



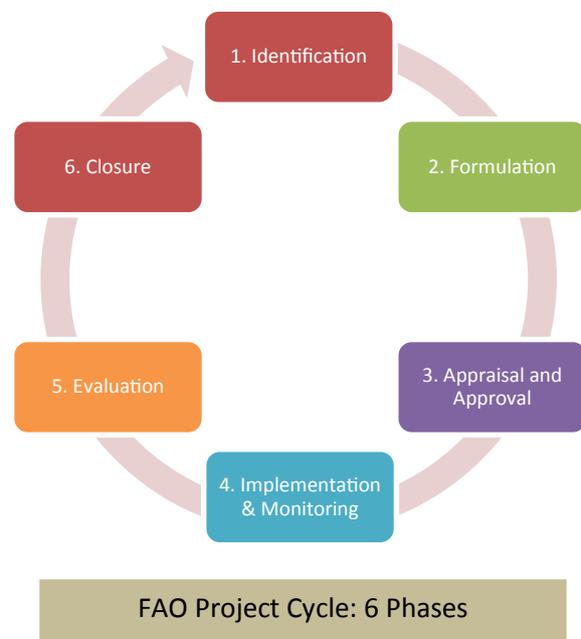
## Guide to mainstreaming gender in FAO's project cycle

This 'pocket' Guide provides guidance on how to mainstream gender in the project cycle process. It is important to incorporate gender in each phase of the project cycle to ensure sustainability of the intervention, support equitable growth, increased production and impact. Gender Equality is recognized as a defining factor of Sustainability according to FAO's Quality Assurance and Performance Assessment criteria. This guide provides basic sets of questions and tools for FAO staff and partners on how to mainstream gender issues as part of the Organization's commitment to achieve gender equality and women's empowerment.

**Gender equality** refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same but that their specific rights, responsibilities and opportunities will not depend on whether they are born male or female. It is one of the UN Country Programming Principles that have to be mainstreamed throughout the project cycle to achieve quality results and enhance the sustainability.

**What is gender mainstreaming?** A strategy for making women's and men's concerns and experiences an integral dimension of the project cycle, so that women and men can benefit equally from development interventions and inequalities are not perpetuated. Economic and Social Council, Agreed Conclusions 1997/2.

Gender equality is central to FAO's mandate to achieve food security for all by raising levels of nutrition, improving agricultural productivity and natural resource management, and improving the lives of rural populations. FAO can achieve its goals only if it simultaneously works towards gender equality and supports women's diverse roles in agriculture and rural development. Gender equality is not only an essential means by which the Organization can achieve its mandate; it is also a basic human right. Women and men often have different rights and access to and control over productive resources, services and decision-making power. They also allocate time differently, and have their own needs and priorities. It is essential that during each phase these differences are adequately reflected, and that gender issues are addressed **from the very start** and **throughout** the project cycle. To achieve gender equality one may need to empower women and address their specific needs.



The **goal** of FAO’s [Policy on Gender Equality](#) is to achieve equality between women and men in sustainable agricultural production and rural development for the elimination of hunger and poverty.

**FAO Gender Equality Objectives**

The following five objectives guide FAO’s work in advancing equality of voice, agency and access to resources and services between women and men.

1. **Decision-making:** Women participate equally with men as decision-makers in rural institutions and in shaping laws, policies and programmes.
2. **Resources:** Women and men have equal access to and control over decent employment and income, land and other productive resources.
3. **Goods, Services and Markets:** Women and men have equal access to goods and services for agricultural development, and to markets.
4. **Work burden:** Women’s work burden is reduced by 20 percent through improved technologies, services and infrastructure.
5. **Support:** The share of total agricultural aid committed to projects related to women and gender equality is increased to 30 percent.

FAO’s Policy on Gender Equality requires that gender analysis is incorporated in the identification and formulation of all field programmes and projects, and gender-related issues are taken into account in project approval and implementation processes such as collecting base-line data and in the monitoring and evaluation.

Gender analysis is the study of the different roles of women and men to better understand what they do, what resources they have, what their needs and priorities are in a specific context, and how decisions are made within the household and the communities. It aims at providing robust evidence on **women and men’s specific priorities, needs and responsibilities**, to reduce the risk of designing a project based on incorrect assumptions and stereotypes. It also provides insights in how men and women are affected by the problem being addressed so that solutions are informed by this knowledge and they can participate in decision-making.

The **gender equality checklist** (described in Annex 1) is a tool to be used **in each project cycle phase** to track progress and serve as a reminder of FAO’s five gender equality objectives. Annex 2 presents guidance on how to conduct a more detailed gender analysis.

This guide indicates for each project cycle phase which steps and tools can help you integrate a gender perspective. What tools to use and to what level of detail depends for a large part on time and resources availability. We invite you to consult the Regional gender officers or the Gender focal points (GFPs) in the country, sub-region or relevant technical division for guidance and advice. In general responsibilities of the different staff in terms of mainstreaming gender are as follows:

FAO staff	Roles/Responsibilities
<b>Social Policies and Rural Institution Division (ESP)</b>	Coordinate gender mainstreaming work within the Organization, carry out capacity development, build and share knowledge and data, support adequate implementation and monitoring mechanisms, and provide policy advice and technical expertise to Member states on gender issues.
<b>Regional Gender Officers</b>	Coordinate gender mainstreaming work in the region, carry out capacity development, build and share knowledge and data, and provide policy advice and technical expertise to Member countries on gender issues in the region.
<b>PPRC</b>	Appraise project documents on compliance with FAO’s Gender Equality Policy.
<b>Gender Focal Points (GFPs) Country Offices/Technical Divisions</b>	Raise awareness, provide technical support on gender mainstreaming (20% of their time) at country level, or in a specific technical field.
<b>ADGs/Division Directors</b>	Ensure budget allocation to women specific targeted interventions and gender equality, enable GFPs to dedicate 20% of their time, and Monitoring and evaluation.
<b>All professional staff</b>	Ensure quality of programme and project designs and normative work, with adequate gender mainstreaming.

Table: Steps to integrate gender in the project cycle, discussed in more detail below.

Project Cycle Phases		Integration of Gender Perspective
<p><b>1. Identification</b></p> <p>Define the problem and identify solutions</p> <p>Result: Project Proposal/Concept Note</p>	←	<p><b>Stakeholder analysis:</b> Consult male and female stakeholders and local institutions. Establish how a problem or issue affects different stakeholders and the view of men and women what will contribute to solving their problems.</p> <p>ESRM: Risk Assessment: (ESS) 8: Gender Equality</p> <p>Assign <b>Gender Marker</b></p>
<p><b>2. Formulation</b></p> <p>Define Impact and outcomes, outputs and activities, including a logframe and budget</p> <p>Result: Project Document, including logframe and budget</p>	←	<p><b>Gender analysis:</b> Generate insights on how the project can:</p> <ul style="list-style-type: none"> <li>- Contribute to men and women’s equitable access to resources, food and nutrition and increase gender equality.</li> <li>- Benefit both women and men by addressing their different needs and capacities.</li> </ul> <p><b>Setting priorities:</b> Address the gender implications in the formulation of the expected Impact, outcomes and outputs, complemented by gender-sensitive indicators. If a problem severely affects women, ensure a specific outcome, output and activities are included to address their specific constraints.</p> <p><b>Institutional assessment:</b> Identify gender capacity gaps.</p> <p><b>Budget:</b> Allocate sufficient human and financial resources to ensure women’s participation and benefits.</p>
<p><b>3. Appraisal and approval</b></p> <p>Assess the project based on quality criteria (by PPRC)</p> <p>Result: Approval</p>	←	<p><b>Appraise the project on Gender Equality Criteria:</b> The project: 1) takes into consideration the priorities, opportunities, needs, constraints and knowledge of both women and men, as identified by the gender and stakeholder analysis 2. includes activities and outputs that address gender inequalities and aims to ensure equal benefits for women and men.</p>
<p><b>4. Implementation</b></p> <p>Implement the project according to proposed work plan and budget</p> <p>Result: Base-line and Progress reports Mid-Term review</p>	←	<p><b>Build on/continue/instigate a baseline survey</b> with a social and gender focus</p> <p><b>Capacity development:</b> Develop the gender capacity and raise gender awareness among the project staff and relevant partners involved in the implementation.</p> <p><b>M&amp;E:</b> The collection and analysis of <b>sex-disaggregated data</b> for Monitoring and evaluation to track implementation progress, and participatory monitoring involving both women and men.</p> <p><b>Adapt:</b> implement changes or add new activities, if corrective measures are needed.</p>
<p><b>5. Evaluation</b></p> <p>Document progress at the end of the project, results achieved and impact</p> <p>Result: Evaluation Report</p>	←	<p><b>Analyse and document:</b> progress achieved at the end of the implementation phase, the project’s strengths and weaknesses and the differential effects and potential long- term impacts of the project on women and men.</p>
<p><b>6. Project Closure</b></p> <p>Result: Completion Report</p>	←	<p><b>Capture lessons learnt:</b> regarding the benefits of mainstreaming gender for the sustainability of the project outcomes and impact: balance score card.</p> <p><b>Disseminate gender-related lessons</b> learned since these are of great value for new projects.</p>

FAO deals explicitly with Gender Equality policy in the Project Cycle in the following ways:	
1. <b>Identification:</b> Concept Note	Gender is explicitly addressed in three ways in the Concept Note: 1. ESRM, 2. Gender Marker and; 3. as a defining factor of sustainability
2. <b>Formulation:</b> Project document	Same as Concept Note, more detail is required under risk management and (in all cases) under Sustainability
3. <b>Appraisal</b>	Appraisal by PPRC on Gender equality Criteria
6. <b>Project Closure</b>	Terminal Report (scorecard) – Gender equality questions

## Country Programme Framework and Country Gender Assessment

Each project will be designed and implemented in the context of a Country Programme Framework. In addition, mainstreaming gender in a project builds upon information in the Country Gender Assessment (CGA). A part of FAO’s Gender Equality minimum standards, the country gender assessment is a specific analysis of the gender dimensions of the agriculture and rural development sectors. Specifically, it explores existing gender relations and inequalities in various subsectors of agriculture, their causes and impact on the economic and social development of rural areas, and on food security and nutrition. The aim of the assessment is to explore the situation of rural women compared to men’s and to understand the extent to which they are able to realize their rights and potential in areas where FAO is mandated to assist its Member Countries, in line with the Policy on Gender Equality and strategic framework and objectives. The CGA also informs country level planning and programming, including the Country Programme Framework (CPF).

Below, for each phase the recommended tools are described, “Real life” examples are included and practical “How to” guidance is provided. The symbols below are used throughout this guide:

	Real-life example		Practical tips and advice on <b>How to</b> implement a specific tool.
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### Project Cycle phase 1. Identification

By applying a gender perspective early in the project design, FAO will be able to plan and implement interventions that best identify and address the needs of both women and men of different ages and socio-economic groups.

#### 1.1 Gender –Sensitive Stakeholder Analysis.

In this phase of the project cycle gender-sensitive stakeholder analysis is crucial. This is a method accounting for and incorporating the needs of those who have a ‘stake’ through a broad consultation with adequate representation of men and women. A gender-sensitive approach will enable project formulators to look at stakeholders as “women” and “men” with specific needs and priorities, and ensure that their specific perspectives are considered and addressed by the project.

	<p>Gender-sensitive stakeholder analysis helps you to:</p> <ul style="list-style-type: none"> <li>✓ identify the male and female individual stakeholders or institutions/groups that should be involved in the project formulation and implementation;</li> <li>✓ decide how to best address their interests and needs, and determine their priorities;</li> <li>✓ address constraints of men and women to participate or access the project benefits;</li> <li>✓ find out how the different male and female stakeholders are likely to affect or be affected by the project, to make most appropriate decisions on how to involve each stakeholder.</li> </ul>
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Stakeholder analysis is done in a **participatory manner**<sup>1</sup> to ensure that the decision-making is open and without preconceived ideas.

	<p><b>Botswana - Four distinct groups of stakeholders:</b></p> <p>In the Agricultural Services Support Programme (ASSP) in the Republic of Botswana, selected smallholders would participate in the small-scale irrigation scheme to be established. Within this group, there are four principal groups/stakeholders: (i) smallholder households hiring tractors for land preparation and planting; (ii) owners of draught animals who continue to cultivate part of their land using draught animals and may hire out their draught power to others; (iii) female heads of households as smallholder farmers in their own right (owning 41 percent of the holdings), and women in married households; and (iv) boys and girls currently, or potentially, engaged in smallholder agricultural production. The specific needs and challenges of women and youth need to be considered to ensure equity in the opportunities to participate in training, the allocation of irrigable land, and membership and leadership of local decision-making bodies. Secondary stakeholders include agro-service providers and agro-dealers.</p>
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	<p>While conducting the stakeholder analysis, it is important to consider that:</p> <ul style="list-style-type: none"> <li>• Women and girls, in many contexts, are <b>not adequately represented</b> and tend to have <b>fewer opportunities than men to participate in and influence decision-making</b> processes within their households and communities. It is important for the project team to set up mechanisms that provide women with equal opportunities to express their views and concerns.</li> <li>• <b>“Women” and “men” are not homogeneous categories.</b> Age, class and ethnicity influence their specific rights, opportunities and socio-economic status.</li> <li>• Stakeholders from specific gender, age or socio-economic group might <b>lack power and capacities, at organizational and institutional levels, to make their voices heard.</b> Therefore they need to be supported so as to be able to actively participate in identifying project’s priorities.</li> </ul>
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### Environmental and Social Screening: Environmental and Social Standard (ESS) 8: Gender Equality)

All FAO projects undergo an Environmental and Social Screening as per DGB/2015/08 during the project identification phase. The ESS standard number 8 on Gender equality focus is on Risk Management, and it assesses what harm a project could do in terms of increasing gender inequality, and how this can be mitigated in the project context. Projects approved and supported by FAO must meet ESS 8. By mitigating any possible risks, FAO programmes and projects ensure to be gender-responsive in their design and implementation, meaning that projects:

- ✓ combat discriminatory practices (i.e. not discriminate against women or girls or reinforce gender-based discrimination and/or inequalities)
- ✓ ensure equal opportunities for men and women to participate in and benefit

<sup>1</sup> For more information and field tools, see the Socio-Economic and Gender Analysis Programme’s (SEAGA’s) **Field level handbook:** <http://www.fao.org/docrep/012/ak214e/ak214e00.pdf> and also the SEAGA **Project Cycle Management Guide:** <http://www.fao.org/docrep/012/ak211e/ak211e00.pdf>

At project identification, the LTO needs to reply to the following trigger question:

Could this project risk overlooking existing gender inequalities in access to productive resources, goods, services, markets, decent employment and decision-making? For example, by not addressing existing discrimination against women and girls, or by not taking into account the different needs of men and women.

Should ESS be triggered by risks identified, then mitigation actions need to be included in the project risk log and risk mitigation strategy, as defined below.

**Safeguard 8 Gender Equality**

		No	Yes
8.1	Could this project risk reinforcing existing gender-based discrimination, by not taking into account the specific needs and priorities of women and girls?	LOW RISK	<p><b>MODERATE RISK</b></p> <p>Take action to anticipate likely risk of perpetuating or reinforcing inequality by conducting a gender analysis to identify specific measures to avoid doing harm, provide equal opportunities to men and women, and promote the empowerment of women and girls.</p>
8.2	Could this project not target the different needs and priorities of women and men in terms of access to services, assets, resources, markets, and decent employment and decision-making?	LOW RISK	<p><b>MODERATE RISK</b></p> <p>Take action to anticipate likely risk of socially unsustainable agriculture practices and food systems by conducting a gender analysis to identify the specific needs and priorities of men and women, and the constraints they may face to fully participate in or benefit from project activities, and design specific measures to ensure women and men have equitable access to productive resources and inputs.</p>

**1.3 Gender markers<sup>2</sup>**

Project Formulators are required to assign a gender marker to the project when submitting the Concept Note. The marker clarifies:

- ✓ **whether the project aims to promote gender equality and women’s empowerment** extent of design to **ensure that women and men benefit equally** from the intervention

Gender analysis provides a basis for assigning the gender marker. Even if a project or programme is deemed to have no gender relevance and is awarded the marker G-0, the decision to assign this marker must be based on the results of a gender analysis. A gender marker can change in different stages of the Project Cycle. Even if the gender marker has already been assigned, there is often further scope for increasing the gender responsiveness of the strategies, approaches and methods used. When, during formulation, more detailed gender information becomes available, an assigned marker can change. For example, the gender marker can change from G1 to G2a, indicating that gender issues change from being considered partially to fully relevant to the project’s objectives. The Marker is not a value judgement on the project but above all something that helps focus / inform project teams in the different stages of the project cycle.

Complete the gender equality checklist (in Annex 3) towards the end of the identification phase to check to what extent the project will contribute to the gender equality objectives. Consider options on what more could be done.

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<sup>2</sup> Gender markers allow the organization to map gender sensitive planning. See Annex 3 for guidance on FAO’s coding.

## Result

A clear understanding of how a problem specifically affects men and women of different social groups and ages, possible solutions. Integration of gender issues in the Project Proposal and in the Concept Note, including:

### What should be described in the Concept Note and (in more detail) in the Project Document upon completion of Phase 2?

Describe, in particular, the extent to which the project will consider and support:

- the needs, priorities and constraints of both women and men, as applicable;
- women's and men's equitable access to and control over productive resources and inputs;
- women's and men's equal participation in and benefit from the project.

Describe the extent to which a gender-sensitive stakeholder analysis has been carried out, addressing the relative roles of women and men, indigenous people, institutional dimensions, etc.

## Project Cycle phase 2. Formulation of Project Document

The formulation of a Project Document is a fundamental phase in the project cycle, with a range of issues to be discussed and decided upon. During this phase:

- (1) Gender analysis will be carried out, to complement the stakeholder analysis;
- (2) The project's impact, outcomes, outputs and budget will be determined;
- (3) Gender-sensitive indicators will be discussed and decided upon;
- (4) An institutional assessment of the gender capacity will be conducted.

**2.1 Gender analysis:** Men and women engage in activities such as agriculture and livestock production, marketing and wage labour, to secure their basic needs and to earn income. These activities depend on their access to resources such as land, water, capital and technology. Within any given culture, access to resources varies by gender and also by age, wealth, caste and ethnicity which affect livelihoods. Responsibilities and opportunities vary within households, by gender, age and household position (female household head, husband, elderly, youth).

	<p><b>Gender Analysis answers the following questions<sup>3</sup>:</b></p> <p><b>About the gender division of labour</b></p> <ul style="list-style-type: none"><li>• How are roles and responsibilities distributed among men, women, boys and girls in the sector(s) relevant to the project?</li><li>• What activities and tasks does each of them do in relation to relevant livelihoods?</li><li>• How is men and women's time divided between household and productive activities?</li></ul> <p><b>About access to and control of resources</b></p> <ul style="list-style-type: none"><li>• Are there any legal restrictions (within statutory or customary laws systems) to women's ownership or inheritance of land or other assets?</li><li>• Do women and men have access to technologies and services that might improve the quality and efficiency of their work in the agriculture sector?</li><li>• What is their level of participation in training and access to extension services in the sector(s) relevant to the project?</li></ul> <p><b>About participation and decision-making</b></p> <ul style="list-style-type: none"><li>• Are women represented in associations, producer organizations or cooperatives active in the sector(s) of interest to the project? Do women actively participate in decision-making bodies and processes? Do they have leadership positions?</li></ul>
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<sup>3</sup> See Annex 2 for more details

	<ul style="list-style-type: none"> <li>Do women have control over and benefit from the resources and assets deriving from their work or their participation in the project activities?</li> </ul> <p>It is important to consider the farming system from start to finish, including the access to information and inputs, productive activities and the processing and marketing of produce.</p>
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	<p><b>Gender analysis informing design of gender strategy</b></p> <p>The Afghanistan: Community Livestock and Agriculture Project’s targeting strategy for women proposes a number of specific activities reserved for female beneficiaries. Most agriculture interventions in Afghanistan limit female farmers to small-scale food security and subsistence support. The gender strategy aims to move women further up the value chain, engaging them in processing products, management and ownership, and marketing. To this end, investing in women’s knowledge development and leadership is crucial. Basic literacy and numeracy must be a foundation of the knowledge development activities given that the high level of illiteracy among women engaged in the agricultural sector acts as a fundamental inhibitor to women advancing up the value chain.</p> <p>Source: <a href="http://www.ifad.org/operations/projects/design/107/afghanistan.pdf">http://www.ifad.org/operations/projects/design/107/afghanistan.pdf</a>, 2012</p>
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### Setting priorities: defining the project’s impact, outcomes and outputs

The information collected during the identification phase combined with gender analysis will help to determine **male and female stakeholders’ priorities for development**, and also who will engage in and benefit from the different activities of the project.

From the consultation with intended male and female beneficiaries and the review of findings, several themes will emerge, to be incorporated in the project’s impact, outcomes and outputs. In the selection process it is necessary to determine:

- Will any male or female stakeholders be disadvantaged by the proposed project? How may this inequity be minimised?
- Have potential conflicts between stakeholders been identified? How may these be resolved?
- Which differences between men and women, and among different socio-economic groups, were captured by the gender analysis?
- Have constraints and opportunities for addressing gender equality been identified?
- Have stakeholders identified ways in which they can contribute to the project? Will female stakeholders be able to equally contribute?

Moreover, it is likely that priorities will be identified between different project options, due to constraints imposed by resources, funds and time. Depending on the nature of the priorities, it may be appropriate to first determine them within each stakeholder group independently, prior to reaching a community consensus. Rapid Appraisal techniques exist to rank options, such as:

- **Problem ranking:** A method that asks stakeholders to list six or more main problems and then rank them in order of importance.
- **Pairwise ranking:** This method uses cards to represent different problems. A facilitator shows the "problem cards" two at a time, asking, "Which is the biggest problem?" As stakeholders make comparisons, results are recorded in a matrix. The final result is obtained by counting the number of times that each problem "won" over the others and arranging them in appropriate order.
- **Preference ranking:** This tool involves stakeholders in assessing different items or options, using criteria that they themselves identify. A common form of preference ranking uses a matrix with items/options along the vertical axis and the elicited criteria along the horizontal axis. Gender differences need to be explored, as men and women often have quite different preferences and criteria for those preferences (see example on the next page).



**Priorities for development: Preference ranking**

The community of a fishing village in Uganda conducted an alternatives analysis to review available options against a range of criteria identified by the community and NGO team:

**Table: Priorities for development Analysis**

Activity	Criteria				
	cost	size of Benefits	time horizon	principal beneficiaries	Risks
IGAs for women	medium	Medium	medium	women	market availability support of family members
Sanitation and Hygiene	low	high	short	all	Minimal
Fishing practices	high	high	medium	boat owners	needs enforcement

On the basis of this analysis, the community decided to proceed with two projects: One on sanitation and hygiene: low cost, high benefits to be realised in a short time and wide support; and the other on Income-generating Activities for women: introducing an independent income source for women thereby addressing their needs. Although the improvement in fishing practices was essential for the long-term viability of the community, it was recognised that other communities had also to participate in order to be effective. It was decided to promote this through the national fisheries association.

**2.3 Logical framework and budget**

To assist with the process of incorporating socio-economic and gender issues in the logical framework the following table presents some questions that can be asked at each level.

	Definition	Gender Questions
<b>Impact</b>	The impact is the highest order objective and represents the longer term positive change that the project will contribute to.	<ul style="list-style-type: none"> <li>Is gender equality one of the overall objectives the project aims to contribute to?</li> <li>Are women and men (of different ages and socio-economic groups) going to benefit equally from the longer term change?</li> </ul>
<b>Outcome</b>	The Outcome (together with its associated indicators) describes the short and medium-term positive effects of the project.	<ul style="list-style-type: none"> <li>Does the outcome include any clear reference to men and women, and existing 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>	The Outputs describe what the project will deliver in order to achieve the Outcome. These are the results that the project must deliver.	<ul style="list-style-type: none"> <li>Do the outputs respond to the different needs and priorities of men and women, as identified by the gender analysis?</li> <li>Do the outputs challenge/redress existing gender inequalities and discriminatory norms and practices?</li> </ul>
<b>Activities</b>	The Activities describe what actions will be undertaken to achieve each output.	<ul style="list-style-type: none"> <li>Are women and men provided with equal opportunities to plan, participate and monitor the project's activities?</li> <li>Do the planned activities take into account the roles and responsibilities of women and men, in order to</li> </ul>

		ensure equal opportunities for and benefits from participation?
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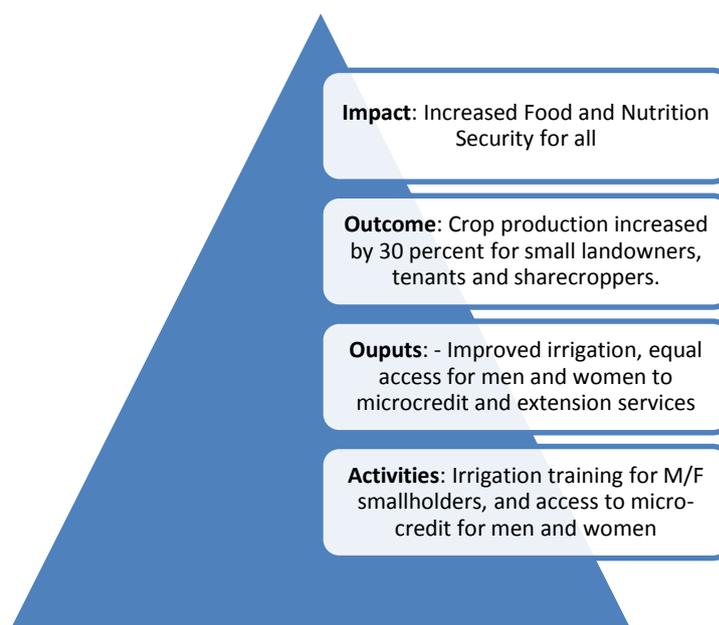
**Please note:**

- **The Impact and Outcome statements might not need to mention gender explicitly**, but the gender equality dimensions must be reflected in indicators, baselines, targets, means of verifications, assumptions and risks;
- On the other hand, Outputs and Activities need to be specific **and clarify how the project intends to respond to women and men’s different needs, priorities and constraints identified**

See the example below of a log frame.



Example of a log-frame showing the hierarchical relationship between the different levels



### Defining gender-sensitive indicators

As part of the logframe gender-sensitive indicators need to be formulated, which can reflect quantitative or qualitative aspects of change on the livelihoods of men and women.

Quantitative indicators	Measures of quantity that rely on sex-disaggregated data.
<i>Examples</i>	<ul style="list-style-type: none"> <li>• Percentage of men and women attending Farmer Field Schools</li> <li>• Percentage of seats held by women in local councils/decision-making bodies.</li> <li>• Changes in percentage of property owned and controlled by women and men (land, houses, livestock), across socio-economic, age and ethnic groups.</li> <li>• Percentage of available credit, financial and technical support services going to women/men.</li> </ul>
Qualitative indicators	Perceptions of men and women that assess changes in behaviours, knowledge, skills and self-reliance
<i>Examples</i>	<ul style="list-style-type: none"> <li>• Men and women’s perception on the quality of their participation and the impact of the project activities on their lives;</li> <li>• The degree to which men and women are aware of their legal rights. Differences in awareness between women and men, different socio-economic grouping, age or ethnicity. Changes over time.</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Opinions of women and men whether women are becoming more empowered, and the reasons why.</i></li> <li>• <i>Perception of women on an increase in self-respect, and the reasons why?</i> <i>Perception of men on any changes.</i></li> </ul>
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- ✓ Sources of quantitative indicators: information systems/records with sex-disaggregated data.
- ✓ Sources of qualitative indicators: public hearings, focus groups, attitude surveys and interviews, participatory appraisals and observations.

The two types of indicators are complementary, and both are important for effective monitoring and evaluation, as they can cross-validate each other. To be meaningful, gender-sensitive indicators should be developed in collaboration with key stakeholders identified during the gender-sensitive stakeholder analysis, ensuring participation of both male and female stakeholders and representatives of women’s group.

### Budget

Estimate the funds needed for the activities identified in the logical framework, ensuring that the allocation of financial and human resources is appropriate to address gender equality:

- ✓ earmark funds to support mainstreaming gender equality in the project, for example for hiring a gender consultant, planning gender awareness raising and capacity development activities for project staff and national counterparts;
- ✓ funds for specific women’s empowerment activities, for example literacy classes, capacity building, sensitization on legal position;

## 2.4 Institutional assessment

An institutional assessment is meant to assess the gender capacity of the designated implementing institutions. Make use of the FAO Country Gender Assessment, which should provide information on the broader institutional and policy gender framework. An outcome of the institutional assessment could be to include gender capacity development activities in the project to fill any identified capacity gaps and raising awareness on gender.

	<p><b>Institutional assessment of gender capacity</b></p> <p>For the designated institutions involved in the implementation of the project (e.g. Ministry of Agriculture, CSOs, etc.) assess evidence of:</p> <ul style="list-style-type: none"> <li>✓ Institutional culture: gender policies, strategies and institutional decision-making</li> <li>✓ Existing gender expertise, competence and capacity development in terms of gender mainstreaming in programmes and projects. This includes information, monitoring and evaluation systems.</li> <li>✓ Existing capacity of institutions /organizations representing the interests of the most marginalized men and women</li> </ul>
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### Result

The result of the formulation phase is a detailed Standard Project Document, including a log frame and a budget that reflects gender aspects. Paragraph 3.2 of the Project Document will describe the extent to which the project will consider and support:

- the needs, priorities and constraints of both women and men, as applicable;
- women’s and men’s equitable access to and control over productive resources and inputs;
- women’s and men’s equal participation in and benefit from the project;
- the extent to which a gender-sensitive stakeholder analysis has been carried out, addressing the relative roles and priorities of women and men etc.

## Project cycle phase 3. Appraisal and Approval

Compliance with FAO's policy on Gender Equality is independently assessed during the PPRC review. The review's focus is on **Sustainability**: with risks identified, mitigated and managed, how will the application of the Gender policy support sustainability of results?

Even for those projects that are not eligible for PPRC review (namely those under USD 500 000 or SP5 OO4 projects), formulators are advised to consider self-assessing the project proposals against the checklist presented below.

	<h3>Appraising a Project Document on Gender Equality<sup>4</sup></h3> <p>Criteria 1: The project takes into consideration the priorities, opportunities, needs, constraints and knowledge of both women and men, as identified by the gender and stakeholder analysis</p> <ul style="list-style-type: none"><li>• Does the stakeholder analysis demonstrate that both women and men (of different ages and socioeconomic groups) have been engaged?</li><li>• Have women's and men's specific needs and priorities, their constraints, challenges and discriminations in relation to the project been mapped?</li><li>• Have women and men's different roles and responsibilities within the household (e.g. childcare and housework), in the community, and the sector(s) interested by the project, been analysed?</li><li>• Does the project provide information on women's and men's access to and control over assets, resources, services, technologies and markets?</li><li>• Are constraints, challenges and discriminations based on gender clearly mapped?</li></ul> <p>Criteria 2: The project includes activities and outputs that address gender inequalities and aim at ensuring that women and men benefit equally from the intervention</p> <ul style="list-style-type: none"><li>• Does the logical framework clearly define target groups (disaggregated by sex, age and socio-economic status, when relevant)?</li><li>• Does the logical framework include gender-sensitive outputs and activities aimed at redressing existing gender inequalities?</li><li>• Are activities designed to respond to women and men's specific needs identified by the stakeholder and gender analysis?</li><li>• Do activities/outputs have the potential to improve equal access to and control over assets, resources, services, technologies and markets?</li><li>• Does the Monitoring and evaluation framework include gender-sensitive indicators?</li><li>• Are sufficient resources (human and financial) allocated to implement gender-related activities?</li></ul>
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### Result

The result of the Appraisal and Approval phase is an approved project document, including the gender related requirements that can be signed and ready for implementation.

<sup>4</sup> The complete PPRC Appraiser guide is presented in Annex 4

## Project Cycle phase 4. Implementation and Monitoring

During the implementation phase, the performance of projects is assessed on the basis of the following criteria:

1. Relevance
2. Achievement of results
3. Implementation of work plan and budget
4. Sustainability

After the project start-up, the first year of project operations is crucial because that is when one learns from experience what is working towards poverty reduction and gender equality targeting.

	<p><b>How a gender analysis during implementation led to adjustment of the project</b></p>
	<p>In the African region, a food company processes chilies for sale in national and European markets. Women cultivate the chilies in small gardens, while men deliver the crop to the processing plant and collect payment. Shortly after the purchase of the first crop, supplies of chilies decreased, which led to an inquiry about on-farm production methods to identify any constraints. A quick assessment was carried out. It was found that married women farmers had abandoned chili production because they were not receiving returns for their labour, since their spouses were retaining the proceeds. To increase incentives for women to produce chilies, the food company, designed a payment system that included both cash and non-cash rewards, and distributed a pound of sugar (a desirable household commodity), along with the cash payments.</p>

The **baseline survey**:

- ✓ is carried out early during the first year of implementation;
- ✓ should include gender-related questions;
- ✓ needs to be incorporated into the logframe/results framework as indicators of outputs, outcomes and impact;
- ✓ will be tracked through the Monitoring and Evaluation system to assess progress and impacts on men and women.

Monitoring can also be carried out in a participatory way, e.g., through regular meetings or workshops with men and women farmers, field staff, government representatives and community organisers. Participatory impact assessments enable community members to provide feedback and express their views on the project processes and impact.

	<p><b>Participatory and gender-sensitive monitoring:</b></p>
	<ul style="list-style-type: none"> <li>✓ progress of activities includes the perceptions of men and women</li> <li>✓ constraints encountered by men and women during implementation</li> <li>✓ suggestions for adaptation of the planning</li> <li>✓ proposals for changing certain activities or adding new ones;</li> <li>✓ self-evaluation</li> </ul>

Methods for generating feedback on the implementation process include:

- Male and female beneficiary tracking: enables project management to understand which categories of people the project is reaching and to make mid-term adjustments aimed at

strengthening the targeting effectiveness by improving the inclusion of poor households, women, youth, ethnic minorities and other disadvantaged groups.

- Beneficiary assessment: is particularly useful during the mid-term review. It generates direct feedback from male and female beneficiaries at different levels - ranging from farm households to frontline implementing agencies - on their perceptions of the project, identified benefits and weaknesses, and areas for improvement.

## Result

The result of the implementation phase are the implemented project activities involving both women and men, outputs and outcomes, which are documented in project progress reports based on gender-sensitive Monitoring and Evaluation activities.

### Project Cycle phase 5. Evaluation

Evaluation of the project will be implemented under the coordination of the LTO or project task force in consultation with OED and according to established corporate policy.

Different types of **impact assessments**, including participatory impact assessments, are conducted at project completion to address issues regarding inclusiveness, sustainability of benefits, and socio-economic and gender impacts. They may also be carried out during project implementation and at the mid-term review to assess the project impacts from a gender perspective.

Evaluation concerns the assessment of the effects of the programme on both male and female stakeholders. The impact is compared with base-line data collected at the start of project interventions. In order to be able to accurately assess the gender impact of a project, it is thus important that base-line data are sex-disaggregated.

	<p><b>Shift in gender strategy and its impact</b></p>
	<p>The Grameen Krishi (Agricultural) Foundation (GKF) was established in 1991 by the Grameen Bank in Bangladesh. GKF supports agricultural development through irrigation, credit and services. The Foundation's gender strategy evolved over time. At first only men were included in GKF's crop production activities, while women were supported in their traditional homestead-based activities, such as rice processing and small husbandry. Gradually, GKF recognised women's important and actual roles in crop production. This recognition, combined with a serious commitment to women, led GKF to shift its gender strategy to one that involved women farmers in irrigation and agricultural activities. Agricultural production became more accessible and productive for women, who gained access to land, irrigation water, credit, seeds, fertilisers and marketing facilities. Women were able to earn more income from agriculture than from their traditional activities (Jordans and Zwarteveen, 1997).</p>

The gender equality checklist will be a useful tool during both evaluation and the closure of a project, to assess to what extent it has contributed to achieving the gender equality objectives.

## Result

An evaluation report that includes details on the impacts of the project on men and women of different socio/economic groups and ages.

## Project Cycle phase 6. Closure

The Scorecard based Terminal report contains the following questions related to **Gender equality**:

- 1.1.1. Have the project's activities addressed the needs and priorities of women and men stakeholders/beneficiaries as identified at the design stage?
- 1.1.2. Have women and men beneficiaries equitably benefited from the results achieved by the intervention?

### Lessons learnt

Implementation Completion Reports (ICRs) provide the basis for learning lessons about the gender implications and impacts of agricultural and rural development projects, which are fed back into subsequent project identification and formulation.

### Result

Project closure report, including gender related lessons learnt that can be applied in follow-up or new projects.

	<p><b>Lessons learnt feeding into design of new projects</b></p> <p>The Gender equality policy of Guatemala (2015) includes the recognition of good practices on gender equality. To improve the systematic application of gender focus in rural development projects, a system will be established that recognizes good practices in the field. This kind of recognition is important because it shows that gender mainstreaming is feasible in agricultural development projects and in food and nutrition security. In addition, documented good practices show some important details so that successful interventions can be replicated. (Política Institucional para la Igualdad de Género y su Marco de Implementación 2014-2023 Guatemala).</p>
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**Annex 1.**

**Gender Equality Checklist**

This checklist assesses the contribution of a project towards achieving gender equality and identify additional activities to improve the impact<sup>5</sup>. It can be used by a project team to self-assess the gender dimension of the project, or to appraise or evaluate it.

**Traffic light:** The project is rating its progress using the colours of a traffic light

	Red: No/Not yet	The project has no activity or made no progress yet in advancing gender equality, and it is important to identify opportunities to start addressing this issue
	Yellow/Amber: Partly	The project is partly making progress in advancing gender equality, and it is important to identify what more could be done
	Green: Yes	The progress of the project in advancing gender equality is satisfactory, nevertheless opportunities to do more could be identified.

**Contributors:** The checklist was completed by: .....

**Project name:** .....

**Project phase:** This checklist can be filled out during each phase of the project cycle (please tick):

1. Identification: ,      2. Formulation: ,      3. Appraisal and Approval: ,  
 Implementation and monitoring: ,      5. Evaluation: ,      6. Closure:

Tick the appropriate colour, provide facts/evidence and list what more could be done (some examples of how to provide the evidence and possible actions are provided below).

<b>EXAMPLE</b> (Kagera TAMP project in Burundi, 2014):					
<b>1. Decision-making:</b> Women participate equally with men as <b>decision-makers</b> in rural institutions and in shaping laws, policies and programmes					
	Yes	Partly	No/ Not yet	Provide Facts / Evidence Male: Female	What more could be done?
1.2 The project ensures women and men participate equally in <b>shaping laws, policies</b> related to the project?		<b>X</b>		<ul style="list-style-type: none"> <li>· Where the plots belong to the government, women are equally entitled to farm them</li> <li>· Where the land belongs to the families, women are subject to customary laws that leave the final decisions on land to men</li> </ul> <p>Customary laws are a constraint to equality in decision making</p>	<ul style="list-style-type: none"> <li>· Keep the 50/50 on government plots and encourage the same proportions on family land</li> <li>· Advocate the implementation of inheritance law for women</li> <li>· Train women on their rights and help them defend them</li> <li>· Encourage female professional education to strengthen economic empowerment and independency</li> </ul>

<sup>5</sup> This checklist was adapted from a questionnaire prepared by Sally Bunning, with support of Paolo Groppo and Iwona Piecowiak from the FAO's Land and Water Division for the Kagera TAMP project in Burundi, Rwanda, Tanzania and Uganda.

**1. Decision-making:** Women participate equally with men as **decision-makers** in rural institutions and in shaping laws, policies and programmes

	Yes	Partly	No/ Not yet	Provide Facts / Evidence Male: Female	What more could be done?
1.1 The project ensures that <u>women participate</u> equally with men as <b>decision makers</b> in <b>groups, institutions/ mechanisms</b> set up by the project?				<ul style="list-style-type: none"> <li>○ Number of men and women in board of directors in producers' organization</li> </ul>	<p>Establish a fixed quota for women in board of directors in producers' organization</p> <p>Raise awareness on importance of effective participation of both men and women in organizations/ institutions at different levels</p>
1.2 The project ensures women and men participate equally in <b>shaping laws, policies</b> related to the project?				<ul style="list-style-type: none"> <li>○ Number of target men and women who participate in policy formulation</li> </ul>	<p>Set gender quota for legal drafting committee to increase women's participation</p> <p>Adopt measures to ensure that laws and policies cannot be passed without women being consulted</p>

**2. Resources:** Women and men have equal access to and control over decent **employment and income**, and land and other productive resources

	Yes	Partly	No/ Not yet	Facts / Evidence Male: Female	What more could be done?
2.1 The project ensures women and men gain equal/ improved access to and control over <b>land and other productive resources</b> through foreseen activities?				<ul style="list-style-type: none"> <li>○ Number of men and women who own or hold land</li> </ul>	<p>Special measures taken to increase women's access to land and other productive resources</p> <p>Train staff of land administration institutions on gender aspects of land policies and strategies</p> <p>Target female-headed households in land distribution programmes</p>
2.2 The project ensures that women and men gain equal/ improved access to decent <b>employment and income</b> ?				<ul style="list-style-type: none"> <li>○ Number of men and women with access to decent jobs</li> </ul>	<p>Analyze employment opportunities for men and women</p> <p>Identify alternative income-generating opportunities for vulnerable men and women</p>
2.3 Mechanisms are in place to <b>sustain</b> improved access after project closure?				<ul style="list-style-type: none"> <li>○ Mechanisms in place to monitor gender-related impacts</li> </ul>	<p>Establish a multi-stakeholder group to address gender issues</p> <p>Gather and disseminate gender-related good practices</p>

3: Goods, services, markets: Women and men have equal access to goods and services for agricultural dev., and to markets					
	Yes	Partly	No/ Not yet	Facts / Evidence Male: Female	What more could be done?
3.1 The project ensures that women and men have equal access to <b>goods</b> (inputs) and <b>services</b> for agricultural development (extension, research, training etc.)				<ul style="list-style-type: none"> <li>○ Number of male and female farmers with access to extension services</li> </ul>	<p>Raise gender awareness among extension staff</p> <p>Identify women extension officers to target rural women</p>
3.2 The project ensures equal access of women and men to <b>markets</b>				<ul style="list-style-type: none"> <li>○ Number of male and female farmers with access to market information and related services</li> </ul>	<p>Ensure that men and women can equally benefit from both local and export markets, and agricultural enterprises</p> <p>Increase women's participation in agri-food value chains</p>
3.3 Mechanisms are in place to sustain improved access after project closure?				<ul style="list-style-type: none"> <li>○ Technical working group in place to monitor gender-related impacts</li> </ul>	<p>Strengthen the gender capacity of main stakeholders</p> <p>Set up a gender-sensitive monitoring and evaluation systems</p>

4: Work burden reduction: Women's work burden is reduced by 20% through improved technologies, services and infrastructure					
	Yes	Partly	No/ Not yet	Facts / Evidence Male: Female	What more could be done?
4.1 <b>The project</b> has reduced women's work burden through access to improved labour saving technologies.				<ul style="list-style-type: none"> <li>○ Number of men and women with access to labour-saving technologies and practices</li> </ul>	<p>Identify the division of labour between men and women</p> <p>Analyze the specific time constraints of women</p> <p>Select and disseminate labour-saving and productivity-enhancing technologies</p>
4.2 <b>The project</b> has reduced women's work burden through access to services and infrastructure.				<ul style="list-style-type: none"> <li>○ Perceptions of men and women of their access to services and infrastructure</li> </ul>	<p>Identify mechanisms and strategy to increase women's access to services and technologies</p> <p>Analyze the time use of men and women in a specific crop production or agri-food value chain</p>

<b>5: Support:</b> The share of total agricultural aid committed to projects related to women and gender equality is increased to 30%					
	Yes	Partly	No/Not yet	Facts / Evidence Male: Female	What more could be done?
5.1 Has the project planned for, or used, a budget for the benefit of women (% funds targeted to women, specific gender activities)?				<ul style="list-style-type: none"> <li>○ Specific gender budget to address gender issues</li> </ul>	<p>Identify specific measures to target vulnerable women and address gender concerns</p> <p>Allocate specific gender budget in the project</p>

**Annex 2. Gender analysis: understanding roles, responsibilities and access to resources**

A gender analysis is the study of the different roles of women and men to better understand what they do, what resources they have, and what their needs and priorities are in a specific context. This type of analysis aims at providing robust evidence on **women and men’s specific priorities, needs and responsibilities**, reducing the risk of designing a project based on incorrect assumptions and stereotypes.

Depending on the focus of the project, a gender analysis is expected to provide information on:

- the different roles and responsibilities of women and men within the household, the community, and in the sector(s) relevant to the project
- the activities and tasks they perform to make a living
- their access to, and control over assets, resources, services, technologies and markets
- their access to education, training and employment opportunities
- the specific constraints, challenges and discriminations they suffer as women or men
- their opportunities to participate in household or community decision-making processes

The gender analysis should provide context-specific **sex- and age- disaggregated data**, which will represent the baseline for the project’s monitoring and evaluation (M&E) framework and might be available in secondary sources (CPF and UNDAF situation analysis, country gender profiles from other international organizations, CEDAW reports, etc.), but often need to be complemented through primary data collection.

The findings of the gender analysis will allow designing a project that responds to the needs of all stakeholders, enhancing the effectiveness and sustainability of the intervention. In particular, the gender analysis will enable planners to:

- ✓ anticipate how the project is likely to affect women and men of different ages and socio-economic groups
- ✓ understand whether and how existing gender inequalities could undermine the achievement of the project’s results
- ✓ design activities that have the potential to benefit women and men equally and redress existing inequalities

Some examples of **guiding questions** to be used when conducting a gender analysis at field level are provided in the following table.

<b>About the gender division of labour</b>	<ul style="list-style-type: none"> <li>• How are roles and responsibilities distributed among men, women, boys and girls in the sector(s) relevant to the project?</li> <li>• What activities and tasks does each of them perform in relation to the relevant livelihoods?</li> <li>• What are their roles and responsibilities regarding domestic responsibilities (e.g. water, fodder and fuel wood collection, childcare and other housework) and household decision-making?</li> <li>• How is men and women’s time divided between household and productive activities?</li> <li>• If women have greater domestic responsibilities, do they have enough time to engage in the project’s activities?</li> <li>• Can the time constraints of women be addressed through the project (e.g. through labour-saving technologies)?</li> </ul>
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<b>About access to and control of resources</b>	<ul style="list-style-type: none"> <li>• Are there any legal restrictions (within statutory or customary laws systems) to women’s ownership or inheritance of land or other assets?</li> <li>• Do women have the same access to credit and loans as men? Are there indirect constraints that would affect either of them more (e.g. lack of collateral)?</li> <li>• Are women and men treated equally in legislation related to employment and entrepreneurship? Does this translate in equal pay for equal work?</li> <li>• Do women and men have access to technologies and services that might improve the quality and efficiency of their work in the agriculture sector? Do they have access to communication technologies?</li> <li>• Do women and men have equal access to employment opportunities? Do they have access to social protection schemes and services?</li> <li>• What is their level of participation in training and access to extension services in the sector(s) relevant to the project?</li> </ul>
<b>About participation and decision-making</b>	<ul style="list-style-type: none"> <li>• Will women and men have the same opportunities to participate in the project activities? If not, why?</li> <li>• Will participation in the project increase or reduce women’s workload?</li> <li>• Are women represented in associations, producer organizations or cooperatives active in the sector(s) of interest to the project? Do they actively participate in decision-making bodies and processes? Do they have leadership positions within them?</li> <li>• Who decides about the allocation of resources within the household? And how are these resources allocated among the different members (e.g. husband, wife, adolescent sons and daughters, elders)?</li> <li>• Do women have control over and benefit from the resources and assets deriving from their work or their participation in the project activities?</li> </ul>

For detailed guidance on tools and frameworks to conduct a gender analysis, please refer to:

- [E-learning course on Gender in Food and Nutrition Security \(Lessons 3.1 and 3.2\)](#)
- [SEAGA: Socio-economic and gender analysis programme - Field Level Handbook](#) (FAO, 2001)
- SEAGA Project Cycle Management Guide:  
<http://www.fao.org/docrep/012/ak211e/ak211e00.pdf> (FAO, 2001)
- [Good Practices Framework: Gender Analysis](#) (CARE, 2012)
- ESS-8: Environment and Social Management <http://www.fao.org/3/a-i4413e.pdf> (FAO, 2015)
- Mainstreaming gender into project cycle management in the fisheries sector, <http://www.fao.org/docrep/014/ba0004e/ba0004e00.pdf> (FAO, 2011)
- [Understanding and integrating gender issues into livestock projects and programmes - A checklist for practitioners](#) (FAO, 2013)

### Annex 3. Gender Marker

The following table presents a brief explanation of FAO's gender marker coding system and criteria:

Code	Description	Indicative Criteria	Examples
G-0	G-0: The project has no potential to promote gender equality or women's empowerment	The project has no human or social component, so it is not able to reduce existing discrimination or inequalities.	<ul style="list-style-type: none"> <li>Establishing a system for global food prices</li> <li>Periodic update of Desert Locust Bulletin</li> </ul>
G-1	G-1: The project addresses gender equality only in some dimensions	Gender is partially relevant to the project's objectives and results and the project addresses gender only in some dimensions and in limited activities.	<ul style="list-style-type: none"> <li>A food loss and waste programme includes a case study analysing the implications of gender inequality</li> <li>A project to build government capacity to control avian viruses develops also a strategy to reach out to women producers with low literacy levels.</li> </ul>
G-2a	G-2a: The project addresses gender equality in a systematic way, but this is not one of its main objectives	Gender is fully relevant, but is not the main objective of the project. Gender is integrated (mainstreamed) in all relevant dimensions of the project (results, activities, monitoring framework).	<ul style="list-style-type: none"> <li>An impact assessment of food price volatility generates and disseminates sex-disaggregated data</li> <li>A project to enhance smallholder revenues by value-added processes addresses women's and men's specific roles in the production process</li> </ul>
G-2b	G-2b: Gender equality and/or women's empowerment is one of the main objectives and gender is integrated (mainstreamed) in all relevant dimensions of the project.	<p>The project specifically targets gender equality and/or women's empowerment.</p> <p>Gender mainstreamed in results, activities, monitoring framework.</p>	<ul style="list-style-type: none"> <li>Stocktaking, analysis and dissemination of labour-saving technologies and practices in agriculture to reduce women's work burden</li> <li>A project aimed to strengthen women's participation and leadership in producers' organizations in the fishery sector</li> </ul>

**Annex 4. Programme and Project Review Committee (PPRC)**

**Appraiser guide for Gender Equality**

**Purpose**

These guidelines support PPRC appraisers at HQ and in Regional offices in consistently reviewing the quality of gender mainstreaming in the project document<sup>6</sup>.

**Gender criterion**

Specifically, this guide supports the appraiser in reviewing the project document against criterion 2.1 (based on ratings for sub-criteria 2.1.1 and 2.1.2) for gender equality (see Annex 12: Quality Appraisal Form for the PPRC on Relevance and Sustainability).

**Gender appraisal steps**

The appraiser should follow the steps below to complete the appraisal of the Gender Equality criterion in the PPRC.

- Step I: Review the gender mainstreaming content against Table 1 presented below.**
- Step II: Based on the in-depth review , the appraiser will decide on the PPRC rating for criteria 2.1.1 and 2.1.2 and make recommendations for improvement should the rating be other than A or B.**

**Step I:**

- To guide the appraisal process, a checklist is introduced below, which includes:
- a. Guiding questions on gender-related information considered relevant for the gender and stakeholder analysis (2.1.1), to be included in the project document
  - b. A breakdown of gender-related information relevant for the identification of gender-responsive results and indicators in the project results chain (2.1.2).

The right hand column in Table 1, indicates where this information can be found within the project document.

**Table 1:** Guiding questions to review project document in terms of gender mainstreaming content

2.1.1 The project takes into consideration the priorities, opportunities, needs, constrains and knowledge of both women and men, as identified by the gender and stakeholder analysis	Where can this information be found in the project document, although not exclusively*
Is there evidence that key counterparts (government and/or other partners) working on gender equality at country level have been consulted in the planning process?	<b>Section 1</b> 1.1.1 Rationale  1.1.4. Stakeholder consultation and engagement
Does the stakeholder analysis demonstrate that both women and men (of different ages and socio-economic groups) have been engaged with a view to participate in project implementation?	
Is there any evidence that women’s groups, farmers associations and/or other key organizations/service providers have been consulted?	
Have women’s and men’s specific needs and priorities, their constraints, challenges and discriminations in relation to the project been mapped?	<b>Section 3</b>

<sup>6</sup> This is a requirement set out in the Project Cycle Guide.

Have women and men’s different roles and responsibilities within the household (e.g. childcare and housework), the community, and the sector(s) interested by the project, been analysed?	3.2 Gender Equality
Does the project provide information on women’s and men’s access to and control over: assets, resources, services, technologies and markets?	
Is women’s and men’s access to education, training and employment opportunities taken into account?	
Has women’s participation in decision-making processes and institutions been analysed?	
Are constraints, challenges and discriminations based on gender issues clearly mapped?	
<b>2.1.2 The project includes activities and outputs that address gender inequalities and aim at ensuring that women and men benefit equally from the intervention (focus on equal access to productive resources and services; equal opportunity to influence decision making; equal possibility to access and benefit from economic opportunities, equal distribution of work burden)</b>	
Does the results framework clearly define target groups (disaggregated by sex, age and socio-economic status, when relevant)?	<b>Section I</b>
Does the results framework include gender-responsive outputs and activities aimed at addressing existing gender inequalities?	1.2. Expected results
Are activities designed to respond to women and men’s specific needs identified by the analysis?	<b>Section 3</b>
Do activities/outputs have the potential to provide equal access to and control over assets, resources, services, technologies and markets for men and women?	3.2 Gender Equality
Do identified activities/outputs foster equal participation and decision making at household and/or community level?	<b>Appendix 1</b>
Does the M&E framework include gender-sensitive indicators to assess how the project is affecting women and men?	FAO Logical framework
Are sufficient resources (human and financial) allocated to implement gender-related activities?	

\* The sections referred to here are stated according to FAO standard project document format. In case of different formats (non-standard/ donor format), the appraiser is expected to follow the same guiding questions, even though the project document sections may not correspond.

### Step II:

The reviewer has to rate the extent to which the project meets the PPRC criteria on a scale of A-D (A: Strong; B: Sufficient; C: Weak; D: No evidence). An additional rating “not applicable” refers to projects with no human or social component (e.g.: with no potential to promote gender equality). See guidance for the rating in Table 2 below.

Should the rating be other than A or B (e.g.: it is weak), the reviewer is required to fill out the “comments” section, to guide the formulators on how to improve the project document. Recommendations for improvement should be as specific as possible to guide improvements either in the gender and stakeholder analysis and/or the project results chain description.