



Food and Agriculture  
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United Nations

# Step it up **WITH EQUALITY**

Key elements for **gender mainstreaming** in FAO projects



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# Step it up **WITH EQUALITY**

Key elements for **gender mainstreaming** in FAO projects

**Claudia Brito and Catalina Ivanovic**

# ACKNOWLEDGMENTS

## **Review**

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## **Translation**

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# The guide **STEP IT UP WITH EQUALITY**

provides a set of questions, answers, means and tools for FAO staff and partners to mainstream gender issues as part of the shared commitment to gender equality and women's empowerment, in light of the major United Nations goals for human development and social justice.

**The guide focuses on each phase of the project cycle, defining the steps and tools to facilitate gender mainstreaming.** It also includes a gender mainstreaming checklist (Annex 1), a FAO catalogue of literature and tools on gender (Annex 2), a mechanism for systematizing good practices (Annex 3) and a portfolio of actions and examples on gender mainstreaming (Annex 4).



# 1

# FUNDAMENTALS



## Why we need a gender approach in the development initiatives?

The development-oriented gender approach considers the different challenges and opportunities for women and men, as well as their relationships and socially-accepted roles. It relates to all aspects of their economic, social and private lives, and determines characteristics and duties assigned by the society according to their sex and roles.

## The gender approach is a means to:



Reformulate the exclusionary roles and identity models that affect the development of women and men.



Develop specific strategies for women as they continue to be one of the most disadvantaged groups in terms of access to resources and decision-making bodies (mainly education, income, resources and access to public positions).



Involve men, and the entire society, in building more democratic relationships and deal with the processes through which unequal relationships as well as exclusionary roles and identity models are produced and reproduced.

## What is gender mainstreaming?

It is a strategy to ensure that women's needs and experiences, like those of men, are an integral part in the development, implementation, monitoring and evaluation of policies and programmes in all areas, so that women and men can benefit in equal terms and inequality is not perpetuated. The ultimate goal of gender mainstreaming is to achieve gender equality in the exercise of rights for both genders (ECOSOC, 1999).

Likewise, gender mainstreaming is a process to value the implications of any planned action for women and men (legislation, policies, programmes, projects, among others), in all areas and at all levels.

## Why gender equality is a principle that governs FAO's actions?

Gender equality means that women and men enjoy equal conditions and opportunities to exercise their human rights in all its extent and potential to contribute to, and benefit from, political, economic, social and cultural development, in a way that society values the similarities and differences between women and men as well as their changing roles.

This implies that the specific behaviours, aspirations and needs of women and men have been considered, and that they have been equally valued and favoured (FAO, 2013).

In short, the principle of gender equality ensures that differences between men and women do not become inequalities. In this way, everyone has equal value and rights regardless of their biology and social roles.

## Why we need that FAO staff guarantee this principle?

Women and men often have different degrees of access to and control over productive resources, services and decision-making power.

They also devote time to their tasks in a differentiated way and have their own needs and priorities. It is therefore essential that these gender differences, which sometimes translate into gender gaps, are considered from the discussions that shape a project and at each stage of the project development, and throughout the activities of the intervention.



## As part of FAO, what are our commitments to gender equality?

FAO's actions are aimed at improving gender equality in terms of their ability to make their voices heard, to act, and access to resources and services, with particular emphasis on the rural environment. At the same time, we are committed to a culture of equality, in order to meet the following objectives:



1. Women and men share decision-making in rural institutions, and in the formulation of laws, policies and programmes.



2. Women and men have equal access and control over decent jobs and income, land and other productive resources.



3. Women and men have equal Access to goods and services necessary for agricultural development and market access.



4. Women's workload is reduced by 20 per cent through better technologies, services and infrastructure.



5. Agricultural support for projects related to women and gender equality increases up to 30 per cent of total agricultural support (FAO, 2013).

## How we step it up towards these objectives through the design of our programmes and projects?

The first step in any intervention is to have a diagnosis based on a gender analysis, which is the study of the different roles of women and men that allows us to understand what they do, what resources they have and what their needs and priorities are in a specific context, as well as how decisions are made within the household and communities

The aim of this diagnosis is to provide solid evidence on the specific priorities, needs and responsibilities of women and men, in order to reduce the risk of designing a project based on assumptions and stereotypes.

The diagnosis also provides information on how men and women are affected by the problem being addressed, so that the proposed solutions are planned strategically. Furthermore, this step should result in a baseline that accounts for the effects and impacts of the project on the beneficiary population.



# How to get advice and guidance on gender mainstreaming in the projects?

First, it is essential that FAO offices strengthen their gender mainstreaming capacities. Annex 2 provides useful guides and tools for this purpose.

It is also key to include people designated as gender focal points (GFP) in each country in the process of project and programme formulation. They are professionals who have been trained in the field and devote a 20% of their time to this work.

If necessary, it is also possible to use the sub-regional focal points, the regional gender officer, and/or the relevant technical division at headquarters. In general, the responsibilities of FAO staff, in terms of gender mainstreaming, are the following:

FAO staff	Roles and responsibilities
<b>Social Policies and Rural Institutions Division (ESP)</b>	<ul style="list-style-type: none"> <li>• Coordinate gender mainstreaming work within the Organization.</li> <li>• Develop capacity building.</li> <li>• Build and share knowledge and data.</li> <li>• Support adequate implementation and monitoring mechanisms.</li> <li>• Provide guidance on policies, advice and technical expertise to Member States on gender issues.</li> </ul>
<b>Regional gender officers</b>	<ul style="list-style-type: none"> <li>• Coordinate the work of gender mainstreaming in the region</li> <li>• Foster capacity development.</li> <li>• Build and share knowledge and data.</li> <li>• Advice on policies and technical issues to member countries on gender issues in the region.</li> <li>• Assess compliance with FAO's gender equality policy.</li> </ul>
<b>Gender Focal Points (GFP) Country Offices / Technical Divisions</b>	<ul style="list-style-type: none"> <li>• Raise awareness and provide technical support for gender mainstreaming (20% of their time) at the country level, or in a specific technical field.</li> </ul>
<b>ADG / Division Directors</b>	<ul style="list-style-type: none"> <li>• Ensure budget allocation for women-specific interventions and gender equality.</li> <li>• Allow GFPs to devote a 20% of their time to this work.</li> <li>• Monitor and evaluate gender mainstreaming in their divisions.</li> </ul>
<b>Professional staff</b>	<ul style="list-style-type: none"> <li>• Guarantee the quality of programme and project designs as well as normative work, with adequate gender mainstreaming.</li> </ul>

# What is the role of the country programme framework and gender evaluations?

Each FAO project is designed and implemented in the context of a Country Programme Framework (CPF), which includes gender results or activities. In addition, gender mainstreaming in an FAO project is based on information from Country Gender Assessment (CGA), available CEDAW reports, as well as the United Nations Development Assistance Framework (UNDAF).

The Country Gender Assessment (CGA) is a specific analysis of the gender dimensions of the agriculture and rural development sectors, mandated by FAO's Gender Equality Policy.<sup>1</sup>

Specifically, this document explores existing gender relations and inequalities in various subsectors of agriculture, as well as their causes and impact on economic and social development in rural areas, and on food and nutritional security.

The aim of the evaluation is to explore the situation of rural women, compared to that of men, and understand the extent to which they can exercise their rights and unleash their full potential in areas where FAO is mandated to assist member countries, in accordance with the Policy on Gender Equality and the Strategic Framework and Objectives.

The CGA also reports on country planning and programming, a key input for the CPF development.

**1.** In the case of representations that do not yet have a country gender assessment (CGA), or that performed the assessment more than 4 years ago, it is important to prioritize its execution.

# 2

# GENDER MAINSTREAMING IN PROJECTS CYCLE



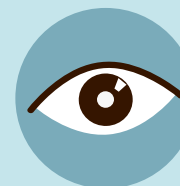
By integrating a gender perspective from the early stages of project design, FAO will plan and implement interventions that better identify and address the needs of women and men of different ethnic groups, ages and socio-economic status.

The following is a description of the techniques and tools recommended for gender mainstreaming in projects; please consider the following practical advice to gender mainstreaming in each phase of the project cycle. For more details, see Annex 4, which provides a portfolio of suggested actions and examples of approaches.

## Phase 1: Identification

At this stage it is essential to identify and consult with stakeholders, to define specific needs and priorities, with adequate representation of women and men. The suggested technique here is the Gender-sensitive Stakeholder Analysis, which will help you to:

- Identify the stakeholders or institutions, groups, women and men who should be involved in the formulation and implementation of the project.
- Decide how best to address the interests and needs of women and men and determine their priorities.
- Address the limitations of women and men to participate in or access to the benefits of the project.
- Know how different male and female stakeholders are likely to affect or be affected by the project, to make the most appropriate decisions on how to involve them.



At this stage it is essential to capture information to understand the triple role of women: the reproductive, the productive and the community roles.

### The analysis of needs, practices and strategic interests

It is a recommended approach to identify the key gender aspects for the project, at individual and group level.

It proposes two categories of analysis to differentiate the areas in which development plans and policies aimed at promoting gender equality have implications, namely practical gender needs (PGN) and strategic gender interests (SGI).

PGNs arise out of the roles assigned to women and men in the public-private spheres.

GEIs should be identified by an analysis of the possible subordination of one gender to another in order to promote changes in the positions held by women and men in their households, communities and countries.

# How do we know if we have identified relevant information from a gender perspective?

During the project design process, it is essential to review whether information is available to:



a. Differentiate between the needs of women and men. For example: food security, poverty, rural productivity, rural undertaking, agricultural niches of women and men, assets, resources, services, technologies, access to markets, education, time, etc.).



b. Identify the roles and forms of work of women and men who are beneficiaries of the project.



c. Consult both women and men in the formulation of the project, under criteria of parity.



d. To have a list or mapping of stakeholders on government institutions, civil society, private sector, research centres, academia, and collaborators with the sustainable rural development and women's economic empowerment. For example: Institutes or Ministries for Women, Agriculture, Rural Development and the Environment in the country, NGOs specialised in gender, other public and private entities that promote the economic rights of rural women).



e. Gather information through participatory methodologies and without preconceived ideas.

## Phase 2: Formulation

At this stage, the structure of the project, as well as results, components and planning should be established. In terms of gender mainstreaming, the following actions are essential:

### Perform a gender analysis

Women and men are involved in activities such as farm and livestock production, marketing and paid work, to secure their basic needs and income. These activities depend on their access to resources such as land, water, capital and technology.

Within each society, access to resources varies according to gender, age, socio-economic status and ethnicity. Hence, responsibilities and opportunities also vary within households, so it is important to keep this in mind when developing the project.

### Key questions for gender analysis

#### Work division per gender

- How roles and responsibilities are distributed between men, women, boys and girls in the sectors relevant to the project?
- What activities and tasks men and women perform in relation to livelihoods relevant to the project?
- How is the time of men and women divided between domestic and productive activities?

#### Resources access and control

- Are there any legal restrictions (regulations and customary arrangements) on the ownership or inheritance of land or other property by women?
- Do women and men have access to technologies and services that could improve the quality and efficiency of their work in the agricultural sector?
- What is the level of women's participation in training and access to outreach services in the sectors relevant to the project?

#### Participation and decision making

- Are women represented in associations, producer organisations or cooperatives active in the sectors of interest to the project?
- Do women participate in decision-making bodies and processes?
- What are the forms of female leadership in the communities?
- Do women have control over and benefit from the resources and assets derived from their work or participation in project activities?



In gender analysis it is important to consider the agricultural system from beginning to end, including access to information and inputs, productive activities, and product processing and marketing.

## Establishing priorities

The information collected during the identification phase, combined with the gender analysis, will help to identify the development priorities of stakeholders, as well as who will be involved and will benefit from the different activities of the project.

Based on consultation with male and female beneficiaries, work on some gender gaps should be prioritized. To do this, it is useful to ask:



What differences were identified by the gender analysis, between men and women, and between different socio-economic groups?



Have stakeholders identified ways in which they can contribute to the project? Could female stakeholders be able to contribute equally?



What constraints and opportunities have been identified to address gender equality?



On what gender gaps the project could be more strategic and effective?



What are the main gender gaps related to the project issues?



At this stage it is necessary to prioritise the different project options, due to the limited resources, funds and time.

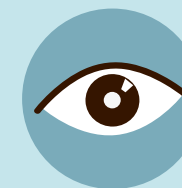
## Assess institutional capacities

It is necessary to assess the capacity of the designated implementing institutions to work under a gender perspective, identifying the key aspects requiring training in the context of the project and related activities. This is essential to favour sustainability and scaling the project.



## Define the logical framework and budget

	Definition	Gender questions
<b>Impact</b>	It is the ulterior objective and represents the longer-term positive contribution of the project.	<ul style="list-style-type: none"> <li>• Is gender equality one of the general objectives to which the project aims to contribute?</li> <li>• Will women and men (of different ages, and socio-economic groups) benefit from long-term change?</li> </ul>
<b>Results</b>	It describes the positive short and medium-term effects of the project.	<ul style="list-style-type: none"> <li>• Does the result include clear references to men and women, and the inequalities between them?</li> <li>• Does the intervention have the potential to improve women's access to productive resources, services, technologies, training and employment opportunities?</li> </ul>
<b>Outputs</b>	It describes the project's contribution towards the results.	<ul style="list-style-type: none"> <li>• Do the products respond to the different needs and priorities of men and women, as identified by the gender analysis?</li> <li>• Do the products contribute to reducing existing gender inequalities and discriminatory rules and practices?</li> </ul>
<b>Activities</b>	It describes the actions to achieve each output.	<ul style="list-style-type: none"> <li>• Are women and men given equal opportunities to plan, participate in and monitor project activities?</li> <li>• Do the planned activities consider the roles and responsibilities of women and men, to ensure equal opportunities and benefits?</li> <li>• Will the invitation to men and women be managed, extended and reported considering gender-sensitive forms of communication?</li> </ul>



While project impact and results may not explicitly refer to gender, it is positive to include gender aspects in the indicators, baselines, group objective or target, means of verification, as well as assumptions and risks.

Outputs and activities must clearly state how the project will respond to the needs, priorities and constraints of women and men.

To a large extent, the quality of gender indicators will determine the transformative capacity of the project, so it is essential to make proposals capable of accounting for changes in the structural conditions leading to gender gaps.

It is essential to budget for gender mainstreaming in the project. For example: To hire a gender consultant, plan awareness-raising and capacity building activities for the project staff and its national counterparts and/or for specific women's empowerment activities, such as those aimed at promoting their access to markets or strengthening their organisations.

## Phase 3: Evaluation and approval

Compliance with FAO's policy on gender equality is assessed during the projects revision by the PPRC which is focused on the implementation of the social gender safeguard (8), which assesses the possible risks and impacts (positive or negative) related to a development intervention; in this way, it allows to determine measures and processes to effectively manage risks and improve positive impacts (FAO, 2020).

In addition, the process of implementing the safeguards is an opportunity to involve stakeholders and improve the quality of project proposals.

For those projects that are not eligible for the PPRC review,<sup>2</sup> it is also advisable that project developers assess project proposals based on the proposed gender mainstreaming checklist in Annex 1 of this document.

The outcome of this phase is an approved project document, which must include gender-related requirements, and then move on to implementation.

**2.** PPRC does not apply to projects with a budget lower than USD 500 000 and those SP5 004.

## Phase 4: Implementation and monitoring

To achieve adequate implementation, in terms of gender, it is necessary to plan project actions under this approach, ensuring that implementation, resource allocation and staffing are feasible.

Hence, it is suggested that gender approach and progress be discussed during periodic follow-up implementation process meetings, proposing and carrying out the necessary changes.

In addition, it is important that the implementation work and recording of outcomes and reports, contribute to building up sex-disaggregated data and information, which should be analysed under a gender perspective.

During the implementation phase, the projects performance is monitored according to the following criteria:



Relevance.



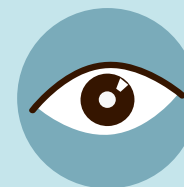
Achievement of outcomes.



Implementation of the work plan and budget.



Sustainability.



It is good to include actions for participatory monitoring, for example, through regular meetings or workshops with male and female farmers, field staff, government representatives and community organizers.

Likewise, participatory impact assessments also enable community members to provide comments and express their views on the project.

The outcome of the implementation phase is project activities involving both women and men, as well as outputs and outcomes, which should be documented in project progress reports.

## Phase 5: Evaluation

The evaluation concerns the identification and measurement of the effects of the project on beneficiaries, both men and women, which is done in accordance with corporate policy, under the coordination of the project LTO or task force, in consultation with OED.

The different types of impact assessment, including participatory assessments, should be carried out at the end of the project, to find out what has been achieved in terms of inclusion, sustainability of benefits and socio-economic and gender impacts.

The evaluation can also be carried out during project implementation and at the mid-term review, to assess the effects of the project from a gender perspective. The evaluation stage is also key to systematising good gender practices (see Annex 3).

To measure the outcomes and impacts of the project, it is necessary to compare the outcomes and effects with the diagnostic data (and ideally the baseline) collected at the beginning of the project interventions, so in the case of gender, it is essential that data are disaggregated by sex.

## Phase 6: Closure

The implementation completion reports (ICRs) provide the basis for identifying lessons learned on gender implications and impacts of agricultural and rural development projects, being a key stage for the identification and formulation of future projects.

Two guiding questions are proposed for the project completion report:



Have the project activities addressed the needs and priorities of the stakeholders and beneficiaries as identified in the design stage?



Have women and men benefited equally from the outcomes achieved by the intervention?

The outcome of this stage is a project closure report, which should include gender-related lessons learned that can be applied in other projects.

# REFERENCES



**ECOSOC.** 1999. *Resolutions and decisions of the Economic and Social Council*. New York. (available at: <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N00/205/50/IMG/N0020550.pdf?OpenElement>).

**FAO.** 2013. *FAO Policy on Gender Equality*. Rome. 25 pp. (available at: [www.fao.org/3/a-i3205e.pdf](http://www.fao.org/3/a-i3205e.pdf)).

**FAO.** 2010. *Social Safeguards*. Web page. Rome. [Cited July 2020]. <http://www.fao.org/investment-learning-platform/themes-and-tasks/environmental-social-safeguards/social-safeguards/en/>.



# ANNEX 1

# Gender checklist

## Instructions

Based on the concept note or PRODOC, **indicate in each box**, compliance of the project under review with the gender criteria. When marking compliance, consider that the criteria in orange colour correspond to the minimum criteria required by FAO during the process of reviewing compliance with the gender safeguard by PRODOC in the system known as PPRC (FPMIS), so if not available, it should be included.

## Remember that:

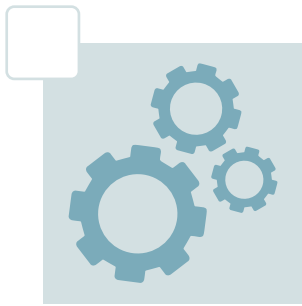
-  The FAO's Gender Equality Policy aims to achieve gender equality in sustainable agricultural production and rural development to eradicate hunger and poverty (FAO, 2013); it is therefore desirable to adopt gender-transformative approaches.
-  By deciding for a level of gender mainstreaming, it is necessary to ensure the internal coherence of the project; for example, gender-sensitive activities require a budget.



## 1. Does the project provide a gender diagnosis of the initial situation?<sup>1</sup>

- The project provides sex-disaggregated data and information and interpreted with gender criteria.
- The project surfaces differences between women's and men's needs.
- The project identifies gender gaps in problems to be addressed by the project.

**1.** One of the questions that needs to be established is what percentage of men and women is required to have a balanced participation of both sexes in political and decision-making positions. According to the European Commission's Glossary of Gender Equality Terms, this balanced participation is the 'sharing of positions of power and decision-making (between 40 and 60% by sex) between men and women in all spheres of life, which is an important condition for equality between men and women (Council Recommendation 96/694 of 2 December 1996, OJ No L 319)'. The concept of parity is not limited to authority resources, but also includes other types of resources which should be shared, such as economic, cultural or personal autonomy resources.



### **project and is this information included to the formulation, design and evaluation of the project in a non-stereotyped way?**

- The project specifies the time devoted by women and men to paid and unpaid work in project activities and community work.
- The project helps to eliminate horizontal segregation (women perform non-traditional roles and tasks) and vertical segregation (women climb higher positions in the pyramid).



### **3. Does the project contribute to preventing and reducing violence against women and discrimination based on gender, ethnicity and age?**

- The project includes community actions to raise awareness of the link between sustainable development and women's empowerment.
- During design, implementation and monitoring, avoid actions that could favour violence and discrimination based on gender, ethnicity and age.



### **4. Does the project consider the needs of women and is this reflected in its results and actions? (as appropriate)**

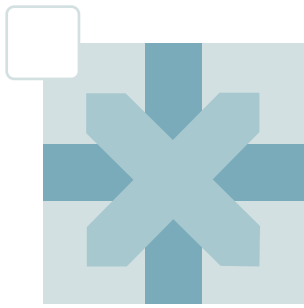
- The project addresses practical needs (water, workload, access to food, health, services, among others).
- The project integrates actions that highlight and/or strengthen the search for solutions to strategic needs (For example: access to land ownership, decent work, education, decision-making, access to public policy, among others).



### **5. Does the project recognise and value women's skills, knowledge and resources?**

- The project identifies and highlights women's potential and knowledge, and actions favour their development.
- Actions for the empowerment of women assimilate and strengthen their capacities, knowledge and resources.





## 6. Does the project have strategic alliances for women's sustainable farming production?

- For example: Women's Institutes or Ministries, Ministry of Agriculture, Ministry of Rural Development and Ministry of the Environment, NGOs specialized in gender, other public and private entities that promote the economic rights of rural women.



## 7. Does the project use gender-inclusive language?

- It eliminates sexism (discrimination by sex) and integrates social inclusion and gender values into written and audiovisual communication (e.g. ideas and images that show gender diversity, ethnicity, age, social class, urban and rural residence, among others).



## 8. Will the project implement any positive action in favour of women?<sup>2</sup>

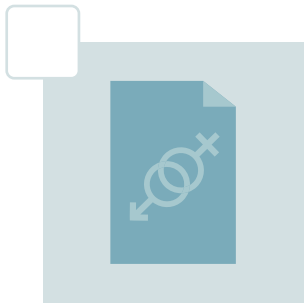
- The project identifies problems or aspects of inequality or discrimination against women that would be made up for by positive action.<sup>3</sup>
- The project sets forth a percentage of women and men directly or indirectly involved in the project (or other indicator for the positive action).

**2.** Note: 'Agricultural support for women and gender equality projects increases to 30% of total agricultural support' (FAO Gender Equality Policy, 2013, p. 7).

**3.** A positive action is an activity designed specifically for women, as a means of reducing a particularly relevant gender gap. See more information on FAO's Gender Equality Policy: Minimum standards for women-specific interventions (2013): <http://www.fao.org/3/a-i3205e.pdf>

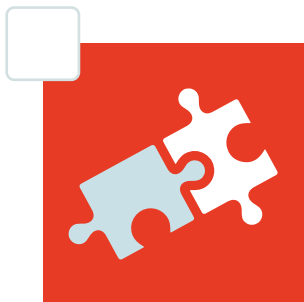


- Outcomes, outputs and/or activities explicitly state gender-sensitive work in line with the SDGs, especially targets and indicators guarded by FAO.<sup>4</sup>
- Outcomes, outputs and/or activities favour the equal access of women and men to assets, resources, services, technologies and markets.



### **10. Do project outcomes include the development of gender-sensitive policies, programmes, strategies or regulations?**

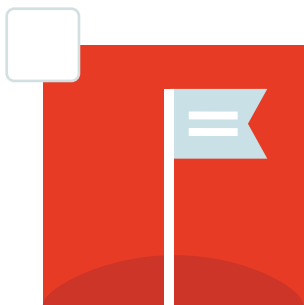
- The project reviews, improves or proposes policies, programmes, strategies or regulations with a gender perspective and develops the necessary government capacities to implement and assess them adequately.



### **11. Will women and men participate on equal basis in the project?<sup>4</sup>**

- The project promotes practices aimed at changing traditional gender roles.
- Measures are taken to encourage women's and men's active participation in decision-making at the various levels of intervention.

**4.** For more detailed information see Annex 2 of the FAO Gender Strategy for LAC (2019): <http://www.fao.org/3/ca4665es/CA4665EN.pdf>



### counterparts that will contribute to its sustainability?

- The project counterparts have been sensitized and trained so that they can follow up and sustain the project.



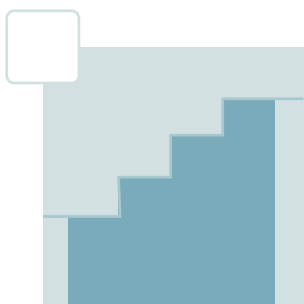
### 13. Will the project outcomes, analyses and reports consider the gender approach?

- The project includes sex-disaggregated outcomes or impact measurements and will perform a gender-sensitive analysis.
- The project provides for the systematisation and publication of good practices in gender mainstreaming.



### 14. Does the project consider the gender approach in the budget?

- The project allocates specific and enough resources (technical and financial) to carry out activities and achieve the gender outcomes included in the project.



### 15. Does the team responsible for implementing the project have knowledge and expertise in working with a gender approach?

- The project considers to recruit a gender specialist for its implementation.
- The TOR explains the importance that project team members have skills and expertise in working with a gender approach and have approved FAO's mandatory gender course.

## Gender markers

Gender markers allow the organisation to map out gender-sensitive planning, so it is mandatory to indicate them in each project.

Code	Description	Indicative	Example
<b>G.0</b>	The project has no potential to promote gender equality or women's empowerment.	The project has no human or social components, so it is not capable of reducing existing discriminations and inequalities.	<ul style="list-style-type: none"> <li>Establish a global system to monitor food prices.</li> <li>Periodic newsletter about the desert locust.</li> </ul>
<b>G.1</b>	The project addresses gender equality only in some dimensions.	Gender is partially relevant to the objectives and outcomes, and the project addresses gender only in some dimensions and in limited activities.	<ul style="list-style-type: none"> <li>A programme on loss and waste of food includes a case study that analyses the effects of gender inequality.</li> <li>A project to build government capacity to control avian viruses develops a strategy to reach women producers with low literacy level.</li> </ul>
<b>G.2.a</b>	The project addresses gender equality in a systematic way, but it is not one of its main objectives.	Gender is relevant but not the main objective of the project. Gender is integrated (mainstreamed) into all relevant dimensions of the project (outcomes, activities, monitoring framework).	<ul style="list-style-type: none"> <li>An assessment of food price volatility generates and disseminates data disaggregated by sex.</li> <li>A project to improve smallholder earnings through processes that add value to products addresses the roles of women and men in the production process.</li> </ul>
<b>G.2.b</b>	Gender equality and/or women's empowerment is one of the main objectives and gender is mainstreamed in all relevant dimensions of the project.	<p>The project focuses specifically on gender equality and/or women's empowerment.</p> <p>Gender is mainstreamed in the outcomes, activities and monitoring framework.</p>	<ul style="list-style-type: none"> <li>Inventory, analyse and disseminate labour-saving technologies and practices to reduce women's workload.</li> <li>A project aimed at strengthening women's participation and leadership in fisheries organisations.</li> </ul>

Source: Guide to mainstreaming gender in FAO's project cycle. [www.fao.org/3/a-i6854e.pdf](http://www.fao.org/3/a-i6854e.pdf)

# ANNEX 2

# FAO resources on gender

## Online courses

To get familiar with the basic concepts and principles governing global efforts and commitments to gender equality and women's empowerment, we recommend two online courses, available at [you@fao](mailto:you@fao):



**Achieving gender equality in FAO's work (Mandatory)**



**Gender Equality, UN Coherence and You**

To better understand how gender relates to food security and nutrition, and to strengthen skills in designing and implementing agricultural policies and programmes that contribute to gender equality, we recommend the course:



**An Introduction to Gender Equality in Food and Nutrition Security**  
[elearning.fao.org/course/view.php?id=172](http://elearning.fao.org/course/view.php?id=172)

## Tools



**The Gender and Rural Advisory Services Assessment Tool (GRAST)**  
[www.fao.org/3/i6194en/i6194en.pdf](http://www.fao.org/3/i6194en/i6194en.pdf)



**Socio-Economic and Gender Analysis Programme, Field Level Handbook**  
[www.fao.org/3/ak214s/ak214s00.pdf](http://www.fao.org/3/ak214s/ak214s00.pdf)



**Indicators 5.a.1 and 5.a.2  
SDG 5, 2030 Agenda**

[www.fao.org/sustainable-development-goals/indicators/5a1/en/](http://www.fao.org/sustainable-development-goals/indicators/5a1/en/)  
[www.fao.org/sustainable-development-goals/indicators/5a2/en/](http://www.fao.org/sustainable-development-goals/indicators/5a2/en/)

## Publications

FAO has developed publications with a gender perspective for the different areas of intervention, which are essential to understand and integrate gender. The catalogue is ordered by thematic area and date of publication:

### a. Technical assistance and rural outreach



**2017**  
**(SPANISH ONLY)**  
**Gender recommendations for the improvement of Technical Assistance and Rural Extension systems**

[www.fao.org/3/a-i7935s.pdf](http://www.fao.org/3/a-i7935s.pdf)



**2017**  
**Innovation for Sustainable Rural Development**

[www.fao.org/3/a-i7769e.pdf](http://www.fao.org/3/a-i7769e.pdf)

### b. Value chains and agri-food systems



**2020**  
**Developing gender-sensitive value chains. Guidelines for practitioners**

[www.fao.org/3/i9212en/I9212EN.pdf](http://www.fao.org/3/i9212en/I9212EN.pdf)



**2019**  
**(SPANISH ONLY)**  
**Rural women and public procurement programs in LAC**

[www.fao.org/3/ca2746es/ca2746es.pdf](http://www.fao.org/3/ca2746es/ca2746es.pdf)



**2018**  
**Gender and food loss in sustainable food value chains. A guiding note**

[www.fao.org/3/a-l8620EN.pdf](http://www.fao.org/3/a-l8620EN.pdf)



**2018**  
**(SPANISH ONLY)**  
**Feed the world without compromising the future. Family Farming Newsletter for ALC**

[www.fao.org/3/i8663es/I8663ES.pdf](http://www.fao.org/3/i8663es/I8663ES.pdf)



**2017**  
**(SPANISH ONLY)**  
**Cotton women. Gender roles and participation in value chains**

[www.fao.org/3/a-i6938s.pdf](http://www.fao.org/3/a-i6938s.pdf)



**2017**  
**Developing gender-sensitive value chains. A guiding framework**

[www.fao.org/3/a-i6462e.pdf](http://www.fao.org/3/a-i6462e.pdf)



**2016**  
**(SPANISH ONLY)**  
**Gender and sustainable food systems**

[www.fao.org/3/a-i5724s.pdf](http://www.fao.org/3/a-i5724s.pdf)



**2016**  
**(SPANISH ONLY)**  
**The role of women in fisheries and aquaculture**

[www.fao.org/3/a-i5774s.pdf](http://www.fao.org/3/a-i5774s.pdf)



**2010**  
**Agricultural value chain development: threat or opportunity for women's employment?**

[www.fao.org/3/i2008e/i2008e04.pdf](http://www.fao.org/3/i2008e/i2008e04.pdf)



### c. Climate change



**2019**  
**Investing in information and communication technologies to reach gender equality and empower rural women**

[www.fao.org/3/ca4182en/ca4182en.pdf](http://www.fao.org/3/ca4182en/ca4182en.pdf)



**2018**  
**Tackling climate change through rural women's empowerment**

[www.fao.org/3/ca0178en/CA0178EN.pdf](http://www.fao.org/3/ca0178en/CA0178EN.pdf)

### d. Statistic



**2019**  
**Sex-disaggregated data in agriculture and sustainable resource management. New approaches for data collection and analysis**

[www.fao.org/3/i8930en/i8930en.pdf](http://www.fao.org/3/i8930en/i8930en.pdf)

### e. Gender in projects' cycle



**2017**  
**Guide to mainstreaming gender in FAO's project cycle**

[www.fao.org/3/a-i6854e.pdf](http://www.fao.org/3/a-i6854e.pdf)

### f. Manuals



**2018**  
**(SPANISH ONLY)**  
**Gender perspective handbook and toolbox for community workshops**

[www.fao.org/3/i9926es/I9926ES.pdf](http://www.fao.org/3/i9926es/I9926ES.pdf)

## g. Policies, strategies and institutional strengthening



### 2019 FAO Regional Gender Strategy for LAC 2019-2023

[www.fao.org/3/ca4665en/CA4665EN.pdf](http://www.fao.org/3/ca4665en/CA4665EN.pdf)



### 2018 (SPANISH ONLY) Implementation of the Gender Strategy SAN-CELAC PLAN.

[www.fao.org/3/ca9125es/CA9125ES.pdf](http://www.fao.org/3/ca9125es/CA9125ES.pdf)



### 2016 Gender Strategy for the FNS-CELAC PLAN

[www.fao.org/3/a-i6662e.pdf](http://www.fao.org/3/a-i6662e.pdf)



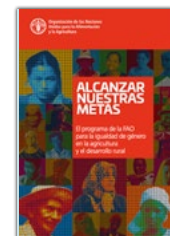
### 2018 (SPANISH ONLY) Advances and challenges of rural women in the framework of the gender strategy of the SAN-CELAC 2025 Plan

[www.fao.org/3/i8750es/I8750ES.pdf](http://www.fao.org/3/i8750es/I8750ES.pdf)



### 2016 Declaration of Commitments. IV Meeting of the CELAC Working Group on the Advancement of Women

<https://celac.rree.gov.sv/wp-content/uploads/2018/04/Declaration-of-Commitments-IV-Meeting-CELAC-Working-group-on-the-advancement-of-women.pdf>



### 2016 Meeting our goals. FAO's programme for gender equality in agriculture and rural development

[www.fao.org/3/a-i6618e.pdf](http://www.fao.org/3/a-i6618e.pdf)



### 2013 Política de Igualdad de Género de la FAO

[www.fao.org/3/a-i3205e.pdf](http://www.fao.org/3/a-i3205e.pdf)

## h. Social protection



### 2019 Paving the way to build the resilience of men and women. How to conduct a gender analysis of resilience

[www.fao.org/3/ca3358en/CA3358EN.pdf](http://www.fao.org/3/ca3358en/CA3358EN.pdf)



### 2018 Technical Guide 1 Introduction to gender- sensitive social protection programming to combat rural poverty

[www.fao.org/3/CA2026EN/ca2026en.pdf](http://www.fao.org/3/CA2026EN/ca2026en.pdf)



### 2018 Technical Guide 2. Integrating gender into the design of cash transfer and public works programmes

[www.fao.org/3/CA2038EN/ca2038en.pdf](http://www.fao.org/3/CA2038EN/ca2038en.pdf)



**2018**  
**Technical Guide 3. Integrating gender into implementation and monitoring and evaluation of cash transfer and public works programmes**

[www.fao.org/3/CA2035EN/ca2035en.pdf](http://www.fao.org/3/CA2035EN/ca2035en.pdf)



**2015**  
**(SPANISH ONLY)**  
**Social protection of women working in family farming: progress and challenges**

[www.fao.org/3/a-i5150s.pdf](http://www.fao.org/3/a-i5150s.pdf)



**2015**  
**(SPANISH ONLY)**  
**More than 50% of rural women work in rural non-agricultural jobs. Policy Notes on Rural Women**

[www.fao.org/3/a-as104s.pdf](http://www.fao.org/3/a-as104s.pdf)



**2015**  
**(SPANISH ONLY)**  
**Specific policies for unpaid family farming workers in pursuit of greater equity in the rural world. Policy Notes on Rural Women**

[www.fao.org/3/a-as106s.pdf](http://www.fao.org/3/a-as106s.pdf)



**2011**  
**Analytical Guidelines: Conditional cash transfer programs from a human rights perspective**

[www.fao.org/3/a-as557E.pdf](http://www.fao.org/3/a-as557E.pdf)

**i. Food and nutrition security**



**2019**  
**(SPANISH ONLY)**  
**Rural women, social protection and food security in LAC.**

[www.fao.org/3/ca5092es/ca5092es.pdf](http://www.fao.org/3/ca5092es/ca5092es.pdf)



**2018**  
**Recipe book. Health, knowledge and flavours.**

[www.fao.org/3/l8269EN/i8269en.pdf](http://www.fao.org/3/l8269EN/i8269en.pdf)



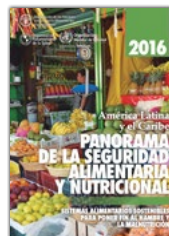
**2016**  
**Influencing Food Environments for Healthy Diets**

[www.fao.org/3/a-i6491e.pdf](http://www.fao.org/3/a-i6491e.pdf)



**2018**  
**Panorama of rural poverty in LAC. 21st century solutions to end poverty in the countryside**

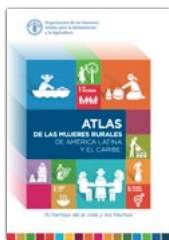
[www.fao.org/3/CA2275EN/ca2275en.pdf](http://www.fao.org/3/CA2275EN/ca2275en.pdf)



**2017**  
**Panorama of Food and Nutrition Security in LAC. Sustainable Food Systems to End Hunger and Malnutrition**

[www.fao.org/3/a-i6977e.pdf](http://www.fao.org/3/a-i6977e.pdf)

**j. Rural women status**



**2017**  
**(SPANISH ONLY)**  
**Atlas of Rural Women in LAC**  
[www.fao.org/3/a-i7916s.pdf](http://www.fao.org/3/a-i7916s.pdf)



**2016**  
**(SPANISH ONLY)** **The role of women in fisheries and aquaculture. Integration, systematization and analysis of national studies**  
[www.fao.org/3/a-i5731s.pdf](http://www.fao.org/3/a-i5731s.pdf)



**2015**  
**(SPANISH ONLY)** **The percentage of women in charge of agricultural operations in LAC increases. Policy Notes on Rural Women**  
[www.fao.org/3/a-as107s.pdf](http://www.fao.org/3/a-as107s.pdf)



**2014**  
**(SPANISH ONLY)** **Family Farming in Latin America and the Caribbean. Policy recommendations**  
[www.fao.org/3/i3788s/i3788s.pdf](http://www.fao.org/3/i3788s/i3788s.pdf)



**2013**  
**(SPANISH ONLY)** **Developing a public policy agenda for rural women: Economic Autonomy, Equal Rights and the Fight against Hunger**  
[www.fao.org/3/a-as548s.pdf](http://www.fao.org/3/a-as548s.pdf)

**Workshops and seminars**



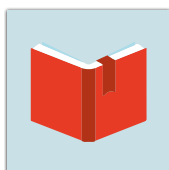
**2017**  
**(SPANISH ONLY)** **Gender in Technical Assistance and Rural Extension Systems: A transformation strategy**  
[www.fao.org/americas/noticias/ver/en/c/1057120/](http://www.fao.org/americas/noticias/ver/en/c/1057120/)



**2016**  
**Gender perspective in Agricultural Statistics and National Registries of Family Farming in LAC**



**2013**  
**Policies for Rural Women, Economic Autonomy, Rights and the Fight against Hunger (Central America)**



**2013**  
**Public Policies for Rural Women in Latin America**



**2013**  
**Improvement of Agricultural Statistics for Gender Equality**

The objective of FAO's Gender Policy in the short, medium and long term, is that gender equality should permeate all policies, strategies and activities so that women and men may influence, participate in and benefit equally from all interventions for sustainable rural development in Latin American and Caribbean countries. It is therefore essential to document our actions, which implies recording the progress and challenges posed by gender interventions in the projects developed by FAO and its partners in the countries, sub-regions and the region.

Hence, good practices provide a means of documenting how gender equality is essential to policy formulation, legislation, resource allocation, planning implementation and project monitoring in countries where FAO provides support to States.

Likewise, a good practice can show the transformative effect and impact that gender mainstreaming has in terms of changes in project objectives, strategies, actions, outcomes and impacts, being one of the criteria for gender mainstreaming in the FAO projects cycle. Good practices can also be a source of inspiration for the various stakeholders who can positively influence gender equality in rural areas.

### **Are you interested in publicizing FAO's contribution to achieving gender equality in the region?**

If your answer is yes, we invite you to systematize good practices and share them outside and inside the organization. To do so, this section presents a practical way to do so. Go for it! You are already part of the change!

### **What aspects or criteria should be included in a good gender practice case?**

Certainly, various criteria can be established to consider a gender practice as good or appropriate. As regards FAO, we suggest considering five main criteria:

1. Give evidence that the project led to a change towards gender equality or defined new pathways in non-traditional areas for women, including a link between the good practice and some visible or measurable change in gender relations, gender balance or women's choices and opportunities (relevance criterion).
2. Include evidence and report on the impact of the project in creating or strengthening a political environment for gender equality. This could include legislation, regulations or the allocation of resources to address gender gaps identified by the project (large-scale or high-impact outcomes criteria).
3. Demonstrate an innovative and replicable approach based on a clear theory of change. This implies the ability to demonstrate what is new or unique about the initiative, whether it is a product or a process. It also includes aspects of sustainability.

4. Create conditions or opportunities for the initiative to be replicated or exchanged in other countries and contexts (scalability criterion).
5. Show evidence of women and men participation on a gender equity basis and the involvement of a variety of stakeholders (civil society, private sector, government, academia, other agencies and cooperating partners, among others).
6. Address other forms of discrimination and inequality stemming from intersectionalities and the life cycle of individuals (safeguarding free, prior and informed consent, indigenous peoples, among others).

## What aspects can be documented as good practice?

Good practices give us the opportunity to document gender outcomes and impacts and positive changes in:

- a. Policies.
- b. Strategies / approach.
- c. Communication and scope of application.
- d. Legislation.
- e. Research and other analytical work.
- f. Statistics: further sex-disaggregation and gender data analysis or gaps identification in databases.
- g. Development of indicators, data collection instruments and improvements in monitoring processes.
- h. Medium-term plans and budget.
- i. Procedures and processes.

## Can I share positive organisational changes to promote gender mainstreaming?

Right, it is valuable for FAO to have such information to improve its action. For example, it is possible to document aspects such as:

- a. Development of skills in gender mainstreaming.
- b. Establishment of a gender unit or focal point with a clear mandate and the necessary resources to promote and support gender mainstreaming
- c. Indication of the organization's management commitment to mainstreaming.
- d. Establishment of accountability mechanisms.
- e. Development of guidelines, manuals and other tools.
- f. Establishment of a technical and methodological resource base relevant to the integration of a gender perspective in substantive areas of FAO's mandate.

## Does FAO have a bank of good practices?

Yes, the collection of good practices as well as their publication and dissemination are promoted from the headquarters and the regional office for Latin America and the Caribbean and is available online.

## Who can I contact for additional technical assistance and for the publication and dissemination of good practices?

At the country level, contact the gender focal point of FAO national office who will provide additional information and contact with the regional office and central offices for the dissemination of good practices.

During 2020 and 2021, the experiences received from countries and sub-regions will be selected and documented in a regional publication, through a thematic classification. Likewise, the 10 best experiences will be described and disseminated in depth, both in the publication's dissemination strategy and within the framework of the #Rural Women, Women with Rights Campaign. Experiences regarding women and COVID-19 will be favoured.

### Learn more about good gender practices:

Good Practices for Integrating Gender Equality and Women's Empowerment in Climate-Smart Agriculture Programmes. [www.fao.org/3/ca3883en/ca3883en.pdf](http://www.fao.org/3/ca3883en/ca3883en.pdf)

Good practice policies to eliminate gender inequalities in fish value chains. [www.fao.org/3/i3553e/i3553e.pdf](http://www.fao.org/3/i3553e/i3553e.pdf)



# ALONG WITH **RURAL WOMEN**

*Best **gender practices** promoted by  
FAO in Latin America and the Caribbean*



## Best practices recording system

The FAO RLC gender team has developed a flexible recording system to compile the best practices and lessons learned in the implementation of the gender approach in the countries of the region over the last five years. The form to record the practices is available at: [bit.ly/FAOGenderBestPractices](https://bit.ly/FAOGenderBestPractices).

Remember that you can enter as many experiences as you wish, you only need to fill in a new form for each good practice. After recording the good practice, the FAO RLC gender team will send you an edited text about the experience, which will be part of the good practices publication, and other activities, such as the #Rural Women, Women with Rights.



Before filling in the online form, please write the good practice from the following reactive. Consider as mandatory the minimum and maximum words defined for each reactive.



**Download  
the editable form here**

## Section 1. General information

Your email address \*

**Select the work area related to the experience \***

- Food and nutrition security .
- Sustainable productive practices .
- Rural poverty alleviation.
- Food systems .
- Environment.
- Risk management.
- Public policies and arrangement .
- Others:

**Write the title of the experience \***

**For how many years has the experience been implemented? \***

- 1
- 2
- 3
- 4
- 5
- 

**List the donors and partners involved in the implementation of the experience \***

**Select at least one gender gap identified in the context of the experience \***

- Women had to ask men's permission to participate in the experience.
- Women's participation was significantly lower than expected.
- Women were overloaded with reproductive work (food, care, etc.).
- Women were not paid, or received less income, for their productive work (agriculture, livestock, etc.).
- Women had no access to land ownership and use .
- Women had less access to productive resources and training.
- The community had a strong sexual division of labour.
- Women were not considered in decision-making.

**Section 2. Narrative**

**What was the context of the experience like? Describe the social and productive characteristics of the locality, as well as the core issues identified. It includes figures of interest. (Maximum: 300-500 words) \***

**If you have sex-disaggregated data, write it here. \***

**Describe how the experience responded to the gender gaps you identified in the previous section. (Maximum: 200-300 words) \***

**Describe the actions implemented in the context of the problem. Include the roles that women have played. (Maximum: 300-500 words) \***

**What were the main results and how did they impact the beneficiaries (men and women)?** (Maximum: 200-300 words) \*

**How did the gender approach help to realize these results?** (Maximum: 100-200 words)

**Section 3. Learning**

**What elements do you consider essential to guarantee the sustainability of the experience?** (Maximum: 200-300 words) \*

**What improvements in women's economic and political autonomy could be attributed to the experience?** (Maximum: 100-200 words)

**List three lessons learned about gender mainstreaming and women's empowerment that should be considered for similar experiences** (Maximum: 100-200 words) \*

#### Section 4. Testimonials

This section should include testimonials from women beneficiaries and other key stakeholders. If you do not have them now, please specify if it is possible to get them in the next few weeks. It is important that the testimonials include the names and productive activities of the individuals.

**Upload support materials (documents, notes, videos and photographs) to WeTransfer and share the download link here\***

Project phase	Actions and examples
<div data-bbox="324 491 452 609" data-label="Image"> </div> <p data-bbox="174 667 613 703"><b>1. Problem identification</b></p> <p data-bbox="143 740 645 767">Define the problem and identify solutions.</p> <p data-bbox="327 805 461 831"><b>Outcomes:</b></p> <p data-bbox="197 836 593 863">Diagnosis, Concept Note baseline</p>	<p data-bbox="759 432 1025 459"><b>Stakeholders analysis</b></p> <p data-bbox="759 496 2089 555">Consultation with stakeholders, men and women, and local institutions. Identify how the problem affects women and men, the possible gender gaps and how the project can reduce them.</p> <p data-bbox="759 592 929 619"><b>It is essential:</b></p> <ul data-bbox="792 624 1787 719" style="list-style-type: none"> <li>• Consider women and their organizations among the beneficiaries of the project.</li> <li>• Encourage work with women's mechanisms at local and national level.</li> <li>• Establish project connections with other ongoing gender interventions.</li> </ul> <p data-bbox="759 751 887 778"><b>Examples:</b></p> <ol data-bbox="792 815 2078 1102" style="list-style-type: none"> <li>a. The characterisation of the problem provides sex-disaggregated data and information.</li> <li>b. Identify gender gaps, e.g.: Difficulties related to unpaid work overload, women's difficulties to sell their products. The requirements of an ATER programme hampers women access because they do not own the land they work.</li> <li>c. Develop a risk assessment, emphasizing gender equality.</li> <li>d. Assign gender markers (See Annex 1).</li> </ol>



## Project phase

## Actions and examples



### 2. Formulation

Define impact and outcomes, outputs and activities, including logical framework and budget.

#### Outcomes:

Project document, including gender perspective in the logical framework and budget.

#### Gender analysis

- From this analysis, develop ideas on how the project can:
  - Contribute to men's and women's equal access to resources, food and nutrition, and enhance gender equality.
  - Benefit women and men, addressing their different needs and capacities.

#### It is essential:

- Establish priorities, approaching gender implications in the formulation of expected impact, outcomes and outputs, supplemented with gender-sensitive indicators. If a problem seriously affects women, include outcomes, outputs and activities to address the specific constraints.
- Carry out an institutional assessment, to identify gender-sensitive working gaps.
- Allocate sufficient human and financial resources to ensure women's participation and benefits.

#### Examples:

- e. The project identified that the lack of women's land tenure made it difficult for them to access ATER programmes as part of a public programme. Therefore, it is proposed to revise said programme and mainstream gender which implies redesign objectives, scope and procedures.
- f. The project has identified gender gaps that make it difficult for women producers to access markets. Hence, it is proposed to perform a diagnosis to identify those critical nodes that hamper women's access to markets, and the development and implementation of a roadmap to address them.
- g. The project detected that indigenous women did not participate in the decision-making process on municipal plans, so it has developed a plan to strengthen women's leadership. The FAO 'violet chair' strategy has been implemented and sex-disaggregated participation quotas have been established for each activity.
- h. The project is intended to develop a rainforest basins management plan, but there is no sex-disaggregated data of the inhabitants and their connection with the forests. Hence, the project will develop a sex-disaggregated and gender-focused information baseline on the main productive activities in the basins to reduce gender gaps and measuring gender impacts.
- i. The project detected low intakes of fruit and vegetables and no clear reasons for this. Therefore, a sex-disaggregated diagnosis will be carried out with a view to identifying the main access problems for the population and will implement a gender-sensitive plan to overcome them.

## Project phase

## Actions and examples



### 3. Evaluation and approval

Evaluate the Project based on quality criteria (PPRC)

**Outcome:**

Project approval or rejection

Project evaluation based on gender equality criteria and indicators (see Annex 1):

- a. Consider priorities, opportunities, needs, constraints and knowledge of women and men as identified in the gender analysis.
- b. Include activities and outputs that address gender inequalities and aim to ensure equal benefits for women and men.



### 4. Implementation

Project implementation according to the logical framework, work plan and Budget.

**Outcomes:**

Baseline and progress reports with sex-disaggregated information, gender outcomes and lessons learned from said approach. Mid-term review.

**Examples:**

- a. Human resources: Recruitment of a specialist in gender mainstreaming for the project, definition of actions in favour of gender parity and equality within the project team.
- b. Capacity building: Raising gender awareness among project staff and relevant partners involved in the implementation and strengthening their capacities for gender mainstreaming.
- c. Impact on public policy: Revision of a public policy to improve project implementation or develop a policy, if appropriate.
- d. Specific actions for women: Develop a gender-sensitive value chain programme, to facilitate women' access to short marketing and/or public procurement circuits.
- e. Community actions: Actions to raise awareness of the contribution of women's empowerment to sustainable development, impact on local budgets for the development of productive innovation projects.
- f. Gender violence and harassment: Actions to prevent gender violence in the communities and within the project team.
- g. Monitoring and evaluation: Compilation and analysis of sex-disaggregated data, in order to track implementation progress and participatory monitoring involving women and men.
- h. Adaptation: Following mid-term evaluations, introducing changes or adding new activities.

## Project phase

## Actions and examples



### 5. Evaluation

Document project progress, outcomes and impact at the end of the phase.

**Outcome:**  
Evaluation report

Analyse and document project progress and outcomes achieved at the end of the implementation phase, identifying the strengths and weaknesses of the project, the differential effects and possible long-term impacts on women and men.

**Examples:**

- a. Generate sex-disaggregated data and information in order to report on the achievement of gender indicators generated by the project.
- b. Identify keys of resilience plans development with a gender perspective.
- c. Systematize transformative actions and practices of gender gaps.



### 6. Project closure

**Outcomes:**  
Completion, communication and knowledge management report.

Capture lessons learned, considering the benefits of gender mainstreaming for the sustainability of project outcomes and impact.

Promote knowledge management on gender: capture/produce, share information and use it in other projects and interventions where appropriate.

Disseminate gender-related lessons learned both within the organization and with project partners.

**Examples:**

- a. To carry out gender-sensitive communications that place women at the lead of sustainable rural development.
- b. Identify and disseminate lessons learned regarding the inclusion of parity criteria in project management.
- c. Produce communication materials through which women who benefited from the project may give an account of their experience in the project.



