system components (inputs, waste, labour, energy) for effective and efficient utilization of resources, thus saving women's time, physical energy (and biological energy of the system), as well as farm resources and capital.

To do so, it may be necessary to dedicate a specific budget for such training at the provincial level and to adapt/shorten this training to a timeframe more manageable for staff time and any potential budget (for example, 1-2 days, rather than 5 days).

**Gender Monitoring, Evaluation, Learning and Accountability**

The design document highlights that the programme will: *'carefully monitor gender outcomes including the proportion of women who participate in the activities and any differential benefits gained or lost by women-headed households'*. Monitoring and Evaluation activities have yet to integrate this, especially with regards to gender impact, though this is understandable given the project is in early stages.

The ASPIRE Monitoring and Evaluation section of the project design document includes the statement that **qualitative analysis** *'will also be used to expand the understanding of the influences on and dimensions of change and impacts (including the effect of gender and climate vulnerability) through the use of case studies and most significant change stories (MSCS).'*

**Address the recommendations of the IFAD supervision mission in 2016 to integrate a gender focus in the M&E system.** This should include ensuring sex disaggregation during data collection and analysis, for example, within the FNAs.

**Actively use key opportunities to assess, document and learn about gender dynamics. Specifically, the MTR and additional reporting/evaluations should go beyond collecting disaggregated data on participation, as necessary for compliance with RIMS, and encompass a broader understanding of gender dynamics and impact in line with the intentions of the programme design and M&E plans.** This may include case studies, stories, and data describing significant impact.

**Developing the Organisational Enablers and Institutional Environment for Gender Equality and Women's Empowerment**

Given the commitment to GEWE, both among ASPIRE implementers as well as within the countrywide policies and processes supported by the MAFF, there are strong opportunities to bring the gender equality intent of the design into implementation as the programme matures. These opportunities can be supportive of wider institutional commitments, promoting gender-sensitive approaches across the three national outcomes that ASPIRE seeks to contribute to.

However, the project design document states that: *'No specific gender earmarking in determining human and financial resources is considered necessary'*. The provincial teams indicated that financial and human resources are not adequate for gender-mainstreaming, with no budget for gender focal points and no budget for extending gender training to district and CEW levels. It is critical to create the institutional investment that enables progress.

**Translating Design into Implementation**

Multiple implementers mentioned that women's voice is inherently included and prioritized given their representation, and at times, over-representation in SLGs. Implementers described a process by which farmer field school training will address the specific needs determined through the FNAs. However, in practice these topics seem predetermined, with limitations on topics of instruction and farming/animal husbandry demonstrations. Choices are limited to pig or chicken and rice or vegetable production, with SLGs choosing two in total (one animal and one agricultural production). Implementers recognized that most of these activities did not utilize a gender analysis and also did not address climate change directly. SLG and farmer field school contribution to gender equity and empowerment is limited to 'giving women an opportunity to learn new skills, and make an income while at home.'

The Agriculture Extension Advisor reported that the General Directorate of Agriculture (GDA) have put forward plans to deliver the Gender Roles and Women's Economic Empowerment ToT training to the PDAs, and to mainstream this into farmer field school trainings.

This intention should be implemented as this training goes well beyond issues of ensuring equal participation in programme design processes, and addresses gender roles, stereotypes, power relations, participation in business development and market communications/negotiation training, as well as establishing an enabling environment for women to take on leadership roles in social and livelihood activities.

#### **Moving from Participation towards Impact**

The IFAD supervision mission also notes the *'impressive level of women's participation in the SLGs it visited, with some of the SLGs being composed by an overwhelming majority of women'*. It is also noted that the programme is making a strong effort and has strong design efforts for 2017 planning which improve gender focus and commitment to GEWE.

However, participation does not in itself signify empowerment or progress towards more equitable access to project opportunities and benefits. It was noted during this gender assessment that the ASPIRE programme does not provide in-kind materials with the exception of farm demonstration sites. Therefore most changes at the farm level will depend on improving knowledge and skills. The adoption and use of knowledge and skills by men and women will depend upon the relevance and acceptability of the same. Experience in gender-sensitive programming indicates that time-saving and labour dynamics as well as access to and control over farm resources and capital are critical to increasing women's ability to engage with knowledge and skills development opportunities.

It is recommended that:

- The programme revisit the importance of the IFAD Gender Policy SO3, to *'Achieve a reduced workload and equitable workload balance between women and men'*. For example, there is an opportunity to consider ways to equip CEWs to provide training in farmer field schools which support time saving techniques, for example.
- The design of the ASPIRE programme be reviewed based on early implementation experience and reflection on the extent to which some programme interventions may be missing a significant opportunity to be gender-sensitive.

## Ghana

Key Findings and Recommendations
<p>The <a href="#">Ghana Agriculture Sector Investment Programme (GASIP)</a> was just beginning implementation at the time of this gender assessment and learning review. The design of GASIP was deeply informed by the successes and limitations of the <a href="#">Northern Rural Growth Programme (NRGP)</a>, an eight-year investment financed by IFAD and the African Development Bank (ADB), and implemented by the Government of Ghana's Ministry of Agriculture.</p> <p>Although NRGF was not directly part of the ASAP-supported IFAD portfolio, it was included in this assessment as the immediate predecessor project and primary influence for GASIP. Insights from an examination of gender-mainstreaming experience in the NRSP will continue be informative for GASIP as the project begins implementation.</p> <p>It is noted that the IFAD Supervision Mission of November 2016 gave the NRGF a score of <b>4</b> for its gender focus, indicating '<b>partial mainstreaming</b>'. Previously the gender focus has been scored at a <b>5</b>, or '<b>gender-mainstreaming</b>'. It is not clear what the reasons were for this change in score. However, it is noted that there are a number of ways in which the GASIP design document goes further in intent than the NRGF, indicating incremental evolution. For example, the intention to integrate the GALS approach, and a strong discussion of the importance of understanding climate change vulnerabilities differentiated in particular for women and for youth.</p>
Gender and Power Analysis
<p>The GASIP design document does not reference plans for gender and power analysis for the project as a whole. However, it does reference the importance of 'gender-sensitive analysis of the value chain' and that this will be undertaken to 'provide information about extra-market factors such as power relations, division of labour and control over resources and vulnerability to climate shocks'.</p> <p>There is discussion in various parts of the GASIP design document to the challenges that poor farmers, and women and youth in particular, face with regard to climate change impacts. It is recognized that such farmers lack access to climate finance, and that there are important approaches to managing climate change impacts that can be adopted on-farm (e.g. conservation agriculture).</p> <p>However, whilst the GASIP design document refers to a plan to conduct a vulnerabilities to climate change analysis baseline, there is no explicit mention of whether or how this will be done in ways that deepen understanding of gender differentials both in vulnerabilities to climate change impacts and in capacities (assets, skills, access to services etc.) to adapt.</p> <p><b>Given that GASIP is in the first year of implementation, there is an opportunity to integrate a holistic approach to gender and power analysis in understanding climate change vulnerabilities and adaptive capacities and the relationship of these with women and men's participation in and benefits from the value chains addressed in the project.</b> Such assessment, which should be participatory (see CARE's Climate Change Vulnerability and Capacities Assessment, CVCA, approach), can support understanding by the project of the differential vulnerabilities and adaptive capacities of women and men, to inform the development of project interventions. It can also be an important process through which women and men farmers and community members can develop their own understanding of climate change dynamics and action plans to address these.</p> <p>For more information on these approaches, see: <a href="http://careclimatechange.org/our-work/alp/">http://careclimatechange.org/our-work/alp/</a></p>
Gender Focal Point/Gender Staff Capacities
<p>The NRGF had a dedicated gender specialist responsible for implementing the gender action plan. It was unclear during this assessment whether GASIP is going to hire a gender specialist.</p> <p>Interviews also indicated that NRGF staff, whilst having received gender-mainstreaming training, did not feel competent in talking about gender, and would prefer to defer to the gender specialist. GASIP staff indicated similar concerns about their understanding and confidence in integrating gender into their work.</p> <p><b>Ensure that GASIP has a full-time gender specialist.</b> The experience of the NRGF indicates that the gender action plan was largely implemented, and that having a gender specialist responsible for this may be important. This</p>

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assessment notes the differences on progress on gender-mainstreaming between ASAP-supported projects that do and do not have a full-time gender focal points/specialists.
Gender Action Plan/Strategy
<p>The NRGPs developed a Gender Action Plan in 2009. This committed the project to: (1) intensify gender-mainstreaming (within the project); (2) improve women's participation in the project, and; (3) build partnerships and mobilize resources to implement results-based initiatives and innovations. Activities indicated include gender-mainstreaming workshops, sensitizing regional chiefs on gender and support for women's access to and control over land for agricultural purposes.</p> <p>Interviews indicated that the NRGPs made good progress on implementing the gender action plan. However, it was also observed that the NRGPs faced challenges in this area in terms of staff capacity to fully take the action plan forward.</p> <p><b>Ensure project resources (human and financial) are available from the outset for the development and implementation of the GASIP gender action plan.</b></p> <p>The GASIP project design document includes the intention to develop a Gender Action Plan that builds on the successes of the NRGPs. The elements of this proposed action plan appear fairly comprehensive, and include the intention to integrate the GALS approach into the project.</p> <p>It is also noted that a Youth Action Plan is also intended. Again, this appears to build on youth-specific efforts in the NRGPs.</p>
Gender Training/Capacity Building
<p>The NRGPs was implemented through the Government of Ghana across a wide geographical area. The project relied heavily on partnerships with local government, NGOs and private agencies. This enabled the project to reach more communities and beneficiaries. However, each implementer has its own approach to gender, and there may be considerable variance in the content, approach and quality of gender-mainstreaming training.</p> <p><b>Consider taking the opportunity of GASIP to share and develop gender-mainstreaming curricula with implementers.</b> The GASIP design document indicates that the successful experience of projects like the NRGPs will be promoted nationwide. This indicates an opportunity to convene implementing partners and agencies with expertise in GEWE to consolidate methodologies and learning into training resources that can be applied across projects.</p>
Gender Monitoring, Evaluation, Learning and Accountability
<p>This assessment observed that NRGPs has successfully collected and maintained gender-disaggregated monitoring and evaluation data (for example, on project indicators and participation rates).</p> <p>Interviewees talked about the most important gender-related successes of the project as including:</p> <ul style="list-style-type: none"> <li>• Women's participation was greater than the original targets set: 75% of the beneficiary farmer-based organizations were mixed gender, 13% were men-only, and 12% were women-only. 40% of the total beneficiaries were women.</li> <li>• There is some evidence that certain women have been able to, move into roles and value chains that have traditionally been seen as men's.</li> <li>• Women's access to land has improved in two ways: chiefs have been allocating more collective land to women's farmer-based organizations; and the project has allocated 30% of improved land to women.</li> <li>• Access to agricultural financing for smallholder farmers has increased through a cashless credit model.</li> </ul> <p><b>Consider developing a research and learning agenda under GASIP that draws on the experience of the NRDC.</b> Collecting and analyzing gender-disaggregated data is important. At the same time, interviewees reflected on observations during implementation that could benefit from deeper exploration. For example: i) to understand why some women were able to successfully perform 'gender non-conforming' roles and participate in activities typically reserved for men; ii) to explore the real nature of men and women's access to and control over resources (and the nuances of the ways in which gender norms limit women's access to equipment, land, animas etc.); and iii) to assess</p>



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<p>and explore how staff and partners' understanding of and attitude towards gender-mainstreaming evolves and how this may shape the success of the project.</p> <p>As an example, CARE's programme investments to empower women and promote gender equality in small-scale agriculture have integrated learning and research initiatives. For more information, see for example: <a href="http://gender.care2share.wikispaces.net/file/view/6.%20CARE-LINKAGES%20Publication-EN.pdf/592191988/6.%20CARE-LINKAGES%20Publication-EN.pdf">http://gender.care2share.wikispaces.net/file/view/6.%20CARE-LINKAGES%20Publication-EN.pdf/592191988/6.%20CARE-LINKAGES%20Publication-EN.pdf</a></p>
Developing the Organizational Enablers and Institutional Environment for Gender Equality and Women's Empowerment
<p>It is evident from the design of GASIP that the experience and learning from the NRSP has been actively applied to evolve design and intention with regard to gender-mainstreaming. This suggests positive organizational enablers exist within the Government of Ghana and IFAD ASAP support. However, a number of interviewees reflected their lack of confidence and sense of capacity in gender-mainstreaming (see above).</p> <p><b>Continue to promote an organisational context for the project in which gender-mainstreaming is everyone's job.</b> Whilst basic gender-mainstreaming training can be an important component of building the capacities and confidence of all staff and partners, other strategies will be important to deepen these capacities. For example, investing in activities that integrate responsibilities for and reflection on gender-mainstreaming in staff job descriptions and professional development reviews.</p>
Translating Design into Implementation
<p>This assessment was able to make some specific observations related to how the NRGP had been implemented that will be important for consideration in GASIP as the commitment to GEWE is taken forward.</p> <p><b>The approach taken by the NRGP to demonstration plots and introduction of technologies raises questions about what is most appropriate for the smallholder farmers supported by the project.</b> While many (if not most) of the participants who participate in demonstrations are women, the demonstration plots are significantly larger than the average land holding of smallholder farmers in Ghana. And demonstrations, for example, linked to NRGP supplying tractors and tractor-mounted sprayers to "lead farmers" who train small farmers and provide tractor services to smallholder farmers. These technologies may not be the most relevant to the needs of women farmers. Another community partner of NRGP purchased rice planters, which project staff reported made rice transplanting faster and less labour intensive for women.</p> <p><b>The NRGP deliberately focused on value chains that women already typically engage in (e.g. shea nuts, soy etc).</b> A next step for GASIP should be to explore ways to support women to move into more profitable value chains (like the industrial crop window).</p> <p><b>The NRGP provided matching grants to partner organizations to purchase equipment and supplies.</b> This assessment found the process and criteria for allocating these matching grants was informal and unclear.</p> <p><b>GASIP should explore and support the extension of appropriately-scaled technologies.</b> Efforts to better understand the needs and priorities of different kinds of women and men farmers could inform a range of options.</p> <p>Example tools for this kind of participatory research to inform project development can be found here: <a href="https://ccaafs.cgiar.org/publications/gender-and-inclusion-toolbox-participatory-research-climate-change-and-agriculture#.WScMdoeo5Yc">https://ccaafs.cgiar.org/publications/gender-and-inclusion-toolbox-participatory-research-climate-change-and-agriculture#.WScMdoeo5Yc</a></p> <p><b>GASIP should develop a strategy for supporting women to move into more profitable value chains and more profitable roles in the value chain (e.g. as agro-dealers, aggregators etc).</b> This requires exploration of the barriers to women's engagement in these value chains and roles (e.g. women's unequal access to and control over land) to be able to identify strategies for developing more socially inclusive value chains.</p> <p><b>GASIP could use matching grants to promote gender-sensitive and transformative activities.</b> The matching grant programme is an opportunity to support businesses and organizations that offer innovative and scalable approaches</p>

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that both economically empower women producers but also encourage gender-mainstreaming in the agricultural services and value chains ecosystem. For example, key value chain actors (like farmer-based organizations, district value chain committees, agribusiness operators) can be further encouraged to support creating a more equal operating environment for women as well as men farmers.
Moving from Participation towards Impact
<p>Interviewees indicated that the NRGF has met many of the expected results from Activity 2 (improving women's participation in the project). A particular success cited is that the project achieved a greater proportion of women farmer participants (40%) than the initial target (30%). This was said to be true for each of the commodity windows supported by NRGF, although the 'women's commodity window' had the greatest proportion of women farmer participants. Interviewees also indicated that some of increase in women's participation in commodity value chains could be attributed to women now having greater access to land through collective plots.</p> <p>The NRGF also promoted women's leadership in district assemblies, and in 2014, 48% of participating farmer-based organization leadership positions were held by women.</p> <p>While the project achieved equal participation of men and women in terms of numbers, the quality of participation in the project is less certain (for example, equal leadership and equal decision-making). Project staff interviewed for this gender analysis said, "We give women skills to participate in leadership bodies. We give them leadership and decision-making training. It is important that women know that process of decision-making and what leadership requires so that they can be more effective in Farmer Based Organizations (FBO) and District Value Chain Committee (DVCC)." When asked if men also receive trainings on how to be more receptive of women's leadership, share decision-making, and change men's attitudes towards gender equity, one of the staff responded that, "Men are the custodians of culture, and must be [our] targets. Women need to know how to face a chief, but how will men receive that? Most chiefs are men."</p> <p><b>GASIP – through the gender action plan as well as a research and learning gender as proposed above – could build on the important successes of the NRGF in expanding the opportunities for women to participate both in project interventions and in governance systems that shape opportunities for women in small-scale agriculture.</b></p> <p>Potential areas for further exploration - with women and men, with project staff and with leaders in governance systems – are the extent to which gender-mainstreaming is impacting and influencing the expectations, attitudes and behaviours of men and women with regard to gender dynamics. For example, the DVCC model provides an opportunity to explore how men as well as women are experiencing the GEWE intent of projects like the NRGF and GASIP, and build dialogue and actions to strengthen engagement with these initiatives to the continued benefit of all stakeholders.</p>

## Rwanda

Key Findings and Recommendations
<p>In the middle of 2015, the Joint Implementation Support Mission for PASP stated that the “gender focus needs improvement”.<sup>24</sup> The gender focus in PASP was given a score of 3, when compared to several other components of the project that were scored 4 or 5.</p> <p>While there is strong commitment to gender at all levels of the project – in part a result of building on a previous IFAD Gender Award winning project, <a href="#">Kirehe Community-based Watershed Management Project</a> (KWAMP) - there are gender capacity gaps that could be addressed through strong gender training and follow-up. Gender was often talked about in terms of participation and/or quotas of women targeted and reported. With recent changes for 2017, the project has the potential to be more in line with a score of <b>4</b>, defined as “<b>moderately satisfactory with partial gender-mainstreaming</b>” on the IFAD Gender Marker.</p> <p>To some extent the project is addressing all three of strategic objectives (SOs) of the IFAD Gender Equality and Women’s Empowerment Policy. There is a focus on women’s and men’s equal participation in economic activities (and inclusion of youth), promotion of technologies and infrastructures that can reduce work (e.g. water harvesting tanks, solar panels, hermetic bags, etc.), and introduction in 2016 of GALS and household methodology approaches in four districts through linking to the Rural Women’s Economic Empowerment (RWEE) initiative. The integration of GALS and household methodologies is strengthening efforts to address gender dynamics across all three SOs, and is starting to result in changes in awareness around the importance of looking at gender dynamics across the project. However, the link with GALS is limited to four districts, and the funding for this work in PASP will come to an end in 2017.</p>
Gender and Power Analysis
<p>At the time of this gender assessment and learning review in November 2016, PASP had not undertaken a comprehensive gender analysis.</p> <p>The PASP project document (p.5) indicates that the MINAGRI SPIU will have a Targeting and Gender specialist who, among other things, ‘<i>will conduct gender sensitive value chain analysis, disaggregate M&amp;E data by gender and carry out gender baseline studies and develop a gender action plan</i>’.</p> <p>As noted below, at the time of this gender assessment, the Technical and Gender specialist was part-time, and indicated that this gender sensitive value chain analysis had not yet been conducted</p> <p>Much of the information provided by key informants on gender-related benefits, constraints and opportunities is based on observation in the field, anecdotes, and reports on participation by numbers in activities which disaggregates attendees by sex. PASP informants indicated that the mid-term assessment (2017) will provide an opportunity to assess PASP’s impact on women, men, and youth.</p> <p>It is noted that while the project document has a strong focus on strengthening the resilience of smallholder farmers to climate change, there is no explicit link made between gender equality and women’s empowerment and climate resilience. It is important to understand the ways in which gender roles and dynamics differently shape the vulnerabilities, adaptive capacity and overall resilience to climate change impacts of women, girls, men and boys in order to develop a truly gender-sensitive approach.</p> <p><b>Ensure value chain-related analyses are gender sensitive and socially inclusive.</b> PASP/the SPIU should explore ways to undertake gender-sensitive value chain analysis in terms of selection of value chain and study area, objectives, scope, focus, methodology, data collection, analysis, reporting, and dissemination. The SPIU should work with IFAD to outline the kind of technical support needed to undertake this analysis and the value therein. This should inform any value chain analyses going forward in the project or in any other future projects.</p> <p><b>Consider undertaking a gender and power and climate vulnerabilities and capacities assessment in some areas of</b></p>

<sup>24</sup> From IFAD. **Climate Resilient Post-harvest Agribusiness Support Project (PASP) Joint implementation support mission Report** : Main report and appendices, Document date 10 Nov 2015, Mission dates – 20 May – 6 June 2015

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<p><b>the programme.</b> This will support better understanding of gender roles and dynamics, and opportunities to increase resilience to climate change among smallholder farmers in ways that are gender-sensitive. This could be linked to the recommendation below that PASP undertake a gender thematic study.</p> <p>Among those interviewed, there was no mention of gender-based violence (GBV)<sup>25</sup> although social norms were mentioned as affecting how men and women act within and outside households. As part of the above assessment, it would also be useful to explore if/how GBV is an issue among beneficiary target groups of women and men, how this intersects with climate vulnerabilities and adaptive capacities, and how this can be addressed under further work.</p>
Gender Focal Point/Gender Staff Capacities
<p>PASP benefits from the engagement of a MINAGRI SPIU Gender Specialist. The staff person on this post is motivated and committed to addressing gender dimensions in PASP. However, he has only been part-time while he fulfilled his duties as M&amp;E Officer to another IFAD Gender Award winning project, KWAMP.</p> <p>As of January, 2017, the Gender Specialist will be responsible for further development, implementation, and monitoring of the gender and targeting strategies as well as supporting institutional strengthening under PASP. He will also contribute to the baseline survey of the new <a href="#">Rwanda Dairy Development Project (RDDP)</a> to ensure it is gender-sensitive; RDDP will be active in many of the PASP districts so there is likely room for cross-fertilization of approaches between projects.</p> <p>PASP has benefited from other synergies across programmes. Since June 2016, PASP has linked with the <a href="#">Rural Women's Economic Empowerment (RWEE) Initiative</a> which is implemented by IFAD, FAO, WFP, and UN Women in four of the project's twelve districts (Ngoma, Kirehe, Kamonyi, Musanze). Through this linkage, PASP has been able to train staff and project participants in the Gender Action Learning Systems (GALS) approach. Some 160 GALS champions (women and men) have been trained. In turn, they have trained others so PASP has reached 400 women and men (50/50).</p> <p><b>Consider increasing the number of staff with gender specialist skills and responsibilities.</b> The transition of the Gender Specialist to a full-time role is promising, as are the synergies across projects for this role in the SPIU. However, to make significant progress on gender-mainstreaming, it is likely that additional focal points/staff capacity is needed.</p>
Gender Action Plan/Strategy
<p>At the time of this gender assessment and learning review, PASP did not have a specific gender action plan or strategy that cuts across the programme. Nor, as indicated above, had a gender action plan related to gender sensitive value chains been developed.</p> <p><b>Develop a funded Gender Action Plan/Strategy for PASP, with a mix of staff responsible and trained for its implementation.</b> This could be done in conjunction with related programmes like the RDDP, and could not only consider gender dynamics in specific value chains, but actions intended to systematically promote gender-sensitive programming across projects like PASP.</p> <p>This action plan would enable the integration and implementation of the recommendations of this gender assessment. It would need to be targeted, concise, and developed quickly - and could take advantage of the mid-term review - in order to be applied within the final year of the project.</p>

<sup>25</sup> USAID (2014) defines gender-based violence as follows: "Violence that is directed at an individual based on his or her biological sex, gender identity, or perceived adherence to socially defined norms of masculinity and femininity. It includes physical, sexual, and psychological abuse; threats; coercion; arbitrary deprivation of liberty; and economic deprivation, whether occurring in public or private life." in Hillenbrand et al, 2015.

### Gender Training/Capacity Building

Staff mostly spoke of “gender” and PASP in terms of women’s participation, quotas, and disaggregated data. Most people interviewed indicated that they had not had any gender training and had learned what they know from work exposure.

PASP has benefited from linking with other initiatives to support gender-related training. As indicated in the project document, PASP set out to link with other initiatives working on Oxfam-led [Gender Action Learning Systems \(GALS\)](#) and [household methodologies](#) to strengthen PASP’s gender responsive activities. GALS has the potential to transform relations and formal and informal structures. Since June 2016, PASP linked with the [Rural Women’s Economic Empowerment \(RWEE\) Initiative](#) which is implemented by IFAD, FAO, WFP, and UN Women in four of the project’s twelve districts (Ngoma, Kirehe, Kamonyi, Musanze).

**Build a broader base of gender capacity across PASP and the SPIU.** This should be a core component of a Gender Action Plan/Strategy. PASP would benefit from strengthening the gender capacity of all staff and partners.

Some staff have already benefited from the link with projects applying GALS. The Gender Specialist and some district level staff participating in Gender Action Learning Systems (GALS) training.

Since GALS training began, 160 GALS champions (women and men) have been trained. In turn, they have trained others, so PASP has reached 400 women and men (50/50). The funding for current GALS training (via RWEE) comes to an end at the close of December 2016 and activities will end in March, 2017. PASP is working with IFAD and FAO to identify other funding sources. Another project, the RDDP focusing on dairy value chain development in many of the same districts will also include GALS so will also allow for overlap with PASP beneficiaries.

### Gender Monitoring, Evaluation, Learning and Accountability

PASP monitors the participation of men, women, and youth by recording attendance in different activities.

Monitoring activities include reporting processes to collect information on the inclusion and participation of the poorer farmer and community groups, particularly women and youth. This includes district level staff collecting data from the twelve districts and providing to the SPIU to coordinate and consolidate for the 12 districts. There is also a quarterly review meeting with all service providers who send a report and contract to assess the quality of report they produce. This does not focus on specific gender dynamics, other than disaggregation of participants.

However, one informant noted that while reports disaggregate participation in different activities, specific issues raised tend to be aggregated to the group or cooperative level without consideration of age or gender, and specifically focusing on women’s or men’s concerns.

Whilst PASP collects gender disaggregated data for M&E, and whilst the verifiable indicators included in the logical framework under the project document allow for the collection of data that is disaggregated by gender/vulnerable group<sup>26</sup>, translating M&E into implementation poses challenges for showing results specific to PASP in relation to gender dynamics. While PASP is a project, it is intertwined in some respects with the GALS efforts in four districts under the RWEE which supports PASP. Further, it appears that much of the future work on gender will fall under the new project, RDDP.

**Use the opportunity of quarterly review meetings with service providers to reflect on what is being learnt or is not visible in data disaggregated by gender and vulnerable group.**

**Coordinate with IFAD and other ASAP-funded projects to share experiences and lessons** learned on integrating a commitment to gender equality. This could take the form of specific learning events. These could focus on what works; what could be done better; experiences of incorporating GALS and household methodologies; and critical questions related to developing gender-sensitive climate change adaptation. This learning can be incorporated into

<sup>26</sup> Noting that the project document does not include a definition of “vulnerable groups”. IFAD appears to use a general definition (IFAD at a glance, February 2017) <https://www.ifad.org/documents/10180/9734aaa7-5e01-4c4c-8ce0-a4952061dd6a> . “IFAD gives special attention to the most vulnerable groups in rural communities: young people, women and indigenous peoples”

project implementation, for example, through development of funded Gender Action Plans/Strategies in the projects.

**Build and document evidence on gender-differentiated benefits and impacts.** PASP, together with IFAD and other research partners experienced in conducting robust participatory gender and social inclusion research in the context of agriculture and climate adaptation, should undertake a gender thematic study that examines gender-differentiated (including youth, and across different socio-economic groups) benefits and impacts of PASP interventions on beneficiaries, including in relation to impacts on their climate resilience. This should compare the experiences of GALS/non GALS participants to i.) see if there are different experiences (including perceptions, attitudes, behaviours) in value chains between households/groups that have participated in GALS and/or household methodologies from those who have not; ii.) document what those differences are; iii.) identify the results and impact(s) that participating in GALS has on women's and men's (different) livelihood strategies, enjoyment of benefits, labour distribution/time allocation, mobility, decision-making power, well-being, etc.

### **Developing the Organisational Enablers and Institutional Environment for Gender Equality and Women's Empowerment**

This gender assessment and learning review indicates that there is an appreciation that inequitable social norms pose challenges to efforts to promote gender equality and women's empowerment. Some informants felt that the high level of national support for gender equality in terms of women's representation in parliament (64 % women) and ministers (50 % women) sets an example for the country and that there are policies in place to support gender equality at all levels.<sup>27</sup> However, MINAGRI's [Gender Strategy](#), which currently acts as the Gender Strategy for PASP and the SPIU, indicates that social norms continue to keep women on unequal footing with men even though the government has shown its commitment to gender equality through signing international conventions and developing conducive policy, legislation, and institutional frameworks.

Given the high-level of recognition (MINAGRI's Agricultural Gender Strategy, the National Gender Policy) of the specific challenges faced by women in the agricultural sector, there appears to be considerable potential to address the recommendations from this assessment and to consider these at a level above the individual project. For example, a funded gender action plan for the SPIU and other IFAD investments could build momentum for gender-mainstreaming and support the kind of institutional journey that is needed to truly integrate commitments to gender equality.

Some recommendations for the PASP and similar future programmes include:

**Consider the development and use of a gender standard to inform not only design and budget, but also project start-up, staff recruitment and training.** Given the existence of the SPIU in MINAGRI, and the on-going commitment to investments that address gender equality and women's empowerment, this could be an effective institutional investment.

#### **Revisit the level and extent of project investment in gender-mainstreaming**

The PASP Project Document (P.21) states: *'Gender goals can best be achieved by making gender an integral part of the planning and realization of all project activities, rather than through isolated women targeted initiatives. PASP will strengthen the SPIU with a Targeting/Gender specialist who will be responsible for further development, implementation and monitoring of the gender and targeting strategies as well as supporting institutional strengthening.'*

As indicated above, the fact that the Gender specialist has been a part-time investment well into the second year of the project, and the fact that planned activities related to gender analysis and gender action plan have not been undertaken, suggests that explicit, focused and funded attention to gender is critical during the start-up of projects in order to ensure that gender-mainstreaming is addressed from the outset. This is consistent with the organizational experience of implementing organizations such as CARE, which have developed gender markers to

<sup>27</sup> Further, it notes that women's representation is lower at district and local levels local governors (40 percent) and mayors (10 percent) (RDDP, 2016).

ensure that all projects address gender-mainstreaming.

### **Review the project document and analysis of context for consideration in developing a gender action plan**

The PASP Project Document also notes socioeconomic, institutional and policy context for women and for gender dynamics in Rwanda (P.2)

*‘Women tend to concentrate their work in agriculture (82% of women currently work in this 8.sector) and find it more difficult to move out of agriculture (only 4% of women have managed, as opposed to 9% of men). MINAGRI’s Agricultural Gender Strategy was recently launched (March 2012) and confirms the challenges for women in the sector. While agriculture has a high employment rate of women, they have the lowest levels of schooling and highest levels of illiteracy (23%)....*

*While the GoR vision and national gender policy is inclusive of women with a target representation at 30% across the employment structure, further analysis shows that women often lack a voice and true empowerment.... MINAGRI’s Gender Strategy notes that as far as access and control over livestock and its products is concerned, women have weak decision making powers over the product and sales and are unable to build any physical assets as cattle ownership is predominantly in men’s hands’.*

Such a gender action plan would have specific objectives related to both addressing identified gender and power differences and relations to actively promote the access of women and men to programme opportunities and benefits, and also to address underlying inequalities and gender dynamics that prevent women and men from ‘equal enjoyment’ of rights, opportunities, resources and rewards; and strengthening institutional capacities to mainstream gender.<sup>28</sup>

### **Consider strategic engagements to support the mainstreaming of gender equality and women’s empowerment with critical private sector institutions**

Whilst PASP staff noted that they can’t change the actual structure of cooperatives, they can ensure women participate in executive and other committees and leadership positions. However, deeper investigation is needed to understand to what extent this has actually happened across PASP. Further, more evidence is needed to understand to what extent women have an active voice in decision-making related to household and cooperative activities, technology adoption, and business ventures, as well as in information sharing with the project.

## **Translating Design into Implementation**

There are a number of ways in which PASP has clearly been moving the commitment to GEWE in design into implementation. For example:

- PASP works with different service providers including the Rwanda Agriculture Board on five value chains promoted under the CIP (maize, beans, Irish potatoes, cassava, dairy) and the Rwanda Meteorological Agency (RMA) on climate information services. PASP promotes equal participation in activities by women and men.
- Interviewees from the SPIU indicated that PASP promotes economic empowerment for women by ensuring their participation in cooperatives and value chain development equally with men. They suggested that this helps women access agricultural support (e.g. training, technologies) and financial and business services.
- PASP promotes women’s as well as men’s access to climate information services, seeking to ensure women members of cooperatives participate according to target (40%) in climate information services training. Service providers conduct climate information trainings for beneficiaries who then share climate information they receive (e.g. via SMS) with others.
- The presence of seven women out of twelve working at district level staff may also provide opportunities for PASP to make greater connections with women in cooperatives and communities; they are considered PASP coordinators, work with technical service providers on specific commodities, and report to the SPIU.

<sup>28</sup> CARE, 2016, Gender Equality and Women’s Voice Guidance Note



- PASP also supports the dissemination of infrastructure and technologies to cooperative members. These include storage structures, large water harvesting tanks, tarpaulins, and hermetic storage bags. The bags support aggregation and better storage at the cooperative level and help increase food security at the household level. The project also facilitates access to Post-Harvest Climate Resilience Agribusiness (PHCRAB) Grants which provide financial support for farmers to purchase these technologies that are considered a contribution to resilience to climate change impacts.

However, the extent to which these initiatives are empowering for women or promote greater gender equality, needs to be better understood, as discussed below.

In addition these activities are strongly focused on agency – women’s access to opportunities such as training in finance and business development; access to climate information and other services etc. The use of GALS and household methodologies are starting to move this focus in PASP to one that also considers relations and structures (e.g. changing norms and behaviours), but this is still limited to four districts unless other funding is found.

**Consideration should be given to expanding the introduction and use of the GALS and household methodology approaches as an effective way to support translating design intention into implementation practice.**

### **Moving from Participation towards Impact**

As indicated, there are a number of ways in which PASP has sought to increase the participation of women in project activities. This assessment found that, for example, women interviewees from cooperatives felt they benefited from climate information and technology support in terms of planning production and post-harvest activities. Informants noted that this helps women as they are typically responsible for storing grains at household level. Further, women felt the water harvesting tanks freed their time and labour from collecting water and helped them with water needs, even in times of water shortages.

However, without deeper study at cooperative, household, and intra-household levels, it is difficult to say in what ways specifically women are benefitting compared to men. Furthermore, without deeper examination, it is difficult to state whether and how women and men experience information sharing by the project - or their involvement in decision-making or providing feedback at various stages of the project.

There appears to be an assumption by at least some project staff that benefits accrue at the household or group level, and because women belong to a household or group, they thus also benefit automatically. One respondent stated: “[If] the money is benefiting the household level, and if the household level is improving, women are the first to feel benefits.”

The example of solar powered lights was cited, which are accessed at household level and allow women to cook in the light. Another example is of households investing in biogas systems which are considered to benefit women because they normally collect firewood and have to cook in the smoke. One staff member also noted anecdotally, that “these improved technologies are reducing workloads for women who even find time to help children do homework. When incomes are increasing, they kind of feel settled - disputes in the family are reduced.”

When questions of labour and benefit sharing arose in FGDs with cooperatives in Kirehe and Kamonyi, some members and PASP staff noted that when men see the profitability in being involved with cooperative activities (sometimes doubling prices), they are eager to join. Said one staffer, “men focus on things that have direct payment.” Some saw this participation of men as examples of “gender balance at local level” with men coming on to help.

More in-depth assessment needs to be done to explore if, and to what extent, men and women are indeed benefiting and how they actually perceive those benefits. While there may be benefits, there may also be hidden costs (e.g. reallocation of labour) that are currently unknown. Experience from elsewhere shows that when an activity becomes profitable and men join in, often women end up contributing labour and time but benefit less<sup>29</sup>. **As**

<sup>29</sup> Thomas-Slayter, Barbara, and Nina Bhatt. 1994. “Land, Livestock and Livelihoods: Changing Dynamics of Gender, Caste and Ethnicity in a Nepalese Village.” *Human Ecology* 22 (4): 467–94 in Hill, Catherine. Gender and Livestock (Module 14). Gender in Agriculture Sourcebook. World Bank, FAO, IFAD 2008.



an ASAP-supported project that is well advanced in implementation, an investment in a strong gender-sensitive evaluation could add value not only to inform future projects in Rwanda but ASAP as a whole.

## Uganda

Key Findings and Recommendations
<p>PRELNOR is at the inception stage, having become operational in mid-2016. The assessment findings therefore focus more on plans for implementation, which align with the Project Design Document. At the time of assessment, PRELNOR was in the process of training Community Based Facilitators (CBFs) on participatory rapid appraisal (PRA) to help identify beneficiaries.</p> <p>This provides for significant opportunities to develop gender-transformative approaches. This would correspond with a score of <b>6 or highly satisfactory</b> on IFAD's Gender Marker System, if it is implemented along design lines with some strengthening of capacity in certain areas (staff), strong monitoring, and gender-sensitive information sharing and participatory reporting with beneficiaries.</p>
Gender and Power Analysis
<p>The design document includes a comprehensive gender analysis and targeting strategy<sup>30</sup>, which identifies a number of pressing gender dynamics in the post-conflict areas where the project works.</p> <p>The project document highlights the importance of considering harmful norms and the issues of internally displaced persons (IDPs) and refugees. It points out the particular vulnerability of young women "who experience psychological and physical hardships as a result of conflict, abuse, and traditional systems that disempower women."</p> <p>The analysis and targeting strategy:</p> <ul style="list-style-type: none"> <li>• highlights different gender and youth related issues related to economic empowerment and the challenges inherent in relation to: lack of youth experience in agriculture; decision-making and power dynamics related to intra-household relations and community groups; and labour use and benefit sharing;</li> <li>• moves beyond defining quotas to changing relations at household and community group (Farmers Associations) level and transforming social structures (particularly social/gender norms).</li> </ul> <p>The gender analysis does not make specific links between gender equality and gender dynamics and climate change.</p> <p><b>Make use of the baseline study and household survey in 2017 to consider development of a gender action plan/strategy. This should address gender dynamics and differential vulnerabilities and adaptive capacities to climate change impacts.</b></p> <p>A baseline study is planned for January 2017 which will provide deeper understanding of project area-specific issues, including gender and different vulnerabilities in the context of the north's post-conflict state and the impacts of climate change. Also, the project document indicated that, in collaboration with CCAFS, a household survey will be undertaken which will, in part, assess the gender-related constraints and perceived benefits related to Climate Smart Agriculture (CSA).</p>
Gender Focal Point/Gender Staff Capacities
<p>PRELNOR has a Community Development (CD) Specialist with expertise in gender including GALS and household mentoring. The CD Specialist supports gender, community development, and youth activities across PRELNOR and also supervises and trains others involved in the project.</p> <p><b>Build gender capacity of PMU and other staff.</b> While there is training on a number of issues for district staff, it was noted that the PMU has not received gender training. It was suggested that an effective way to build the capacity of the PMU would be to partner with the University of Makerere to organize and facilitate a gender sensitization retreat. It is important to have facilitators who are familiar with gender dynamics in the context of climate change resilience, adaptation, and extension.</p>
Gender Action Plan/Strategy

<sup>30</sup> Project Design Document, Appendix 2: Poverty, targeting and gender

### Key Findings and Recommendations

The GALS and household methodologies are being applied within the Rural Livelihoods (Component A). The intention is that the Community Development Specialist will work with Makerere University Gender Studies Faculty to develop a Gender Strategy to ensure gender is addressed comprehensively in Component B on Market Linkages and Infrastructure.

**Gender-based violence:** Without exception, every man and woman interviewed (both in the PMU and implementers in the DFA) indicated that one of the critical issues in the region is gender-based violence (GBV). The issue of GBV is multi-faceted and tied to income generation, benefit-sharing, and climate vulnerability and resilience. One interviewee said that, “GBV is less during the agricultural season as women’s labour is needed. However, once post-harvest season arrives, there is an increase in GBV due to men wanting the money earned to spend as they like.” One also stated, “There is a link between low production and GBV; anyone who is vulnerable will be more vulnerable to climate change.” Interviewees noted it is common for men (and sometimes women) to spend money on alcohol, which often leads to conflict.<sup>31</sup>

Some of the commonly held norms, attitudes, and behaviours around GBV in the project area are reflected in some of the discussions. There is stigma around discussing GBV in communities and an unwillingness to shame a relative (e.g. spouse). As one interviewee noted, “GBV is [considered] a bedroom issue,” inferring it is not for public discussion. One interviewee working at the community level highlighted some of the beliefs and attitudes she has heard from women with whom she works, including, “My mother was raised like that” (i.e. women who are not economically empowered and suffer GBV) and “It is his [the husband’s] right to have you. You can be beaten.”

**It is promising that a Gender Strategy for Component B is under development. However, this could present broader opportunities to think about what role a Gender Action Plan/Strategy can play as part of a broader process of transforming the institutional structures and systems that underpin gender inequalities and women’s lack of voice and empowerment.**

For example, the challenges of GBV are being addressed in some activities in PRELNOR, under Component 1 using the Gender Action Learning Systems (GALS) through farmers groups and community-based dialogues (CBDs), and also under household mentoring with vulnerable households. GALS is used to change [harmful] social norms and relations, using approaches similar to couples or household counselling. The issue of GBV and what to do about it is included in project training manuals including the PRA manual which was used to guide the recent CBF PRA training in Pader, and the project has already begun the awareness-raising process on this issue. For example, one of the Community Development Officers (CDO) from Awere Sub-county, Pader District Local Government was conducting a GBV session for the Community Development Facilitators as part of the PRA training underway to help identify beneficiaries.

As noted, a more comprehensive Gender Action Plan/Strategy could provide a stronger platform by providing scope for specific gender action goals and objectives to be developed, and to provide the framework for funding to support these goals and objectives.

### Gender Training/Capacity Building

The project also works within government structures, which include gender focal points, which are typically Community Development Department staff, and with Household Mentors and District Farmers Associations (DFA).

The project design indicates that 50% fifty percent of the CD Facilitators and HH Mentors should be women and forty percent of the members in Farmer Groups must be women.

Some respondents felt that capacity to incorporate gender is currently lacking on the part of local implementers

<sup>31</sup> One interviewee noted that Gulu District has just passed an alcohol ordinance limiting drinking hours. The same interviewee noted that the [Gulu Women’s Resource Centre](#) supports women experiencing GBV.

Key Findings and Recommendations
<p>(some of whom equate ‘gender’ to ‘women’).</p> <p><b>It is promising that an approach to training project implementers at various levels is planned. It will be important to assess how participants in this training apply and learn from their experience over time.</b></p> <p>The CD Specialist will conduct training for the District Farmers Associations (DFA) on the gender strategy once it is developed, estimated to be July 2017.</p> <p>These trainings will cover areas such as governance, leadership and group dynamics, visioning, GALS, business action planning, basic financial literacy, record keeping, and savings mobilization.</p> <p><b>As noted above, it is also important to address gender training and capacity building for PMU staff.</b></p>
Gender Monitoring, Evaluation, Learning and Accountability
<p>The M&amp;E Results Framework has numerous indicators that are gender sensitive.</p> <p>PRELNOR will also use IFAD’s impact assessment tool, the WEIA (Women’s Empowerment in Agriculture Index), in data collection during the baseline exercise planned for January 2017, as well as the mid-term and completion assessments.</p> <p>Once all Community Based Facilitators (CBFs) and household mentors - “the eyes and ears of the community” - are trained, they will conduct household and group baselines against which change can also be monitored. The project will choose some households and groups to do more detailed case studies and will collect information on changes in practices (adoption) re: new technologies (cook stoves, seeds, etc.). The CBFs and household mentors will interact with farmer groups on an almost weekly basis to provide feedback. They will also hold review meetings to review progress.</p> <p><b>It will be important to PRELNOR, as well as a learning opportunity for other ASAP-supported projects, to reflect on the experience of implementing this M&amp;E plan.</b> One area of interest for collective learning will be to understand more about women’s and men’s experience with regards to their participation in the project and the responsive of the project to their gender needs and realities.</p> <p>The CD Specialist also indicates that GALS also be useful for tracking gender relations along the Value Chains of the four crops – rice, beans, cassava, and maize.</p>
Developing the Organisational Enablers and Institutional Environment for Gender Equality and Women’s Empowerment
<p>This gender assessment and learning review indicate that the PMU and local government are committed to addressing gender inequality and, in particular, in seeing GALS succeed as they have seen what it can do elsewhere under other IFAD-funded efforts. GALS seems to have “caught on” around Uganda and many people are aware of it.</p> <p>This context creates significant opportunities to go further with actions to develop the institutional and enabling environment for Gender Equality and Women’s Empowerment. In addition to the recommendations above, some areas of focus noted during this assessment are:</p> <p><b>Assess the working environment to make it more conducive to addressing commitments to gender equality.</b> Addressing gender dynamics should happen at an organizational as well as programming level. This could include reviewing scopes of work/terms of references for staff and implementers to ensure they consider gender dynamics in their work – along with accountability/performance mechanisms. It may also mean assessing mobility issues for women and men to see if there are different needs in the project areas (e.g. motorcycle size was mentioned).</p> <p><b>Build on PRELNOR’s gender experiences to influence policy.</b> There is merit in leveraging the experience of PRELNOR to further influence policy and support out-scaling of gender approaches (including GALS) in agriculture and climate adaptation efforts. The University of Makerere could help advise on a platform for knowledge sharing. It is also worth exploring a partnership with them and/or other national/global research bodies to undertake a policy-oriented study to: i.) assess the role of approaches like GALS and HH methodologies in strengthening resilience to climate change of</p>

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households and rural livelihoods; and ii.) explore the links between GBV and climate resilience to inform national efforts focused on ending gender based violence, national climate adaption plans, etc.
Translating Design into Implementation
<p>There are a number of ways in which the initial start-up of PRELNOR is promising in terms of translating design into implementation. Many of these are mentioned above. In particular, PRELNOR's Livelihoods Component, by incorporating GALS methodology in community based dialogues with farmers' groups and in household mentoring with vulnerable households, provides tools and facilitated dialogues that can create spaces for women and men to reflect on rigid gender norms about what someone is "allowed or supposed to" do based on their gender (e.g. cooking, childcare, fetching water, cleaning the household, marketing, etc.). GALS helps women and men identify and share their aspirations, dreams, and develop a concrete plan at the household level for moving forward. The approach has been shown to transform relations in households with benefits such as greater income and benefits accruing to the household; reduced incidence of violence; decreased use of money to buy alcohol; and understanding and sharing of labour demands.</p> <p><b>Document GALS and other gender impacts through case stories.</b> This could be through radio stories, videos, posters, and other means to broaden awareness-raising. As one interviewee noted, "Transforming mindsets is a process. It is perhaps difficult to change mindsets in the space of five or six years of a project life." However, using the experiences in a broader awareness campaign can help create the environment for change.</p>
Moving from Participation towards Impact
<p>The design and inception of PRELNOR is promising in terms of the plans in place to build capacities and M&amp;E systems that engage with changing gender relations and structures that perpetuate gender inequalities, and going beyond targeting of women as well as men for certain project activities. It will be important for all stakeholders to reflect on, monitor and learn from this process of moving into implementation of these plans.</p> <p>There continue to be opportunities to deepen this commitment to social change, as highlighted in this recommendation.</p> <p><b>Strengthen collaboration with organizations working with youth (including those working with youth experiencing trauma).</b> Because of the long incursion in the region, many people lost their livelihoods and youth also lost opportunities to learn about farming. Key informants indicated that many young men in particular now like to earn "quick money" (e.g. by driving boda bodas in urban areas) and are at risk of making poor financial/business decisions. It is important to demonstrate the benefits of working and investing in longer term investments in agriculture (e.g. SMEs, value addition, developing/growing value chains, and identifying niche markets). Facilitated youth dialogues under GALS can provide a way for young men and women to participate in long-term visioning and planning with their communities to identify and pursue feasible agricultural opportunities as well as identify the gender-differentiated structural and relational (power) challenges that may inhibit them (and that PRELNOR could help address through advocacy/policy work).</p>

## Vietnam

Key Findings and Recommendations
<p>AMD is in its 3<sup>rd</sup> year of implementation. The IFAD supervision mission completed in April of 2016 noted that spending in both provinces was insufficient, falling between 6-8% of total approved project costs. This supervision mission rates the project progress as moderately satisfactory overall (4), and gives the gender focus the same score (4 = partial gender-mainstreaming). The supervision report states that the project <i>'urgently needs to move from preparatory phase to full scale implementation phase'</i> and that <i>'failing to achieve significant progress in 2016 will result in downward shift in project assessment at the MTR.'</i> This implementation gap is attributed to management performance resulting in low disbursement rates; lack of proper human resources and delegation of work at the PCU; and lack of qualified technical assistance to assist the project in implementation management.</p> <p>This gender assessment and learning review confirmed that these general gaps in implementation are also reflected in the translation of gender-mainstreaming components from design to practice. Addressing the gender-related recommendations of the IFAD supervision mission of 2016, along with the recommendations presented here could substantially strengthen the project's overall capacity to contribute to women's empowerment and gender equality in climate change adaptation.</p>
Gender and Power Analysis
<p><b>AMD had not undertaken a comprehensive gender analysis by November 2016.</b> Although, for example, the AMD design documents specify that Community-based Adaptation (CBA) and Community Based Disaster Risk Management (CBDRM) planning undertaken during SEDP planning processes would include <i>gender and power analyses</i>, and Participatory Scenario Development (PSD) <i>would develop an understanding of gender, relations, norms and inequities</i>, documentation of these processes were not readily available upon request. Additionally, though sub-components that focus on agricultural CCA models are intended to be gender sensitive, no analysis could be shared that reflects the disparate impacts of climate change by gender or the specific needs to meet these challenges.</p> <p><b>Undertake gender-sensitive climate change vulnerability and capacity assessments (CVCA).</b> These are critical to inform and develop gender-sensitive activities for both Components 1 and 2.</p> <p>The AMD design document notes the experience of NGOs in climate change adaptation, women's empowerment and gender-sensitive approaches. This includes CARE's Community Based Adaptation approach and CVCA process. Further building partnerships with NGOs in Vietnam and with respective global teams could be a practical way to move forward to ensure robust gender analysis begins to inform effective implementation of CBA and CBDRM.</p> <p>See for example, CARE in Vietnam's Learning Series on Gender Equality, Social Protection and Climate Change: <a href="http://careclimatechange.org/tool-kits/care-vietnam-learning-series/">http://careclimatechange.org/tool-kits/care-vietnam-learning-series/</a></p>
Gender Focal Point/Gender Staff Capacities
<p><b>The AMD project suffers from gaps in technical staffing for gender-mainstreaming as well as a gap in implementers' understanding of gender objectives and how to achieve them.</b></p> <p>While Ben Tre has a gender officer, Tra Vinh does not have a dedicated gender advisor. This role has fallen to the M&amp;E officer who has limited training and experience in integrating gender analysis and findings into projects.</p> <p>Given that the gender targets and outcomes being measured in the project are limited to the promotion of parity or a target level of participation of women and men in activities, it is somewhat understandable that the task of gender-mainstreaming has been given to the M&amp;E advisor in Tra Vinh. The M&amp;E officer is open to learning more about gender and welcomes external support to help him conduct gender analysis for the project and integrate findings to adapt programme processes.</p> <p><b>Ensure adequate staffing and budget is allocated in 2017 in order to train all AMD staff and programme implementers on the Gender-mainstreaming Implementation Guide/Manual as well as begin utilizing this guidance in analyses, activities and programme M&amp;E (both provinces).</b> If the current gap in technical knowledge and staffing for gender-mainstreaming among AMD staff remains unfilled, it is unlikely that progress in gender-mainstreaming will</p>

Key Findings and Recommendations
<p>be made.</p> <p>As indicated above, CARE Vietnam’s experience in gender equality and empowerment and climate change adaptation – linked to CARE’s expertise globally – combined with their experience working with commune level SEDP planning in Vietnam, could be an excellent resource for training of AMD staff, implementing partners and participant groups at various levels of the project in gender-mainstreaming as per the guidelines planning document.</p>
Gender Action Plan/Strategy
<p><b>AMD does not have an overarching gender action plan or strategy.</b> The IFAD Supervision Missions of 2015 and 2016 highlighted the pending need to develop gender-mainstreaming guide/manual, and to promote the capacity of project staff and partners to apply this.</p> <p>Tra Vinh has made progress since the April 2016 supervision mission, completing gender-mainstreaming Guide in line with the Supervision Mission 2015 recommendation. This manual is adapted from a similar guide developed in Ben Tre earlier on in the project cycle, taking a specific perspective on ensuring gender-mainstreaming for Khmer minority communities.</p> <p><b>The use of the Gender-mainstreaming Implementation Guide/Manual (or development of an overarching gender action plan/strategy) requires an investment in core capacity (at least a gender focal point) and a funded plan of action and capacity development.</b></p> <p>It is essential to allocate staff and budget to rolling the Gender-mainstreaming Implementation Guide/Manual out to all implementers and programme staff and to set goals and targets for undertaking the specific analysis and programme processes the manual lays out.</p>
Gender Training/Capacity Building
<p><b>Whilst the Gender-mainstreaming Implementation Guide/Manual has been developed in Ben Tre and Tra Vinh, it is yet to be rolled out to implementers and integrated into project.</b></p> <p>While this manual and concepts have been introduced to AMD programme staff in district and commune levels, this has not been followed by adequate capacity building to staff or key implementing partners. For example, the Women’s Union has not been included in this process.</p> <p><b>As indicated above, it is critical to ensure adequate staffing and budget is allocated in 2017 in order to train programme implementers as well as AMD staff on the gender implementation Guide.</b></p> <p>This training should be linked with activities to monitor and learn from the utilization of this guidance in analyses, activities and programme M&amp;E (both provinces).</p>
Gender Monitoring, Evaluation, Learning and Accountability
<p><b>Success in gender-mainstreaming, equality and empowerment is perceived by staff as being primarily based on having adequate participation in programme activities.</b> The documentation of women’s participation in activities remains the dominant mechanism used to monitor and evaluate the programme’s responsiveness to gender-mainstreaming. Without M&amp;E efforts that go beyond this, the project lacks accountability for outcomes and impacts related to gender equality.</p> <p><b>All reporting/evaluations should go beyond collecting disaggregated data on participation and encompass a broader understanding of gender impacts.</b> The gender implementation guidelines instruct the project to answer gender specific questions throughout implementation stages. However, collecting and reporting on this information is not required by the M&amp;E guidelines.</p> <p>If not integrated into the M&amp;E framework, there remains no accountability to gather outcome or impact data on gender equality and women’s empowerment. This may be improved by ensuring M&amp;E processes report on progress towards each of IFADs 3 Strategic Objectives for gender-mainstreaming. Given the stage of implementation, a focus on qualitative data such as case studies and stories of most significant change is recommended. This provides the opportunity to learn about how women and men are accessing and experiencing the project and the opportunities</p>



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and benefits it is creating. This could be an important focus for the MTR.
Developing the Organisational Enablers and Institutional Environment for Gender Equality and Women's Empowerment
<p>The institutional and enabling environment is critical for shaping the direction and progress on gender equality and women's empowerment in projects and in wider society.</p> <p>This gender assessment and learning review made a number of observations related to the institutional context and enabling environment for the AMD which if addressed could contribute to promoting a gender-sensitive comprehensive agriculture sector climate change adaptation management framework.</p> <p><b>The AMD programme is already in its third year, with no plans for hiring staff with a mandate and technical capacity to take forward the key elements of gender-mainstreaming discussed above.</b> It is therefore hard to be confident that progress in gender-mainstreaming will be made unless programme-level leadership and oversight provides the institutional framework and investment that is conducive to promoting gender equality and women's empowerment in adaptation for agriculture. Modelling good practice for such leadership and oversight will be important for future projects and investments.</p> <p><b>The institutional and enabling environment for the AMD programme is one of social norms, values and practices that may be contradictory for the promotion of gender equality and women's empowerment, but which could be explored through empowering dialogues and activities in the programme. There are two related aspects to this which could be explored and addressed in the programme:</b></p> <p><b>1. The example of the group-based methodology for Savings and Credit Groups (SCGs):</b></p> <p>The Women's Union is a lead implementer under the AMD, providing resources through the Women's Development/Support Fund (WD/SF) linked to Savings and Credit Groups (SCGs). These groups are intended to empower women economically. However, aspects of these meetings may reinforce gender stereotypes that, for example, increase women's time- and work-burden rather than opening dialogue and exploration around time-use between men and women.</p> <p>Participants in the WD/SF loan programme are required to attend monthly SCG meetings. The discussions within this meetings are intended to increase confidence, promote exchange of experiences and information sharing. The core messages of these meetings are based in the "The "5-No, 3-Clean Family Construction" movement which was launched nationwide by the Vietnam Women's Union in 2010 in order to mobilize and guide women in building the rural areas. The 5 "Nos" are: no poverty, no law violence, no social evil, no gender-based violence, not giving birth to the third child, not having malnutrition and out-of-school children. The 3 Cleans include: clean house, clean kitchen and clean road. Whilst participation in these meetings may increase women's agency and economic empowerment through access to information sharing and to loans, aspects of the discussion may be increasing the pressures on women's time with regard to expectations related to the 3 Cleans.</p> <p><b>The opportunity is to continue to prioritize the Women's Union and SCG meetings as platforms to share the project's implementation guidelines, but to develop and expand the methodology for the SCG meetings to include dialogue that supports both women's empowerment and voice and engages men as agents of gender equality.</b> The gap in mainstreaming gender knowledge and training across the programme may be due, in part, to a formal or informal understanding that the Women's Union has the mandate for women's development at the commune level - with the assumption that they have the necessary tools. There are opportunities in SCG meetings for gender transformative conversations, though it will be necessary for the Women's Union to integrate the project's gender Guide into their current education platform – impacting structural factors that mediate gender messages in the country.</p> <p><b>2. The expectations, experience and approach of programme staff and implementers:</b></p> <p>Staff and implementers consider household-level decision-making processes to be equitable and beyond the scope of the project. Even though women's roles in the household and community are discussed significantly during the SCG</p>



meetings (see above), household decision-making, workload balance and benefit-sharing was regarded by project implementers, including WDSF implementers, as being beyond the scope of the AMD project.

*“AMD project can not interfere in these household processes; this is beyond the scope of the programme.” (AMD Implementer Tra Vinh)*

The attitudes, norms and values of project staff and implementers shape fundamentally shape projects. In AMD, project managers and implementing staff seem content that women have an adequate level of empowerment and equality, stating that women have mobility in public spaces and no explicit barriers to having control over resources or making decisions. When discussing household decision making processes for utilizing productive assets, capital and whether to participate in the AMD programme, nearly all those interviewed stated that this process is based on the dynamics in the household and that, most often, decisions are made as a household system rather than independently.

*‘When men participate in the CCA fund and are given options - for example, to engage in chicken raising or peanut farming - men often answer that before making the final choice they need to discuss with their wife.’ (AMD project staff)*

*“The South is different than the North – our own staff for example, some husbands take the children to school, some pick up children from school...In the south, women have a really strong voice.... Men here are quite respectful of women – it is quite equal.”*

**The opportunity is to integrate training and dialogue with project staff and implementers that proactively enables them to share and understand their individual experiences and perspectives with regard to gender equality and women’s empowerment and gender relations in society. This kind of training and dialogue can be critical to creating the institutional and operational context for implementing teams that enables them to be more gender-sensitive in their work.**

#### Translating Design into Implementation

The findings and recommendations above indicate that there are, and will continue to be, challenges in both deepening the commitment to gender equality and women’s empowerment in the design document and in translating design into implementation. Specific additional observations on opportunities include:

- **AMD staff should expand the Climate Change Adaptation (CCA) fund models to leverage synergies in farm systems and elements.** Creating beneficial relationships in farm systems can support women in saving time and resources by improving on farm fertility management and waste cycling. Promising practices include increasing diversity of perennial tree plantings and creating links in waste and feed between aquaculture, agriculture and animal raising systems. These same solutions to resource and time management also hold promise to building resilience to climate shocks (short-term) and change (long-term). In addition to improving knowledge around integrated farm systems, CCA fund should continue to identify low-cost technologies and infrastructure projects that smallholder farmers can leverage to capture and save water to mitigate salinity issues.
- **Economic empowerment through SCG loans for small enterprises should strive for impacts beyond the provision of capital and participation.** In addition to expanding livelihoods opportunities, activities work could be leveraged to empower women to increase their benefits along various value chains and by improving business skills and capacity for negotiations with intermediaries and employers who purchase products or women’s labour/time.

### Moving from Participation towards Impact

As with other ASAP projects, AMD has a strong focus on achieving targets for the participation of women. The 2016 IFAD Supervision Mission notes under 'gender focus' (p.15) that the '*Gender focus is adopted by the project in both provinces through the target of 50% women participation in project activities*'.

This gender assessment and learning assessment indicates that there are a number of practical ways in which AMD is promoting women's participation in project activities and processes:

- **In implementation, the project is making allowances for differences in women and men's time-use and roles.** For example, agricultural models/activities are being chosen that will not increase women's time burden or take time away from household duties.
- **AMD is generating an impact in improving time-work burden of women through Climate Change Adaptation (CCA) fund activities.** For example, investments in irrigation technologies have enabled women who were spending half a day irrigating their fields to complete the task in 15 minutes.
- **AMD has enabled gender equity through facilitating women's participation in SEDP planning processes.** AMD staff stated that, prior to the project, commune SEDP planning processes were developed according to instructions from the district level and were primarily a top-down process in which women rarely participated. The project changed the methods of developing these plans by soliciting voices from the community and utilizing participatory processes. The project management board requires women to participate in community activities and, thus, set a target of 30% participation by women to ensure women's voices were being incorporated into the SEDP process.

However, it is critical to better understand the nature of participation, and the different costs and benefits that women and men experience from participation in planning processes and project activities. Practical options to respond to the different needs of women and men take place within the constraints of existing gender roles and may not support change in gender relations and therefore gender equality.

For example, there are two perspectives on the data on participation in the SEDP planning processes. One the one hand, in the past 2 years of the project, 1354 people including 587 women (43%) participated in 50 planning meetings and 60 workshops. In order to improve women's participation in meetings, adjustments were made to overcome identified barriers including the timing and duration of meetings. To meet women's needs with regard to household and childcare duties, meetings are usually organized at noon time, from 11-12pm, after women finish cooking and taking children to school. On the other hand, some AMD staff and implementers from the Women's Union mentioned that women's participation in their meetings and other community meetings has never been an issue as women often attend for households while men are further from home seeking work – 'the nature of the offerings makes women interested and there has not been any overarching barrier to women participating in order to achieve our target.'

**It will be important – through the MTR, case studies and most significant change approaches as indicated above – to understand what shapes women and men's participation in meetings and processes, as well as to explore ways to address critical differences in time-work burden. The apparent ease of achieving the participation targets (30% in SEDP meetings, for example) may mean that there is less of a motivation to understand who is not able to participate and what can be done to support their participation, the extent to which this participation is creating real spaces for women's and men's voices, and what benefits women and men gain from participation.**

## Bangladesh

Key Findings and Recommendations
<p>The <a href="#">Climate Adaptation and Livelihood Protection Sub-Project (CALIP)</a> is in its second year of implementation as a sub-project to the <a href="#">Haor Infrastructure and Livelihoods Project (HILIP)</a>. The 2016 Mid-term Review (MTR) as well as the IFAD supervision mission in May 2015 - which addresses HILIP/CALIP - both considered the gender focus in the programme to be <b>‘highly satisfactory’ (6)</b>. This represents improvement from the pre-CALIP supervision mission of 2014 when the HILIP programme was rated as <b>‘satisfactory’ (5)</b>.</p> <p>This gender assessment and learning review – which was conducted remotely – points to many positive contributions of CALIP (building on HILIP) to gender-mainstreaming. But as noted in the MTR, there is much room for improvement in the programme. A significant challenge is the limited progress made in implementing multiple CALIP activities under Component 2, dealing with infrastructure. Little progress has been made in model village development, beel bank protection and killa protection. The MTR found that the failure in progress is due primarily to “difficulties in identifying potential sites for interventions, the complexity of negotiating with the villagers in finalizing the land demarcation, unavailability of Khas land for implementation of model village &amp; killas etc.”</p>
Gender and Power Analysis
<p>CALIP – both independently, and as a function of work done through HILIP - has integrated gender analysis into both programme design and implementation. In depth analysis on the distinct impacts of climate shocks on women, the elderly and youth undertaken in the 2013 <i>Environment and Climate Change Assessment</i> highlights the differentiated impacts that flooding and afals have on the women’s sense of security and their livelihoods.</p> <p>Additionally, gender analysis was undertaken in the <i>Poverty, Targeting and Gender</i> review which clearly articulates the factors that disadvantage women both in society and in the household, and contribute to poverty and vulnerability due to social, cultural and economic factors.</p> <p>At the same time, CALIP directly addresses some of the challenges women face through: a) reduction in vulnerability by enhancing village protection using improved design and locally available cost-effective materials (component 2); b) diversification of livelihood options adopting a market-based approach and engagement in non-farm activities (component 4).</p> <p><b>Bring gender and climate change to the forefront:</b> While the programme has been successful in linking gender analysis to gender-specific climate vulnerabilities through on the ground activities, little is discussed in the primary CALIP literature emphasizing the gendered impacts of climate change.</p> <p>There is also a gap in the supervision documents and public material which presents the depth of this work- more could be done to emphasize the work on addressing gender differentials in climate change vulnerabilities and adaptive capacities.</p> <p><b>Consider undertaking a reflection workshop (e.g. to explore a theory of change for GEWW):</b> This could support CALIP staff, partners and project participants to work with nuances of the study findings that are not well articulated in the design document to the extent that a clear, logical linkage is made between CALIP objectives and activities, the findings on women’s challenges and needs, and the intention for impact on GEWE.</p>
Gender Focal Point/Gender Staff Capacities
<p>While the CALIP project has contracted gender advisors at the country level throughout design and implementation, these contracts have been inconsistent. This results in less time allocated to technical assistance and programme management related to gender-mainstreaming, as well as limits the ability to adapt implementation and management in line with gender-related issues that may arise.</p> <p>It seems likely that this gap in core gender staffing has been a factor in a number of delays in taking forward gender-mainstreaming activities, as noted in the interviews for this assessment and the 2016 MTR. Five workshops on gender and climate change were planned for 2015-2016, as were studies on gender-mainstreaming and gender and climate adaptation, which had yet to be completed at the time of this assessment.</p>

Key Findings and Recommendations
<p>The MTR recommended engagement from the gender specialist to ensure delivery in these activities though at the time of this assessment, a gender advisor/specialist was not currently contracted. The indications are that the programme has benefitted greatly from a gender advisor during the contracting periods as well as from the inclusion of gender specialists on supervision missions and MTR teams.</p> <p><b>Ensure consistency of gender advisor position:</b> Numerous recommendations highlighted in the MTR could be carried forward by a dedicated gender advisor whose contract supports continuity in engagement with the many programme processes which both involve women and are designed to improve their empowerment, equity and resilience to climate change.</p> <p>Without a dedicated gender advisor, it will be challenging to ensure adaptive management in response to delays and ongoing challenges arising in programme activities.</p>
Gender Action Plan/Strategy
<p>CALIP activity implementation is guided by gender-mainstreaming documents and gender action plans, both specific to CALIP, as well as those developed for HILIP which are to be applied through all programme components. While the gender action plan documentation for CALIP is largely focused on targets for women's participation in various activities, both HILIP and CALIP gender-mainstreaming documents articulate the meaningful impacts in empowerment and equity that are the purpose of such inclusion. The HILIP mainstreaming document specifies the importance of changing gender relations through women's involvement in economic and social activities, improving women's rights and control over resources and improving women's leadership opportunities, labour divisions and participation in decision making both at the community and household levels.</p> <p><b>Ensure the sustained capacity to take forward the gender action plans and gender-mainstreaming:</b> It is promising that these are in place, and that there is consideration of the importance of impacting empowerment and equity as well as women's participation. But practical challenges, like lack of a gender specialist, need to be addressed.</p>
Gender Training/Capacity Building
<p>A number of trainings on gender-mainstreaming have been conducted, including with the Local Government Engineering Department.</p> <p>The nature of the remote review made it challenging to confirm the degree of progress in these activities though the success in mainstreaming will certainly depend on continued progress in implementation the infrastructure component and successful modifications to the livelihoods component as recommended in the MTR.</p> <p><b>Ensure that training and capacity-building activities indicated in the gender action plan continue to be implemented:</b> As noted above, gaps in contracting of a gender specialist appear to lead to delays in key elements of the gender action plan/gender-mainstreaming.</p>
Gender Monitoring, Evaluation, Learning and Accountability
<p>CALIP and HILIP gender-mainstreaming documents, workshops and trainings all include emphasis on changing gender relations in households to improve the burdens placed on women's time and labour as well as increase their access to and capacity to utilize household assets and resources (IFAD's SO3).</p> <p>Interviews and documentation described the pathway for such improvements at the household level as beginning with achievements in SO1, economic empowerment, and SO2, increased participation and leadership.</p> <p>Women's economic advancement and leadership roles have been documented in programme case studies. For example, one case study documents a group of women in a fisheries group who were elected to leadership positions which subsequently impacted their status at the household level. Another notes that some women LCS members were able to increase their incomes to the extent that it exceeded that of their husbands which, in turn, gave them more power to decide how the money was spent. The assumption is that when men see their wives empowered and succeeding, their potential contribution to success in the household is realized and they are then trusted with household decisions and resources.</p> <p><b>Ensure M&amp;E systems continue to capture impact across the breadth of articulated gender-mainstreaming objectives.</b> At a minimum these goals of the well-articulated gender-mainstreaming agenda should be analyzed from</p>

Key Findings and Recommendations
<p>a qualitative perspective in future case studies as they represent a solid commitment to moving beyond equating mainstreaming with equal programme participation and directly addressing IFAD's SO2 and SO3 which other ASAP programmes are finding more challenging (see Vietnam and Cambodia).</p> <p>It was not clear in this assessment whether CALIP's M&amp;E and knowledge management systems are also designed to capture examples of success and to measure some of the indicators in the mainstreaming document such as: increase in ownership and control over assets, increased opportunity to participate in decision-making and increased community support to own assets. This should be addressed if it is not the case.</p>
Developing the Organizational Enablers and Institutional Environment for Gender Equality and Women's Empowerment
<p>Gender considerations appear to have been embedded throughout the programme – from analysis on women's specific socio-cultural vulnerabilities and their specific needs related to climate shocks, to the activities which respond to these needs, and case studies which have documented impacts. The development of gender action plans, gender-mainstreaming guidance and completion of and further plans for gender workshops confirm the commitment of project management and implementers to gender objectives that reach beyond mere participation and include more transformative intentions. This is especially significant given the potential for a lead agency such as the Local Government Engineering Department to be potentially resistant to gender-mainstreaming.</p> <p><b>CALIP/HILIP could consider a participatory reflection and learning exercise with staff, implementers and project participants to assess, validate and strengthen progress in gender-mainstreaming.</b> This could be of value, if well-documented, to other ASAP-supported projects.</p>
Translating Design into Implementation
<p>There are a number of practical ways in which CALIP provides women with equal opportunity to participate in, and benefit from economic empowerment opportunities, critical to SO1 of IFAD's policy on gender equality. Examples include:</p> <p><b>Livelihood diversification through vocational training.</b> The impact of flooding on people's lives and livelihoods is significant in this region of Bangladesh. Agricultural activities are only possible for short periods. Two crops of rice are possible if people are fortunate, but loss of the second crop is common with early flooding which is probable with future climate uncertainties. Livelihoods diversification is thus essential.</p> <p>CALIP is addressing the needs for income diversification in multiple ways through component 4 of the programme with two activities providing <i>advanced improved products training and vocational training courses</i>. While the MTR reports that CALIP activities are substantially complementing year-round income, the current offerings for vocational trainings are heavily biased toward what are considered male vocations, leading a lower percentage of women beneficiaries (28%). The primary vocational training available for women is tailoring while others - mobile phone and computer repair, diesel engine pump repair and refrigerator repairing, welding, house wiring, plumbing, carpentry, motor cycle repairing and driving- are all focused on typically male vocations.</p> <p><b>Opportunities to participate in, and benefit from economic opportunities arising from the infrastructure component (2) of CALIP.</b> However, as noted above, there are delays in this component, some of which are due complex dynamics related to availability of land, difficulty obtaining materials, challenges in negotiations. These could lead to the failure of this component in the course of the project, which then impacts the opportunities available, and potentially the sustainability of the Labour Contracting Societies through which women are finding economic empowerment (SO1) and opportunities for leadership and participation in community structures (SO2).</p> <p><b>Identify and Improve availability of appropriate vocational trainings for women.</b> Current agreements with institutions providing vocational courses are inadequate in their offerings to women. Implementers working in component 4 should undertake an assessment to determine vocational needs of women, taking into consideration the findings on social, cultural and economic vulnerability profile of women discussed in the Gender and Targeting Assessment. Potentially additional implementing agencies should be sought out.</p>

Key Findings and Recommendations
<p>Interviews and documentation also noted that, though CALIP is providing training, the project does not provide seed money or ongoing business support e.g. strengthening links to markets. Training, for example, in pond fisheries and village forestry work, will results in economic opportunities. Project participants may need more support in the project to understand the opportunities and engage with markets.</p> <p><b>Improve adaptive management of infrastructure programmes.</b> Attempts should be made to shift infrastructure priorities to ensure LCS can be engaged throughout the programme despite delays and future adaptations in design should be assessed for feasibility, making note of various risks to the success of the activities prior to undertaking.</p>
Moving from Participation towards Impact
<p>The highly satisfactory ranking given to the CALIP/HILIP programme confirms the project is addressing all three of IFAD's gender policy objectives. Both HILIP and CALIP sub-project encourage and target women's participation in programmes generally and leadership positions specifically, signifying a commitment to IFAD's SO2. Local organizations such as Common Interest Groups (CIGs) and Labour Contracting Societies (LCSs) whereby members seek and negotiate labour contracts on a community basis. These organizations offer women leadership roles which is a significant contribution of the programme to shifting gender norms around power and decision-making. The MTR notes that, as of April 2016, 43% of Labour Contracting Societies (LCS) members are women and women also make up 19% of Market Management Committees (MMC) leadership positions. Both membership and leadership empower women's voice in decision-making and negotiating their returns to investment of their time and labour.</p> <p>As indicated above, there are promising signs that in design and implementation CALIP understands that gender-mainstreaming is about processes of social and economic change, and requires more than ensuring that women are able to participate in project activities as well as men. This is an area of programme learning that would benefit from focused attention, perhaps through specific research and learning initiatives to explore questions of how and in what ways participation in project activities is leading to lasting change in the lives of women and men.</p>

## Mali

Key Findings and Recommendations
<p>The <a href="#">Fostering Agricultural Productivity Project – Financing from the Adaptation for Smallholder Agriculture Programme (PAPAM/ASAP) (2012 – 2017)</a> is complementary to PAPAM. Active since 2014, PAPAM/ASAP has focused on increasing the resilience of smallholders to climate change, with project activities including biogas system development, promotion of solar panels, development of community adaptation plans, protection of soils and valley margins, provision of agro-meteorological information to farmers, mapping of land cover and use by communes, and support to national policies.</p> <p>The IFAD Supervision Mission Report<sup>32</sup> of early 2016 gave PAPAM's gender focus a score of <b>4</b>, which is '<b>moderately satisfactory</b>' on the IFAD Gender Marker. This suggests that PAPAM/ASAP is making a partial contribution to addressing gender needs, and promoting GEWE, addressing two out of the three IFAD gender policy strategic objectives; that project management/implementers show partial commitment to GEWE; that operational measures and procedures are in place for some aspects of project implementation, with limited resources; and that project occasionally monitors and reports on gender differentiated participation and benefits.</p> <p>Given that PAPAM and PAPAM/ASAP come to a close in 2017, the reflections and recommendations from the remote gender assessment and learning review are unlikely to be addressed. However, they could inform future programming in Mali and other ASAP-supported projects.</p>
Gender and Power Analysis
<p><b>Gender Analysis</b> - PAPAM/ASAP has not undertaken a comprehensive gender analysis. The project document includes a basic gender analysis and a checklist on gender-sensitive design and implementation. Recent UNDP and IFAD publications highlight the earlier promise of PAPAM/ASAP to undertake stronger gender analyses through the use of "approaches to identify, document and understand differences in women's and men's knowledge, their respective vulnerabilities and their existing capacities for adaptation."<sup>33</sup> The only place this seems to have happened is in the May 2013 baseline study on biogas systems development,<sup>34</sup> which included a focus on women's perceptions about workloads and security issues related to the collection of fuelwood as well as with potential benefits from using biogas.</p> <p>Interviewees indicate that the project understands the link between gender dynamics, climate adaptation and resilience. This seems to be interpreted as recognizing that women and men are both vulnerable to the adverse effects of climate change and in ensuring that information and sensitization on climate adaptation activities are targeted to both women and men in project areas. This leads to a focus on ensuring women and men participate in trainings and meetings; developing communication tools in a way that "takes gender into account" according to one interviewee; and having project M&amp;E tools and software that "integrate the gender dimension."</p> <p><b>In future projects it is recommended that a robust approach is taken to gender and power analysis and that this addresses analysis of the gender dynamics of climate vulnerability and adaptive capacities.</b> This analysis, in the inception phase of a project, and informing the M&amp;E and learning system, are critical to designing interventions that are gender-sensitive.</p>
Gender Focal Point/Gender Staff Capacities
<p>Some interviewees indicated that PAPAM/ASAP has had limited capacity to integrate gender equality and women's empowerment. No gender training has been conducted for the project team and partners.</p> <p>In the absence of a gender focal point and gender-mainstreaming training, it is possible that there is a mix of ideas</p>

<sup>32</sup> IFAD. Projet d'accroissement de la productivité agricole (PAPAM). Rapport de supervision (Rapport principal et appendices), 15 February 2016.

<sup>33</sup> Nelson, Gayle. Gender responsive national communications toolkit. UNDP, 2015; Chakrabarti, Soma. The Gender Advantage: Women on the front line of climate change. IFAD, 2014.

<sup>34</sup> Agronomes et Veterinaires sans frontières (May 2013). Identifier et répertorier les bénéficiaires du projet de Biogaz Familial dans la Région Sikasso, cercle de Bougouni et dans la Région de Kayes, cercle de Kita. Rapport provisoire.

Key Findings and Recommendations
<p>and even misconceptions about what addressing GEWE really means.</p> <p><b>Future projects should include a gender specialist with the experience and mandate to guide a process of capacity development.</b></p> <p><b>Future projects should have a funded plan to develop and implement capacity strengthening for all project staff.</b> This should include a focus on capacity to analyze gender dynamics in terms of climate change vulnerabilities and adaptive capacities, and to use this to design and implement interventions that not only promote women's agency, but which can explore and address gender dynamics in relation to social relations and structures (e.g. discriminatory norms and practices). A capacity strengthening process could also include exchange visits to other similar projects in country or the region.</p>
Gender Action Plan/Strategy
<p>PAPAM/ASAP does not have a gender action plan/strategy. The gender specialist working with another IFAD-funded project in Mali, the <a href="#">Rural Youth Vocational Training Employment and Entrepreneurship Support (FIER)</a>, indicated that learning from FIER points to the importance of having a strong gender strategy.</p> <p><b>Future projects should be designed to develop, resource and implement a gender action plan/strategy.</b> Such an action plan would address the actions needed to truly mainstream gender into the project, encompassing some of the other recommendations made here related to staffing and capacity development.</p>
Gender Training/Capacity Building
<p>As indicated above, partners as well as staff have not participated in training in gender-mainstreaming. In addition, whilst interviewees indicated that most partners are part of the government system, and have the discretion to inform and sensitize local authorities and rural populations on the need for and benefits of gender-mainstreaming, it is not clear that this has occurred or what kind of information-sharing has been taking place.</p> <p><b>Future projects should plan for and fund activities to strengthen capacities to promote GEWE and gender-mainstreaming throughout the levels of the project.</b></p>
Gender Monitoring, Evaluation, Learning and Accountability
<p>The project's logframe includes a number of gender-sensitive indicators designed to measure changes in women's and men's climate resilience and changes in women's labour/time, the latter addressing IFAD's SO3. Against the project objective is an indicator that specifically focuses on strengthening women and men's climate resilience, <i>"At least 65,000 smallholders (men/women) directly increase their resilience to climate change."</i> In relation to household access to renewable resources, one of the indicators is <i>"4,000 household members (with distinction between men and women) benefit from bio-digesters in year 4,"</i> while another is <i>"90% of women benefit from reduced working hours."</i></p> <p>However, the project lacks gender-sensitive indicators that could help measure changes in women's economic empowerment (SO1) either as a direct or indirect result of the technologies and practices introduced, as well as indicators to demonstrate their decision-making power relative to men (SO2).</p> <p><b>Consider conducting a participatory learning review and evaluation of PAPAM/ASAP to deepen understanding about women's and men's access to, use of, and benefits from key interventions in the project.</b></p> <p>PAPAM/ASAP is one of a small number of ASAP-supported projects that has simultaneously addressed efforts to increase access to clean energy and the opportunities of clean technologies to positively impact women's time and labour burden (in line with SO3).</p> <p><b>Such an evaluation could support the identification of the different ways in which women and men access support for climate change adaptation (e.g. finance, information).</b> Understanding the different needs and ways in which women and men access and share these types of services and support can assist in the design of future projects<sup>35</sup>.</p>

<sup>35</sup> CCAFS is currently assessing its portfolio of initiatives to promote climate information services to understand how CIS can better reach and empower women.



Key Findings and Recommendations
<p><b>Developing the Organizational Enablers and Institutional Environment for Gender Equality and Women's Empowerment</b></p> <p>The limitations discussed above indicate that in future projects more consideration should be given to putting in place the organizational enablers that are critical for promoting GEWE within projects. This should be part of comprehensive gender action plan/strategy, and might benefit from reflections shared from the IFAD-supported <a href="#">Rural Youth Vocation Training, Employment and Entrepreneurship Support (FIER)</a> project.</p> <p>FIER has indicated that it is important to identify areas of resistance and barriers in a project to addressing gender inequality, whether this comes from project staff, partners, community leaders, community groups of other sources.</p> <p><b>Consideration should be given to training and experience-sharing processes with different groups of stakeholders in gender-mainstreaming projects to identify and explore challenges that people and teams face in regard to this area of focus.</b></p> <p>See for example, CARE's approach to promoting gender, equity and diversity: <a href="http://www.care.org/our-work/womens-empowerment/cares-gender-training-expertise-best-best/gender-equity-and-diversity">http://www.care.org/our-work/womens-empowerment/cares-gender-training-expertise-best-best/gender-equity-and-diversity</a></p>
<p><b>Translating Design into Implementation</b></p> <p>An October 2016 mission report indicated the project was facing slow implementation, attributed in part to weak capacity of the project implementation unit (PIU).<sup>36</sup> This affected the implementation of the Community Adaptation Plans (PCA) under Component 2. In this October 2016 report, the PCA was understood to be an “effective [approach to] building capacity and empowering villagers, including women”. It is indicated that the approach requires equal participation by men and women to ensure they both benefit from capacity building and involvement in decision-making.</p> <p>Because of delays, these plans will be difficult to implement given the remaining duration of the project, particularly given the seasonal nature of most of the priorities identified. Moreover, there is little detail about if/how the methodology addresses gender dimensions (e.g. inequitable gender/social relations, discriminatory norms, impact on community planning, women's voice and decision-making, gender-based violence).</p> <p><b>Future projects should ensure that not only are core approaches for community planning implemented early within the project, but that the methodologies for these are informed by existing experience and expertise in addressing both GEWE and gender equality and dynamics in climate change adaptation.</b></p> <p>Other ASAP-supported projects are benefiting from introducing household mentoring models based on GALS (PRELNOR, PROSUL, PASP) that aim to bring about change in household and community relations. A capacity strengthening process could also include exchange visits to other similar projects in country or the region. Partnerships with NGOs and other implementing organizations in Mali and the region could also support this. For example, CARE has extensive experience, including Mali, of promoting gender-sensitive <a href="#">Community Based Adaptation</a>, and applying CARE's Gender Equality and Women's Voice guidance to programming.</p>

<sup>36</sup> Radcliffe, D. October 2016. Report on a mission to Mali 25<sup>th</sup> September – 4<sup>th</sup> October 2016

### Moving from Participation towards Impact

According to one report, “gender aspects are only dealt with summarily” by the project.<sup>37</sup> Responses from e-mail questionnaires and interviewees also tend to support this.

However, Component 1 has sought to build women’s agency through promoting their participation in biogas and solar system training and use. One interviewee noted that from 2014-2015, PAPAM/ASAP piloted biogas production by installing 100 fixed and 55 mobile digesters connected to 50 photovoltaic solar kits in different villages to address household cooking and lighting needs. The pilot proved promising, with women and households both benefitting. The pilot has considerably reduced women’s dependence on firewood and expensive fossil fuels (charcoal) for cooking and lighting and reduced their time and labour involved in firewood collection and starting fires as well as reduced smoke inhalation. Women have used the time to engage in income-generating activities such as market gardening. Further, the slurry left over from converting manure to gas is used as fertilizer. It has been reported that the introduction of solar panels has also contributed to the strengthening of women’s agency through providing security through lighting and easing women’s household tasks.

**Future projects should continue to integrate interventions and opportunities that both promote women’s access to economic opportunities and to clean energy and technologies that reduce women’s time and labour-burden.** However, it will be important to support the design of these interventions and the monitoring and evaluation of their outcomes in sound, participatory analysis and evaluation with women and men. This reinforces the importance of gender and power and climate vulnerability and adaptation capacities assessment early in the project cycle.

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<sup>37</sup> Radcliffe, D. October 2016. Report on a mission to Mali 25<sup>th</sup> September – 4<sup>th</sup> October 2016.

## Mozambique

Key Findings and Recommendations
<p>The <a href="#">Pro-Poor Value Chain Development Project in the Maputo and Limpopo Corridors (PROSUL)</a> is a 7-year project, now in its 5<sup>th</sup> year of implementation.</p> <p>While the 2015 supervision mission gave PROSUL a gender focus rating of ‘satisfactory’ (5) the 2016 MTR rated the project as ‘moderately satisfactory’ (4), with areas of concern noted below.</p> <p>Given the high participation of women in all levels of horticulture and cassava value chains, the project has carved out a space within which women’s economic opportunity is the focus of much of the project. PROSUL has been successful in taking forward the gender based targeting strategy outlined in the design phase for both of these value chains and is making progress in empowering women to adapt to climate shocks through expanding access to irrigation and improved varieties.</p> <p>However, the MTR noted that some of the cultural norms and gender relations identified as underlying previous inequity and empowerment challenges have yet to be addressed by the project. More work is needed to understand what changes are taking place along the value chain, and whether these are empowering women to command better prices or take more permanent leadership and decision making roles within the business sphere.</p> <p>Women’s participation in the red meat value chain programming has been low. Barriers to empowerment in this sector, especially with respect to the cattle value chain were noted prior to implementation and these barriers have not yet been adequately addressed. In interviews, it was noted that women do not have power to control the benefits that come from the household’s cattle. Examples are cited of women needing to seek permission regarding sales decisions or prices from men who are working across the border, whilst the woman directly manages the cattle. The MTR also found no evidence that activities in support of small ruminants have been undertaken and emphasized the need to follow through on intensifying focus on small stock (goats, sheep etc.) for women which could empower them in the red meat value chains.</p> <p>The primary barrier to improving PROSUL’s gender marker score from moderately satisfactory (4) to satisfactory (5) or highly satisfactory (6) is the project’s current inadequacy in addressing IFAD’s gender policy SO3.</p>
Gender and Power Analysis
<p>PROSUL has undertaken numerous analyses through the design and implementation phases, some of which have included strong gender components. In particular, lead service providers for each of the three value chains undertook analysis which looked at participation and barriers to participation at multiple levels of each value chain. The horticulture gender analysis was especially detailed as gender differences were tracked across many different crops, not only with regards to production but also with respect to household decision-making, both for production and sale production and sale.</p> <p>Most notably, gender analysis was weak to non-existent in the primary study looking at climate change and the three value chains: <i>A Thematic Study on climate change and adaptation responses for horticulture, cassava and red meat value chains in southern Mozambique</i>. While the study briefly mentions the importance of ‘paying attention’ to gender, no analysis was undertaken to describe the differential impacts of the primary climate shocks (severe drought for example) on women and men in each value chain. Without such analysis, it is challenging to propose gender-specific climate resilient interventions in each value chain, likely resulting in the failure to recognize protection and livelihoods diversification challenges women face during climate shocks as noted in interviews and various other documents.</p> <p><b>Analyze the differential impacts of climate change on men and women for each value chain. This should be a gender-differentiated analysis of climate change vulnerabilities and adaptive capacities.</b></p> <p>This would address a gap in the value chain projects which attempt to address production risks posed by climate shocks, specifically drought, but fail to consider the broader social, cultural and economic systems women must navigate as they cope with climate stressors.</p>

Key Findings and Recommendations
<p>Production for income through the value chains should consider the gender specific vulnerabilities and opportunities for women outside of these value chains if the project hopes to build resilience of people and households, not just value chains. For example, without men in the household, women are forced to increase their mobility into spaces that pose more risk for GBV in order to care of their families. PROSUL should consider the protection risks faced by women in their households and communities, as men are forced to migrate further from home to secure their livelihoods.</p>
Gender Focal Point/Gender Staff Capacities
<p>PROSUL has a gender advisor, and as discussed below, training has been undertaken with project staff and service providers on various topics, such as ‘Gender and Microfinance in the Cassava Component’, and training in the GALS approach.</p>
Gender Action Plan/Strategy
<p>Gender action plans have been developed. However, the plans provided for this assessment revealed little difference in plans and targets across the 3 value chains and do not address barriers and set goals specific the needs faced by women in each unique value chain.</p> <p><b>PROSUL’s gender action plans for specific value chains should be re-visited, in the light of potential deeper gender and climate vulnerabilities and adaptive capacities assessment, and with a view to developing change pathways relevant to the specific gender and women’s empowerment challenges of each value chain.</b></p>
Gender Training/Capacity Building
<p>The GALS methodology has been incorporated to promote gender equality and gender-transformative approaches. The roll out of GALS has progressed with respect to reaching project implementers and lead service providers but has not yet reached small-holder farmers.</p> <p><b>Leverage (GALS) across all value chain components and extend to both implementer and smallholder farmers levels.</b> Expanding the current GALS work to the farmer level could help to overcome PROSUL’s current gap in addressing SO3 of IFADs gender objectives. The participatory nature of the method and its utility in addressing issues at multiple levels (individuals, households, communities) may be helpful in looking beyond GEWE specific to production and participation in the value chain, towards addressing equity and empowerment issues, related, for example, to the division of labour at the household level, decision-making in the red meat value chain, and expanding women’s experience in leadership roles.</p>
Gender Monitoring, Evaluation, Learning and Accountability
<p>PROSUL collects and analyses gender-disaggregated data.</p> <p>This assessment raises a number of questions that could be usefully explored by PROSUL to deepen understanding of the different ways in which women and men are participating in project activities and benefiting from them.</p> <p><b>The development of a research and learning component of PROSUL, intended to ask and address questions related to the project’s experience of promoting GEWE could be a useful investment for the final 2 years of the project.</b></p>
Developing the Organizational Enablers and Institutional Environment for Gender Equality and Women’s Empowerment
<p>Documentation from gender manuals as well as limited interviews with service providers emphasize that the project aims not only for women’s equal participation but for equity and empowerment. PROSUL has undertaken activities that constitute a proactive approach to developing the organizational enablers and institutional environment for GEWE. For example:</p> <ul style="list-style-type: none"> <li>• Initiatives to focus lead service providers on gender objectives and gender-mainstreaming throughout all project components. These include: requesting initial tenders from the lead service providers of value chain components to address gender in their sector analysis during the tender process; facilitating the development of multiple gender manuals and value chain specific gender action plans; and undertaking</li> </ul>

Key Findings and Recommendations
<p>numerous trainings on gender with programme implementers.</p> <ul style="list-style-type: none"> <li>Support to the Ministry of Agriculture to develop a Gender Strategy for the Agrarian Sector which is currently in the process of validation and approval by the Advisory Council of the Ministry of Agriculture and Food Security.</li> </ul>
Translating Design into Implementation
<p>The MTR, supervision missions and interviews all confirm that women are participating throughout project activities in all three value chains – this is substantiated by disaggregated monitoring data which show especially high involvement of women in the horticulture and cassava components. At the same time, while the numbers confirm that women are involved, they do little to describe how they are involved and at what stages of the project their participation has been engaged.</p> <p>For example, the 2016 CSPE report from Mozambique found that <i>“the selection of the value chains in PROSUL was made by a Reference Group composed of public and private stakeholders, based on a preliminary study, with no consultation with the concerned Farmers’ Organizations.”</i> The findings claim that there was little to no participation of beneficiaries in identifying the value chains which were selected for PROSUL.</p> <p>PROSUL could benefit from investigating more deeply barriers faced by women and vulnerable households, and developing interventions better tailored to address these. For example:</p> <ul style="list-style-type: none"> <li>Women face specific challenges in cattle value chains. The project could take direct steps to focus on smaller ruminants such as goats for women, which could increase the likelihood of the project promoting economic success for women in this component in the final 2 years of the project</li> <li>Even as agricultural and livestock activities may be strengthened through PROSUL, women and men may still need supplementary income of a portfolio of work to diversify their exposure to risks and smoothen income. Documentation and interviews suggest that men are involved in producing charcoal and taking seasonal jobs in red meat production areas. Women, however, are expected to stay closer to home to take care of households. This limits their livelihood diversification options. PROSUL should explore and facilitate solutions for supplementary income that may also assist more vulnerable women and smaller farmers, livestock owners to continue working in these value chains rather than drop out during extended periods of drought.</li> </ul>
Moving from Participation towards Impact
<p>PROSUL is actively enhancing GEWE by encouraging and facilitating women to participate and take active leadership roles in a number of rural institutions which serve the horticulture, cassava and red meat value chains including: water user associations (WUAs), Farmer Field Schools (FFS), Livestock Producer Organizations (LPOs) and Animal Health Agents (AHAs). Specifically, the MTR found that women constitute 21.7% of committee members within WUAs, 25% within FFS, and 45% within Multifunctional Borehole Management Commissions. The primary gap in women’s equal voice and influence in institutions relevant to PROSUL is the red meat value chain where women remain significantly underrepresented and face formidable cultural barriers to taking leadership at all levels of the cattle value chain. The PROSUL MTR mission emphasized that although women are participating and taking on leadership roles in all 3 value chains, the quality of this participation is unclear. Quality leadership may also be hindered by lack of leadership skills needed to optimally fulfill their roles/and duties.</p> <p>While PROSUL makes significant effort to empowering women economically and increasing their participation in and leadership of organizations, there is little evidence of the project attempting to specifically address SO3 by working to achieve more equitable balance of workloads.</p> <p>For example, though risks due to climate stress in the short-term and climate change over the long-term differ between the three value chain components, water access in times of drought is a cross-cutting issue which all farmers and livestock owners face.</p> <p>Documentation and interviews suggest that water issues do not impact women and men differently in these value chains. In the horticulture value chain, the challenge for PROSUL is to improve irrigation and growing practices to</p>

### Key Findings and Recommendations

ensure vegetables can be produced for market year-round. In the red-meat value chain, water access impacts fodder production and distance travelled and time utilized for watering animals. These are jobs undertaken by both men and women, as well as younger boys, depending on household demographic.

Water challenges due to drought do, however, differentially impact women in the time and effort spent undertaking their household duties. One often cited success of PROSUL related to gender and climate change is the creation of new multi-use boreholes which supply water to both animals and people in a hygienic way – ensuring improvements in the red meat value chain while also helping ease the time and labour burdens of women in the area. While this is indeed a positive impact, interviewers emphasized that fetching water is not a household duty that is shared but is a woman's responsibility. There was little reflection on the need to explore how this responsibility is shifting or not within the social-cultural context even though it is recognized as one of the most challenging time and labour burden for women and is being exacerbated by climate change impacts.

**As indicated above, investment in a research and learning initiative for PROSUL could help to deepen understanding of the ways in which women's time and labour challenges influence their participation and benefits from projects such as PROSUL and help to inform the design of future projects.**

## APPENDIX 6: KEY INFORMANTS AND FOCUS GROUPS INTERVIEWED

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### **Bangladesh - Phone/Skype Interviews and Email Discussions**

- Paxina Chileshe, IFAD Climate Change Specialist
- Rownok Jahan, Previous HILIP/CALIP Gender Advisor
- Sadequr Rahman Bhuiyan, Climate Change Specialist, Local Government Engineering Department, HILIP

### **Cambodia<sup>38</sup>**

#### **Phnom Penh**

- Mr. Hok Kimthorun, ASPIRE Secretariat Manager (M)
- Dr. Seng Mom, Vice Rector for International Cooperation, Royal University of Agriculture (F)
- Dr. Kang Kroesna, Dean, Faculty of Veterinary Medicine, Royal University of Agriculture (F)
- Mr. Tim Sophea, Deputy Director Centre for Agricultural and Environmental Studies (M)
- Ms. Yim Samneng, Agriculture Extension Officer, ASPIRE programme, MAFF, GDA (F)

#### **Kampong Chhnang**

- Group discussion with Smallholder Learning Group (SLG) at Phlov Kor Village, Rolea Bier District
- Group meeting with Provincial Department of Agriculture Forestry and Fisheries (PDAFF) – Kampong Chhnang (including Ms. Heng Kimsreang, Deputy Director PDAFF Kampong Chhanag (F); Mr. Chin Bunrith, Pro Provincial Sub-Programme Management Advisor (M). Was attended by 28 additional staff working on the ASPIRE project including District Agriculture Officers, additional PDAFF staff, M&E advisors and Commune Extension Workers (CEWs)

#### **Pursat Province**

- Group meeting with Provincial Department of Agriculture Forestry and Fisheries (PDAFF)- Pursat (including Mr. Sun Vann, Provincial Sub-Programme Management Advisor (M); Meeting was attended by 17 additional staff working on the ASPIRE project including, District agriculture officers, additional PDAFF staff, M&E advisors and Commune Extension Workers (CEWs)

### **Ghana**

#### **Accra**

- Dr. Eric Twum, Climate Change Adaptation Manager, Ghana Agriculture Sector Investment Programme (GASIP)
- G.A. Roy Ayariga, National Programme Coordinator, (GASIP)

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<sup>38</sup> (M) denotes male; (F) denotes female

- Esther Kasalu-Coffin, IFAD

#### **Tamale**

- Brief Agnes Loriba and Gladys Assibi of CARE Ghana
- Felix Darimaani, NRGP National Programme Coordinator (Northern Rural Growth Programme (NRGP))
- Amina Ohassen-Bin-Salih, NRGP Gender Specialist (Northern Rural Growth Programme (NRGP))
- Sinter Mahama, TIBZAA Farm (NRGP Public-Private-Partnership)
- Emmanuel Antwi, Rural Financial Services Specialist (NRGP)
- Association of Church-Based Development NGOs (ACDEP) (NRGP Facilitating Agency) - Cornelius Kuukaraa, Value Chain Programme Manager; David Koul, Regional Manager; Mutala Yakubu Ibrahim, Regional Manager
- SEKAF (NRGP Facilitating Agency)
- Women Farmer's Organizations: Wenzooaya and Solobombuimu (Coordinated by Sintara Mahama)
- Debrief with NRGP National Programme Coordinator
- Debrief with CARE
- K.B., M&E Officer and Operations Director (GASIP)

#### **Mali - via e-mail/Skype**

- Halimatou Maiga Touré, Spécialiste Genre Projet FIER
- Daouda Diallo, Responsable du volet ASAP au sein du projet, PAPAM/ASAP au Mali
- Karim Sissoko, Country Programme Officer, IFAD (Bamako, Mali)
- Ilaria Firmian, Environment and Climate Knowledge Officer
- Mamadou Mohamed Toure, M&E Officer, PAPAM/ASAP

#### **Mozambique - Phone/Skype Interviews and Email Discussions**

- Egidio Mutimba, PROSUL Climate Adaptation Advisor
- Stephen Twomlow, IFAD Regional Climate Change and Environment Specialist
- Domingos Cunhete, Red Meat Project Coordinator
- Mr Lisboa – PROSUL Gender Advisor

#### **Rwanda**

- Raymond Kamwe, Gender Specialist, PASP (M&E KWAMP – ends Dec 2016) (SPIU, MINAGRI)
- Lucia Zigiriza, Operations Manager, PASP (SPIU, MINAGRI)



- Madeleine Usabyimbabazi, Climate & Environment Specialist, PASP (SPIU, MINAGRI)
- Christopher Rugira, Agro-meteorology Specialist, PASP (SPIU, MINAGRI)
- Claver Gasirabo, Coordinator (SPIU-IFAD/MINAGRI)
- Mudahunga, Jean-Claude, Head of Monitoring and Evaluation System (SPIU, MINAGRI)
- Sidonie Uwimpuhwe, Vulnerable Women Programme Coordinator, CARE International in Rwanda
- Kopaboki Cooperative, Kamonyi District, Southern Province (with Giselle Nsingize, Post-Harvest Handling and Storage Officer, Kamonyi District Offices, Southern Province)
- COAIGA Cooperative, Gahara Sector, Kirehe District (with Viviane Musabymana, Post-Harvest Handling and Storage Officer, Kirehe District Offices, Eastern Province)
- Aimable Ntukanyagwe, Country Programme Officer, East and Southern Africa, IFAD

## **Uganda**

- Peter Olanya, Environment & Climate Change Specialist, PRELNOR (by Skype)
- Delphine Pinault, Country Director, CARE International in Uganda
- Judith Ruko, Community Development Specialist, PRELNOR, Ministry of Local Government, Gulu
- Auma Gloria, Community Development Officer (CDO), Awere Sub-County, Pader District Local Government
- Santa Odwor, Project Support Officer, Gulu, Gulu District Local Government
- Bako Cadriba Hilda, Coordinator Adjumani District Farmers Association (ADFDA)
- Vudriko Vincent, Agriculture Extension Supervisor (ADFDA), Adjumani District Farmers Development Association (DFDA)
- Maurice Asobasi, Treasurer Board, Adjumani District Farmers Development Association (ADFDA)
- Cressensia Asekenye, M&E Specialist, PRELNOR
- Pontian Muhwezi, Country Programme Officer, IFAD
- Ivan Ebong, Project Coordinator, PRELNOR (Ministry of Local Government)

## **Vietnam**

### **Ben Tre Province**

- Group Discussion with the Provincial Coordination Unit of Ben Tre province: Nguyễn Thị Thu Ba, Director of the fund to support women economic development, provincial women union (F); Trần Diễm Thúy, Gender officer (F); Lê Minh Hòa, Vice Director of the project (M); Nguyễn Hải Triều, M&E officer (M); Lê Thị Như Trang, Credit training officer (F).

- Group Discussion at Tân Thành commune: Nguyễn Thanh Sơn, Vice Chairman of the district People's Committee, Vice Chairman of the project coordination group (M); Võ Thị Bích Nghiêm, Deputy Head of the district Credit Department (F); Nguyễn Bắc Như, Credit officer of the district department (M); Nguyễn Văn Út, Coordinator at district level (M); Nguyễn Thị Cẩm Nhung, District Women's Union (F); Nguyễn Văn Hữu, Chairman of the commune People's Committee, Head of the commune development board (M); Nguyễn Tấn Thành, Vice Chairman of the commune People's Committee (M); Huỳnh Ngọc Diệu, Coordinator at commune level (F); Ngô Thị Kim Loan, President of the commune Women's Union (F); Lê Thị Kim Nhi, Vice President of the commune Women's Union (F)
- Visit to broom making business, recipient of WDSF loan (F)

### **Tra Vinh Province**

- In-depth interview with the Provincial Coordination Unit of Tra Vinh province: Huỳnh Nghĩa Thọ, Project director of the AMD project in Tra Vinh province (M); Lâm Văn, Interpreter (M)
- Dương Hữu Nghĩa, M&E officer in charge of gender integration (M)
- Group Discussion with the Provincial Women Union, Tra Vinh: Kiên Thị Minh Nguyệt, Vice-President of the provincial WU (F); Nguyễn Thị Minh Tâm, President of the provincial WU (F); Nguyễn Thị Phương Thủy, Deputy Director of the Economics Department, provincial WU (F); Nguyễn Thị Phương Thủy, Deputy Director of the Economics Department, provincial WU (F); Sơn Thị Hiệp, Director of the Economics Department, provincial WU (F)
- Interview with Women's Economic Development Fund, Tra Vinh province: Trần Ngọc, Director of the Fund (F); Võ Thị Thu, Vice Director of the Fund (F)
- Group Discussion with project support team, Chau Thanh district: Thị Thị Thanh Trúc, President of the district Women Union, head of the transaction office (F); Lâm Thị Thanh Nhân, Vice-President of the provincial WU (F); Dương Thị Huệ, Project officer of the WU (F); Nguyễn Thị Bích Tiên, Project officer of the AMD project, Chau Thanh district (F); Kim Thị Minh Nguyệt, Vice-President of the provincial WU (F)
- Group discussion with 5 members of a saving and loan group, Chau Thanh district
- Group Discussion in Bình Phú commune, Cang Long district: Nguyễn Văn Hòa, Chairman of the commune People's Committee (M); Lữ Thị Diễm Trinh, Project officer of the AMD project at commune level (F); Trần Thanh Mái, Staff of the commune People's Committee (M); Sơn Thị Chính, Commune Women Union (F)

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