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**IFAD'S GENDER STRENGTHENING PROGRAMME
IN EASTERN AND SOUTHERN AFRICA**

**REPORT OF PREPARATORY MEETING
FOR PROJECT/PROGRAMME CO-ORDINATORS
FROM TANZANIA AND UGANDA**

DAR ES SALAAM, TANZANIA

21 – 22 September 2000

**CONFIDENTIAL
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October 2000**

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ABBREVIATIONS AND ACRONYMS

AWPB	Annual Work Plan and Budget
DDSP	District Development Support Programme (Hoima and Kibaale), Uganda
FAL	Functional Adult Literacy
HH	Household
IGA	Income Generating Activity
IPM	Integrated Pest Management
KAEMP	Kagera Agricultural and Environmental Management Project, Tanzania
Mara-FIP	Mara Farmers' Initiative Project, Tanzania
MDICDP	Masindi District Integrated Community Development Project, Uganda
NARO	National Agricultural Research Organisation, Uganda
OECD	Organisation for Economic Co-operation and Development
PIDP	Participatory Irrigation Development Programme, Dodoma, Tanzania
PRA	Participatory Rural Appraisal
SHERFSP	Southern Highlands Extension and Rural Financial Services Project, Mbeya, Tanzania
TOR	Terms of Reference
UWESO	Uganda Women's Effort to Save Orphans, Uganda
VODP	Vegetable Oil Development Project, Uganda
WSHPMA	Water Supply and Health Project in Marginal Areas, Dodoma, Tanzania

I. INTRODUCTION

A. IFAD'S GENDER STRENGTHENING PROGRAMME IN EASTERN AND SOUTHERN AFRICA

1. The overall goal of the Gender Strengthening Programme is to strengthen the gender focus of IFAD-supported projects in Eastern and Southern Africa. This is to be achieved through a three year programme of action research and skills development which will not only strengthen the capacity of ongoing projects to address gender issues but also draw lessons for the design and implementation of future projects.

2. The interest of IFAD's Eastern and Southern Africa Division in gender strengthening is not as an end in itself but as a means to improve the outcomes of IFAD-supported projects and thereby tackle rural poverty effectively. It is recognised that an understanding of the differing livelihoods, needs, opportunities and priorities of poor women and men is essential for successful project design and implementation. OECD's definition is particularly useful for clarifying this perspective. Gender equality is broadly defined as *'equal enjoyment by women and men of socially valued goods, opportunities, resources and rewards. Gender equality does not mean that men and women become the same but that their opportunities and life chances are equal. The emphasis on gender equality and women's empowerment does not presume a particular model of gender equality for all societies and cultures but reflects a concern that women and men have equal opportunities to make choices about what gender equality means and work in partnership to achieve it'*.

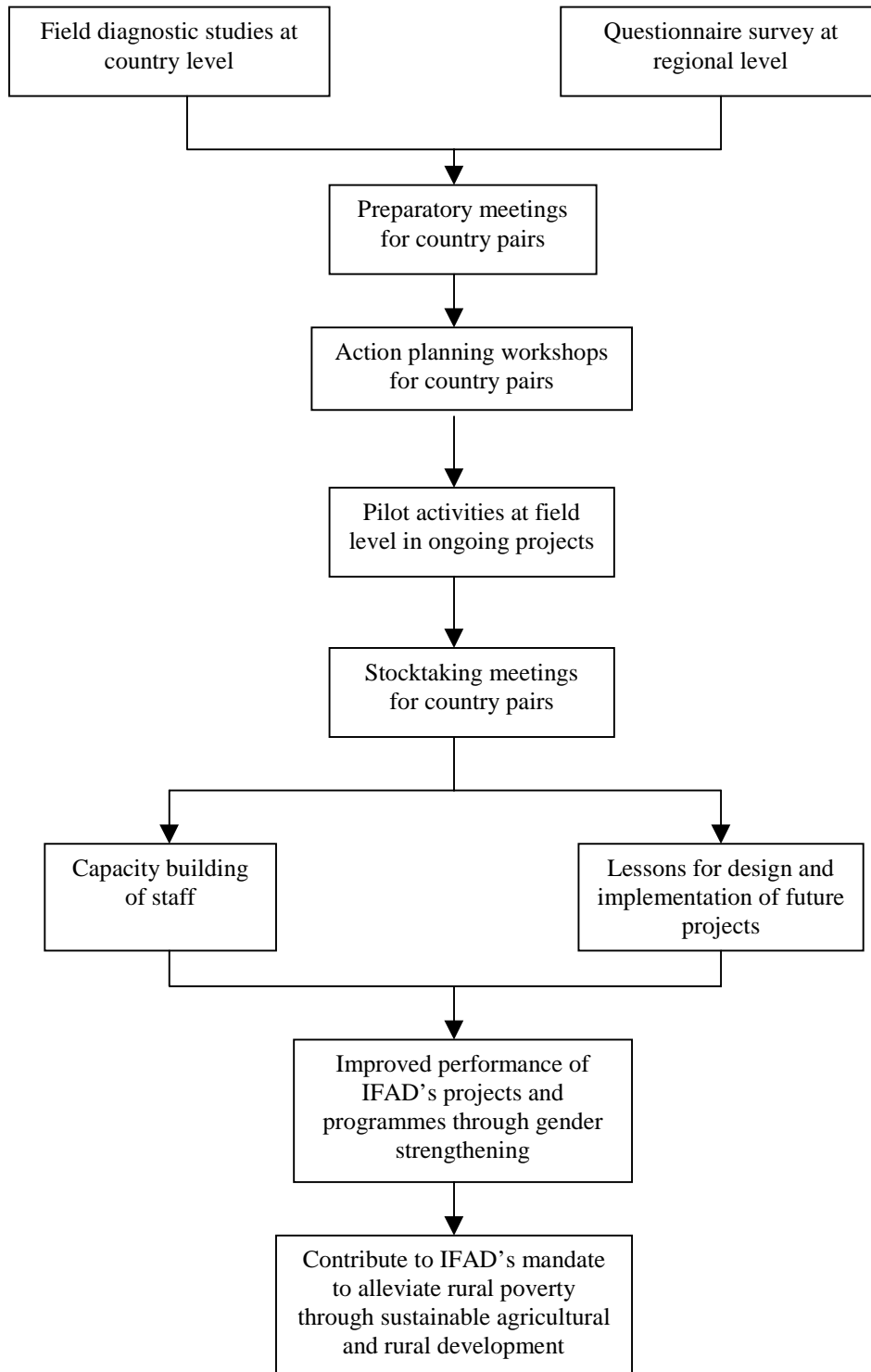
3. This is to be achieved in the Gender Strengthening Programme by enabling IFAD-supported projects to mainstream gender in all stages of the project cycle. There are five core activities in the programme (Diagram 1):

- field diagnostic studies to be carried out in four to six countries;
- questionnaire survey of all ongoing IFAD-supported projects in the region;
- preparatory meetings for project co-ordinators from selected countries (working in country pairs);
- action planning workshops for project staff from country pairs; and
- pilot activities to be implemented and evaluated at field level.

4. For several of the activities, the programme is working in selected country pairs in which the field diagnostic study is conducted in one country and the workshop is held in the other. This approach has two benefits: it enables an in-depth analysis of gender issues and their implications for project design and management to be conducted at country level, as well as presenting opportunities for sharing experiences between project staff.

5. To date (October 2000), diagnostic studies have been undertaken in Uganda and Zambia, and a questionnaire survey of all ongoing IFAD-supported projects in the region has been conducted. The current document reports on the proceedings and outcomes of the first preparatory meeting held in Dar es Salaam in September 2000 for project co-ordinators from Uganda and Tanzania. The action planning workshop for staff from those countries will take place in November 2000.

**Diagram 1: Overview of IFAD's Gender Strengthening Programme
in Eastern and Southern Africa**



B. PURPOSE AND DESIGN OF PREPARATORY MEETING

6. The preparatory meeting plays a pivotal role in the gender strengthening programme. It is the point of reflection between the field diagnostic studies and action planning. Thus the purpose of the preparatory meeting is fourfold:

- to share experiences in addressing gender issues from the field diagnostic studies, the analysis of the questionnaires, and directly from projects/programmes;
- to identify key themes to be addressed in the subsequent action planning workshop;
- to determine the methodology for addressing the key themes; and
- to allocate responsibilities for preparations for the workshop.

7. The preparatory meeting¹ in Dar es Salaam was held over two days, 21 and 22 September 2000. The meeting was attended by programme co-ordinators and other senior staff from five projects in Tanzania and four projects in Uganda. Resource persons from the National Agricultural Research Organisation (NARO), Uganda and the Bank of Uganda also attended.

8. On the first day, participants shared their experiences in addressing gender issues in their projects/programmes. The findings from the field diagnostic studies in Uganda and Zambia were presented, along with the main outcomes from the questionnaire survey. Together, this information provided the basis for identifying the preliminary list of key topics to be discussed in the action planning workshop. The second day focused on preparations for the November workshop. Details of the programme for the preparatory meeting and the list of participants are given in Appendices 1 and 2 respectively.

C. STRUCTURE OF REPORT

9. Chapter II summarises experiences in identifying, analysing and addressing gender issues at the community and project/programme level, drawing on direct experiences as well as the findings from the field studies. The key themes for the action planning workshop, and their method of delivery, are discussed in chapter III. Details of the November workshop, in terms of programme and content, methodology for preparing action plans, and participants' preparations, are presented in chapter IV.

¹ The preparatory meeting team included Ms Vibecke Kubberud, Gender Strengthening Programme Co-ordinator (IFAD); Mrs Clare Bishop-Sambrook, Facilitator/Agricultural Economist and Gender Specialist (Consultant); Mr Edward Mhina, Facilitator/Gender Specialist (Consultant); and Ms Louise McDonald, Gender Strengthening Programme Assistant (IFAD).

II. EXPERIENCES IN ADDRESSING GENDER ISSUES

10. This chapter summarises experiences in identifying and addressing gender issues that are relevant to successful project management. It was widely recognised among participants that identifying and understanding the needs and priorities of the rural poor, particularly from a gender perspective, is essential for effective project design, implementation and outcome.

A. EXPERIENCES IN ADDRESSING GENDER ISSUES AT PROJECT COMPONENT LEVEL

11. Participants identified a range of gender issues that potentially have implications for various project components. It was recognised that, in addition to identifying an issue (for example, the gender division of labour) it is important to understand what it means if it is not addressed. Furthermore, it is essential to establish whether women and men want to do something about it. An overview of some of the key issues identified in the agricultural sector, and their implications if not addressed, are summarised in Box 1; and key issues with respect to credit provision are presented in Box 2. It was noted that some issues are equally relevant to poor men, as well as women.

Box 1: Key Gender Issues in Agriculture

Gender Issues in Agriculture	Implications if Gender Issues Not Addressed
Gender division of labour: often men perform certain tasks (e.g. land clearance) and women perform others (e.g. weeding).	Initiatives to increase total output (e.g. through increasing the area under cultivation, increasing area under irrigation, or encouraging the use of fertiliser) will have different impacts on the workloads of women and men. Hence availability of farm power may act as a constraint on increasing output. Moreover, if parts of the workforce (namely women) are not remunerated for their efforts, their motivation to work longer hours for little return will be minimal.
Inequality in the control over commercial crops and the distribution of the benefits of production: typically men control cash crops and women focus on food crop production.	Initiatives to increase the production of commercial crops, either through commercialising a traditional food crop (e.g. vegetables or sunflower) or through promoting cash crop production, will have different implications for men and women.
Male dominance in decision making in the household: typically men are the main decision makers with regard to the use of household resources and the purchase of new items.	Initiatives requiring the purchase of inputs (new tools, fertiliser) are likely to be biased towards men's interests, rather than taking account of the needs of the whole household.
Low levels of participation by women in the public space: women do not traditionally attend public meetings or, if they do, they do not participate in the discussions; traditionally male extension workers meet with male farmers; and men find it easier to attend demonstration days and training courses.	Even though women make a significant contribution to agricultural production, they are often overlooked when there are opportunities for skills development and sharing of knowledge.
Land tenure: patterns of land ownership influence land use patterns and investment in land.	Women are often trained in tree nursery management and tree planting but do not own land on which to make long term investments. Land owned in common is often cultivated by women growing annual crops.

Box 2: Key Gender Issues in Credit Provision

Gender Issues in Credit	Implications if Gender Issues Not Addressed
Lack of collateral: women and poor men often lack assets which can be used to secure loans.	Women and poor men are unable to participate in initiatives which require security for loans (e.g. from formal institutions).
Male dominance in decision making in the household: men typically control the use of money in the household.	Women may have little say in how the money is used in the household. If a woman has been able to secure a loan but her husband diverts any cash generated, this will have implications for loan repayments. A husband may use his wife as a front to gain access to a loan and then misuse the funds.
Borrowing needs of the poor are not recognised: their priorities for borrowing are wider than just business loans (e.g. housing).	Due to their circumstances, poor women and men are unable to start new ventures. Indeed, the needs of poor men are often completely overlooked. If loans are secured, they may be diverted to more pressing needs). Many loan schemes are not aimed at improving the welfare of borrowers.
Lack of exposure to business ideas and management skills: because women often work in their immediate locality and do not attend meetings or training courses, they have limited exposure and opportunities to develop new ideas and skills. In some cultures, women are not allowed to handle money.	Women lack experience of participating in the monetary economy. Women often become stuck in low profit, low value activities and have limited drive to borrow money. Similarly, any associated group development will be weak.
Responsible borrowing: women are often found to be responsible borrowers and savers,	Women have proven to be reliable and prompt repayers of loans, and spend the money for the benefit of the household.

12. The implications of gender issues for project performance can be far reaching. They can influence the community's opportunities to participate in project initiatives (such as attending meetings or training courses, or borrowing money) as well as inhibit the effectiveness of such initiatives (for example, due to low levels of motivation among the target group, lack of business skills or misuse of funds). Moreover, by failing to recognise and address gender issues, projects may exacerbate inequalities at the household and community levels. By taking gender issues into account, at a pace and direction of change determined by the community, project outcomes will be more successful, not only in terms of meeting the needs of the community but also in terms of project efficiency and sustainability.

13. Many projects have taken steps to better understand the needs of their communities and to ensure that project activities reach the beneficiary groups appropriately. These were discussed both during the preparatory meeting and identified in the project profiles prepared by project staff prior to the meeting (see Appendix 3). Initiatives include:

- baseline studies, collecting gender disaggregated data and undertaking gender analyses
- PRAs resulting in community action plans which, in turn, are linked to project activities
- community sensitisation to increase opportunities for both women and men, encouraging women and men to attend meetings and participate in training
- gender awareness training for beneficiaries, project staff, district administration and other stakeholders
- beneficiary participation in project activities
- achieving appropriate gender representation in membership of groups and committees
- capacity building (e.g. functional adult literacy as an integrated part of community development)
- developing business skills and supporting women in diversifying their economic activities
- timing and management of meetings to include both women and men

- introduction of labour saving technologies to reduce women's workloads
- targeting interventions (e.g. awarding contracts to women's groups, ensuring at least 30% of irrigated land is distributed to female-headed households, 50% of trainees to be women)
- appointment of gender specialist on project staff
- gender mainstreaming throughout all aspects of project activities and project management
- collaboration with other donors and NGOs for capacity building activities.

14. The benefits of addressing gender issues were seen in terms of:

- improving community participation in all aspects of a project/programme
- increasing the appreciation of women's potential in the community
- increasing women's awareness of their abilities, increasing their confidence and their role in decision making
- promoting collaborative efforts between women and men
- improving the performance of groups and project assets
- increasing the productive use of resources which, in turn, increases food security, household income and the family's standard of living.

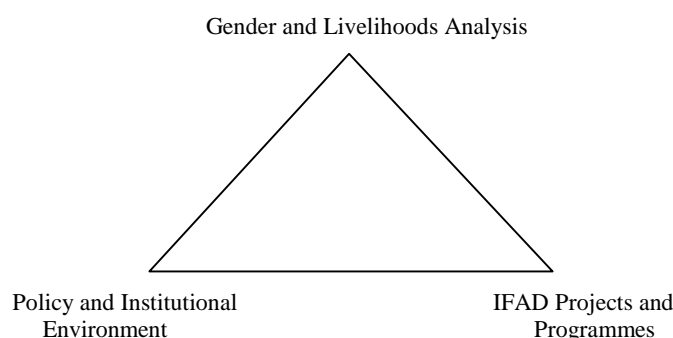
15. Barriers to addressing gender issues included the absence of gender analysis during the IFAD identification missions, lack of trained staff, and reticence amongst the community to embrace social change.

B. REPORT ON FINDINGS FROM THE FIELD DIAGNOSTIC STUDIES AND ANALYSIS OF QUESTIONNAIRES

16. This section summarises the findings emerging from the Gender Strengthening Programme activities to date, namely the field diagnostic studies conducted in Uganda (February 2000) and Zambia (June 2000), and the results of the questionnaire survey (August 2000).

17. An overview of the methodology used for conducting the field diagnostic studies is presented in Diagram 2. The principal focus is the gender and livelihoods analysis of communities and households in order to understand how people live in rural communities. What are their livelihood strategies, concerns, interests, priorities and opportunities? What is the significance of gender roles and relations in their daily lives? What are the implications of gender roles and relations for project design, management and implementation? These studies are conducted in various locations, reflecting different farming systems and different ethnic groups. Gender analysis is undertaken with separate groups of women, men, and leaders using a range of Rural Appraisal techniques. The livelihoods analysis is conducted at individual household level, covering a range of households in terms of wealth and sex of the household head. During the field diagnostic study some time is also spent reviewing the policy and institutional environment to identify mechanisms that may facilitate or hinder the process of gender strengthening. Staff from IFAD-supported programmes and projects are also consulted in order to learn directly from their experiences.

Diagram 2: Methodology for Field Diagnostic Studies



18. The questionnaire was sent to 43 ongoing IFAD-supported projects in the region and a response rate of 67% was achieved. In addition to determining approaches to gender in general, attention was focused on identifying project components, and methods and techniques that proved effective in addressing gender issues at the project level. The most successful components identified in the survey are the provision of credit, infrastructure development, and extension and research. The most effective methods are PRAs and beneficiary participation, awareness creation and sensitisation about gender issues, and stakeholder training and capacity building.

19. The questionnaire survey found that there are marked positive associations between the gender training of staff, and the presence of a gender focal point or gender specialist, on management practices and beneficiary participation. Projects with gender-trained staff are more likely to conduct a baseline study with gender analysis, collect sex disaggregated data, and use gender-specific indicators. Projects with gender focal points are more likely to use innovative methods for addressing gender issues, modify the project and reallocate funds, and achieve higher rates of participation by women in decision making and training.

20. The findings from the studies to date may be summarised as follows:

- (a) There is a need to conduct location-specific studies since gender roles, responsibilities, needs and priorities vary with respect to location, farming system, ethnic group and time. Assumptions should not be made regarding potential beneficiaries without validating them in the field. For example, there is substantial diversity amongst women and the rural poor: whilst female-headed households are over-represented among the poor, not all female-headed households are poor. Similarly, women in married households and men may also be poor.
- (b) The impacts of technical interventions (e.g. provision of infrastructure, health facilities) are enhanced when complemented by capacity building in the community (through adult literacy, civic education, empowerment, etc). The latter may be provided either from within a project or in collaboration with other service providers.
- (c) Groups are more effective and sustainable when the motivation to establish them comes from within, they have clear goals, and members are empowered through capacity building.
- (d) Gender issues are addressed more effectively when responsibility for gender is mainstreamed throughout project management and not marginalised to specific posts.
- (e) Gender training of staff and gender focal points/gender specialists have positive influences on project management practices and beneficiary participation.

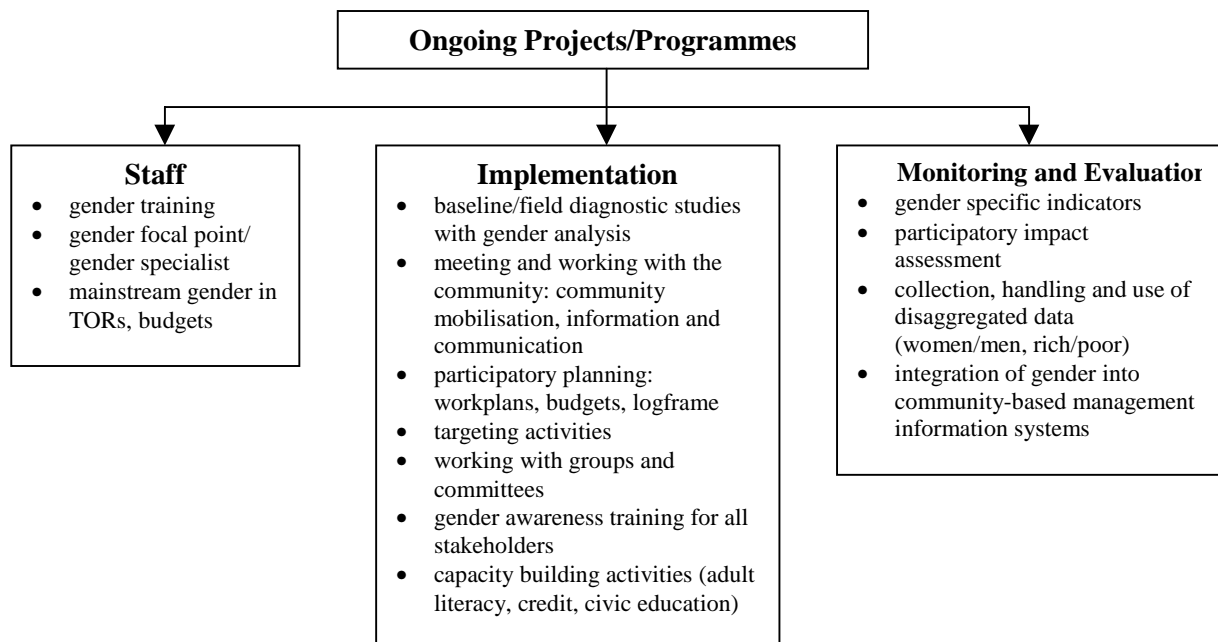
III. KEY WORKSHOP THEMES AND METHODS OF DELIVERY

21. This chapter reviews the key themes that have been identified for the action planning workshop and the methods that will be used to deliver them.

A. KEY WORKSHOP THEMES

22. A list of potential topics for the November workshop was identified drawing on the experiences to date (as reported in chapter II). During the discussion, additional topics were identified and included in the list. Opportunities for gender strengthening in ongoing projects/programmes fall into three broad categories: staff, implementation, and monitoring and evaluation (Diagram 3). It was recognised that there were other areas in which gender strengthening would be appropriate (namely project identification, design and appraisal) but these would be beyond the scope of the action planning workshop.

Diagram 3: Opportunities for Gender Strengthening at Project/Programme Level



23. Participants individually ranked their top eight priorities from the list. From the results, it was possible to identify four main themes for the action planning workshop. They were:

(a) Exploring gender concepts and the benefits of gender analysis

This session would establish common usage of gender terminology, and would explore the purpose and benefits of gender analysis for project performance.

(b) Preparation of baseline/field diagnostic studies with gender analysis

This topic would present techniques for understanding the community (in terms of livelihoods, opportunities, needs and priorities) from a gender perspective.

(c) Participatory planning and participatory impact assessment

This topic would review techniques for involving the community at various stages in the project cycle, from project identification and design through to impact assessment. It would also address the collection and use of disaggregated data and the integration of gender into community-based management information systems.

(d) Beneficiary capacity building

Three themes were identified as having significant impacts on beneficiary capacity building:

- Functional Adult Literacy
- Credit and financial institutions
- Village level change agents.

B. METHODS FOR DELIVERING THEMES

24. Once the key themes had been identified, the preparatory meeting discussed ways in which they could best be delivered during the action planning workshop. For each theme, it was possible to identify a range of concepts, skills and techniques to be addressed. In addition, it was recognised that several IFAD-supported projects have direct experiences that are highly relevant to these topics and could be presented at the workshop as case studies. In some instances, relevant experiences could be drawn from other organisations, such as the Bank of Uganda and NARO. The details of the methodologies for delivering each theme are summarised in Table 1.

Table 1: Key Workshop Themes and Methods of Delivery

Theme	Concepts/Skills/Techniques	Case Study Presentations
Exploring gender concepts and the benefits of gender analysis	<ul style="list-style-type: none"> • Definitions of gender • purpose and benefits of gender analysis 	
Preparation of baseline/field diagnostic studies with gender analysis	<ul style="list-style-type: none"> • PRAs • Livelihoods analysis • Gender analysis 	<ul style="list-style-type: none"> • Mara-FIP: PRAs/baseline studies and gender analysis • NARO: PRAs/baseline studies and gender analysis
Participatory planning and participatory impact assessment	<ul style="list-style-type: none"> • Community action plans (linked to project workplans and budgets) • Impact assessment techniques • Gender specific indicators • Collection and use of disaggregated data • Targets • Integration of gender into community-based management information systems 	<ul style="list-style-type: none"> • KAEMP: community action plans • SHERFSP: impact assessment
Beneficiary capacity building	<ul style="list-style-type: none"> • Functional Adult Literacy • Credit and financial institutions • Village level change agents 	<ul style="list-style-type: none"> • Hoima DDSP: FAL and role of village change agents • UWESO: credit • Bank of Uganda: credit and financial institutions

25. Guidelines for preparing the case studies were discussed with participants (see Appendix 4). The case studies, each totalling 1200 – 1500 words, are to be submitted to the Gender Strengthening Programme Co-ordinator by 1 November 2000. Reflecting the interest expressed at the preparatory meeting, it is emphasised that case studies would be welcome from all projects. A poster session will be held for those projects not making formal presentations during the action planning workshop. Materials will be available to facilitate the preparation of the posters, although participants may wish to bring relevant visual aids from their projects as well.

IV. PREPARATIONS FOR ACTION PLANNING WORKSHOP

26. This chapter provides the foundation for the action planning workshop, in terms of outlining the draft programme and suggested content of the key themes, developing a methodology for preparing action plans, and summarising the participants' preparation for the workshop.

A. DRAFT PROGRAMME

27. The action planning workshop will last for six days, from 20 to 25 November 2000. It will be held at the same venue as the preparatory meeting, the White Sands Hotel, Dar es Salaam, with access to full workshop facilities. Secretarial support will be available for the preparation of the action plans.

28. The purpose of the action planning workshop is threefold:

- to learn from the experiences of others
- to develop new skills
- to develop action plans for pilot activities

29. The technical inputs, skills development and sharing of experiences will take place during the first half of the workshop so they may be drawn upon during the preparation of action plans. Overall, the time will be almost equally divided between addressing the key themes, and preparing and reviewing action plans. An overview of the draft programme is presented in Appendix 5.

B. SUGGESTED CONTENT OF KEY THEMES

Theme 1: Exploring Gender Concepts and the Benefits of Gender Analysis

30. The first objective of this half-day session is to enable participants to familiarise themselves with terms and concepts used in gender analysis. This is seen as the first step in establishing a common understanding regarding the language and practical application of gender terms and concepts, which is essential for the successful outcome of the workshop. The second objective is to explore the purpose and benefits of gender analysis in terms of project performance.

31. The suggested approach is centred on participants discussing key aspects of gender analysis. In addition to providing a forum for exchanging and comparing original thoughts on gender terms and concepts, this approach also provides the facilitators with insight on the perceptions and level of understanding among the participants. Examples from the field will be used, when appropriate, to demonstrate the impact of addressing gender issues on project performance and outcomes.

Theme 2: Tools and Techniques for Gender Analysis using PRAs and Livelihoods Analysis

32. This theme will be explored over a full day. The first session will cover the basics of conducting field research, namely:

- purpose of the field survey: identifying questions to be answered during gender analysis and determining most appropriate way to collect information
- approach to conducting fieldwork: contacting the community, the arrival, working with groups and individuals, plenary sessions and departing from the community
- data collection methods: PRA techniques and livelihoods analysis
- data handling and interpretation: conducting gender analysis and identifying the implications of the findings for project design and implementation.

33. The second session will be based on a worked example. Since many of the participants will already be familiar with several PRA techniques, the focus of this session will be on how to use the findings from field work for gender analysis. Working in groups, participants will receive a set of PRA/Livelihoods findings (such as maps, transects, seasonal calendars, daily activities schedules and household interviews) for interpretation, in terms of what the information is showing and what it means for project design. The recommendations will be discussed in plenary.

34. Case studies from Mara-FIP and NARO will be presented in the final session.

Theme 3: Participatory Planning and Participatory Impact Assessment

35. This theme will be examined over a full day. Three principal topics will be addressed:

- the concept of participation and, in particular, the participation of both women and men: the benefits of participation, when to do it, whose participation and how to facilitate it;
- tools and techniques for participatory planning covering the identification and ranking of problems and opportunities, and the preparation of community action plans; and
- tools and techniques for participatory impact assessment in which users participate in developing the impact assessment/evaluation framework, data collection and analysis, and in determining follow-up actions.

36. The topics will be covered through interactive lectures and group work. The theme will be concluded with case study presentations from ongoing projects (KAEMP and SHERFSP).

Theme 4: Beneficiary Capacity Building

37. Three approaches to beneficiary capacity building will be explored through the presentation and discussion of case studies:

- Functional Adult Literacy (Hoima DDSP)
- the role of village change agents (Hoima DDSP)
- credit and financial institutions (UWESO and Bank of Uganda).

C. METHODOLOGY FOR PREPARING ACTION PLANS

38. The preparation of the action plans will be based around the lower half of the logical framework. Participants will identify the activities they will undertake, the outputs that will be achieved and their contribution to the project/programme purpose. Indicators for monitoring purposes and opportunities for beneficiary participation will be identified. The action plans will be operationalised by determining resource and budgetary requirements over a specific timeframe. It is expected that some activities will be able to take place within a project's existing resource and budget framework. Selected projects will receive grant funds, through the Gender Strengthening Programme, for the implementation of pilot activities.

39. It is suggested that a stepwise approach be used for the preparation of action plans. The content of each step will be discussed and participants will then complete that step, using pre-prepared templates, before moving on to the next step. The key steps will be as follows:

- Step 1 Activities and Outputs: activities, timing, duration and outputs
- Step 2 Workplans: allocation of tasks to personnel, resource requirements, other
- Step 3 Monitoring Impacts: indicators, beneficiary participation
- Step 4 Budgets

40. The action plans will be typed up during the workshop for circulation to participants. Each action plan will be presented and subjected to a peer review, with feedback on proposed activities, expected outcomes and resource requirements.

D. PARTICIPANTS' PREPARATION

41. Prior to the closure of the preparatory meeting, participants agreed to undertake the following preparations for the action planning workshop:

- (a) to write up project experience in the form of a case study: case studies will be welcome from all projects in addition to those specifically identified to illustrate key themes;
- (b) to bring the project's logical framework to the workshop: logframes will provide the framework within which the action plans will be prepared; and
- (c) to discuss the workshop themes with colleagues: this will help determine which themes will be most relevant when preparing the action plans.

APPENDIX 1: PROGRAMME FOR PREPARATORY MEETING

**Dar es Salaam
21 – 22 September 2000**

PROGRAMME

Thursday 21 September

- 08.30 – 09.30 Welcome to Preparatory Meeting and Introduction of Participants
Mr. Edward Mhina, Facilitator
- 09.30 – 09.45 Overview of IFAD's Gender Strengthening Programme
Ms. Vibecke Kubberud, Programme Co-ordinator
- 09.45 – 10.30 Experiences in Addressing Gender Issues at the Project Component Level
Ms. Clare Bishop-Sambrook, Facilitator
- 10.30 – 11.00 Tea/coffee break
- 11.00 – 13.00 Experiences in Addressing Gender Issues at the Project Component Level:
Feedback and Discussion
- 13.00 – 14.00 Lunch
- 14.00 – 15.15 Report on Findings from the Field Diagnostic Studies and Analysis of Questionnaires
Ms. Clare Bishop-Sambrook
- 15.15 – 15.45 Tea/coffee break
- 15.45 – 17.00 Experiences in Addressing Gender Issues at the Project/Programme Level

Friday 22 September

- 08.30 – 10.30 Identification of Key Themes for Action Planning Workshop
Ms. Clare Bishop-Sambrook
- 10.30 – 11.00 Tea/coffee break
- 11.00 – 13.00 Guidelines for Preparation of Case Studies
Mr. Edward Mhina
- 13.00 – 14.00 Lunch
- 14.00 – 15.15 Conclusion of Preparatory Meeting: Review of Process and Summary of Outputs
Ms. Vibecke Kubberud

APPENDIX 2: LIST OF PARTICIPANTS

Participant	Title	Project	Country
Mr. Erad M. Mushi	Liaison Officer	Office of the Prime Minister (sent apologies)	Tanzania
Ms. Maria Billia	Acting Director, Disaster Mngt. Dept	Office of the Prime Minister (sent apologies)	Tanzania
Mr. Mugumya Geoffrey	Senior Assistant Secretary	Donor Co-ordination Officer, Ministry of Local Government	Uganda
Mr. Salum Ramadhani	Monitoring and Evaluation Officer	Southern Highlands Extension and Rural Financial Services Project (SHERFSP)	Tanzania
Mr. Amesa Wagara	Project Co-ordinator	Water Supply and Health Project in Marginal Areas (WSHPMA - IFAD/BSF)	Tanzania
Mr. L.A.G. Gallet	Programme Co-ordinator	Participatory Irrigation Development Programme (PIDP)	Tanzania
Ms. Mary Mboya	Gender and Targeting Officer	Participatory Irrigation Development Programme (PIDP)	Tanzania
Mr. Leopold K. Rweyemamu	Project Facilitator	Kagera Agricultural and Environmental Management Project (KAEMP)	Tanzania
Mr. Julius A. Zedekiah	Acting Project Co-ordinator	Mara Regional Farmers' Initiative Project (Mara-FIP)	Tanzania
Ms. Rhoda Mtoka	Regional Advisor (Community Dev.)	Mara Regional Farmers' Initiative Project (Mara-FIP)	Tanzania
Dr. F.N. Opio	Director of Research	NAARI, NARO	Uganda
Mr. Chris Okwele	Project Co-ordinator	Vegetable Oil Development Project (VODP)	Uganda
Mr. Mugenyi Kyamanywa Moses	Project Co-ordinator	Masindi District Integrated Community Development Project (MDICDP)	Uganda
Mr. Byakagaba John Williams	Project Co-ordinator	District Development Support Programme, Hoima	Uganda
Mr. Mark Kajubi	Programme Co-ordinator	District Development Support Programme, Kibaale	Uganda
Mr. Godfrey Ssewankambo	Deputy Director	UWESO Development Programme	Uganda
Mrs. Enid Kiiza	Assistant Director Project Management	Development Finance Department, Bank of Uganda	Uganda
Mrs. Clare Bishop-Sambrook	Facilitator	IFAD consultant	Wales/Italy
Mr. Edward Mhina	Facilitator	TGNP Dar es Salaam/IFAD consultant	Tanzania
Ms. Louise McDonald	Programme/Conference Assistant	IFAD staff	Italy
Ms. Vibecke Kubberud	Programme Co-ordinator	IFAD staff	Italy

**KAEMP (Kagera Agricultural and Environmental Management Project – Tanzania
Start-up 1997/98
Duration: 6 years**

Objectives/Components	Gender Objectives	Experiences with Gender Mainstreaming/Strategies Adopted	Needs Identified
<p>a. Improving HH food production and income for poor smallholders (staple and cash crops).</p> <p>b. Improving environmental management: tree planting, water hyacinth.</p> <p>c. Rural infrastructure: health facilities, drinking water, roads.</p> <p>d. Institutional capacity building.</p>	<p>Integration of both women's and men's concerns and experiences in the design, implementation, monitoring and evaluation of the project.</p> <p>a. Ensure equal representation of men and women in decision-making.</p> <p>b. Create gender awareness.</p> <p>c. Strengthen beneficiary capacity to undertake project activities.</p> <p>d. Maximise women's involvement in project activities.</p> <p>e. Generate information to assist review of project activities.</p> <p>f. Explore alternatives for overcoming barriers restricting beneficiary participation in project implementation.</p> <p>g. Develop gender specific indicators for monitoring and evaluation.</p> <p>h. Monitor project impact on quality of life of all HH members.</p>	<p>a. Equal representation of men and women on all committees.</p> <p>b. Sensitisation campaigns and gender training in the communities. Formulate community action plans to reduce women's work load.</p> <p>c. Capacity building: training programmes (seed multiplication, tree nurseries, etc) take into account the different roles and needs of women and men.</p> <p>d. Maximising women's involvement in project activities: women in the project area are mostly occupied with domestic activities which prevent them from effective participation in peripheral activities, thus many KAEMP activities have been decentralised to the household level. This strategy ensures adequate participation of both men and women in project activities. E.g. multiplication of improved seeds (like beans, maize, sweet potatoes) and planting materials (establishment and management of clonal coffee and tree nurseries) is undertaken in beneficiaries household farms. Women's involvement in productive work and income generating activities is increasing. More than 1000 women, organised into 100 IPM/IPN groups, practice improved crop management techniques aimed to increase crop yields and enhance household food security. The project has empowered several women's groups to undertake vegetable growing as a source of income and improving household nutrition.</p> <p>e. Collection of information to assist review of project activities; the project, through PRA studies, provides room for focus group discussions which enable women, youth and men to express their own opinions, difficulties and needs. Based on information gathered, project activities are modified periodically to match the needs and roles of beneficiaries.</p> <p>f. Alternative strategies to overcome barriers: audio-visual aids.</p> <p>Strategies:</p> <p>a. Take into account the needs of men and women with respect to their roles.</p> <p>b. Decisions based upon PRA results and socio-economic studies.</p>	<p>Needs not addressed by the project:</p> <p>a. Literacy campaigns, especially for women.</p> <p>b. Labour valuation in respect to tasks performed by men and women and distribution of revenue or rewards accruing from joint enterprises.</p> <p>c. Community education on reproductive and productive roles played by household individuals.</p> <p>d. Interventions aiming at addressing practical needs of women e.g. technologies reducing women's workloads such as wood saving stoves.</p> <p>Arrangements are underway to incorporate those important aspects in AWPB for the year 2000. Project staff will undergo training to acquire necessary skills concerning facilitation of formation of women's groups, women's access to credit, credit administration and book keeping, labour saving technologies for both men and women. Other aspects will include studies on socio-cultural and socio-political influences on gender balance. Sensitisation and awareness creation about the interests of the silent majority, mainly women and the elderly who are rural poor, will be intensified.</p>

Mara-FIP (Farmers Initiative Project) Mara – Tanzania

Objectives/Components	Gender Objectives	Experiences with Gender Mainstreaming/Strategies Adopted	Needs Identified
<p>Objectives: a. Poverty alleviation b. Food security.</p> <p>Achievements: a. Accessible agricultural and veterinary inputs and equipment. b. Savings groups. c. Bird scaring technology. d. Animal diseases have been controlled. e. Improved water quality for livestock and human consumption. f. An efficient flow of agricultural surplus to market by improving farm to market roads. g. Health control to reduce incidence of water-borne and water-related diseases in project area, through construction of shallow wells, provision of health units and bednets. Special targets are reduction of malaria and schistosomiasis. h. Capacity building through training beneficiaries and staff</p>		<p>a. Gender mainstreaming not given adequate attention in identification/appraisal. One socio-economic production systems study with focus group discussions. b. 1995 deeper gender study supported by the Netherlands found: <ul style="list-style-type: none"> • Gender analysis (overlooked in the appraisal) • Non consideration of cereal crops (traditionally women's crops) c. Absence of specific strategy and plan to address women's social and economic problems and empowerment.</p>	<p>a. Gender awareness training. b. Targeting activities. c. Develop gender-specific indicators. d. Participatory impact assessments. e. Collection and use of disaggregated data. f. Gender training. g. Function and role of gender focal point/gender specialist. h. Mainstreaming gender in TORs and budgets. i. MIS.</p>

PIDP (Participatory Irrigation Development Programme) – Dodoma, Tanzania

Start-up: 2000

Duration: 6 years

IFAD/WFP/Irish Aid

Follow-up of the former Smallholder Development Project for Marginal Areas (1990 – 1997)

Objectives/Components	Gender Objectives	Experiences with Gender Mainstreaming/Strategies Adopted	Needs Identified
<p>Objective: poverty alleviation – built on strategic goal of sustainable improvement in smallholder incomes.</p> <p>Components:</p> <ul style="list-style-type: none"> a. Low-cost systems of irrigation. b. Improved extension services. c. Capacity-building activities to support central government's new role as facilitator for district level and private sector. d. Co-ordination of the above tasks. 	<p>Make sure that women and men equally benefit from the programme, both in absolute and in relative terms, to effectively reach the poorest of the poor.</p>	<ul style="list-style-type: none"> a. Pre/formulation studies: Gender Assessment Study and PRAs b. Problem identification different for men and women: women reported shortages of food, water for domestic use and health services, as well as poor incomes, to be their main constraints, while men reported water for irrigation, schools, inputs supply and road infrastructure to be their major concerns. c. Experience from former project showed low access and control over resources by the poor and especially women. Access to and control over irrigation land is only passed through the patrilineal system. This has contributed to an unequal power relation between women and men. Gender awareness under the former project had positive effects, but there was not sufficient time for it. The same techniques learnt during the former project have now been improved and given adequate time from the inception of PIDP. <p>Strategies adopted:</p> <ul style="list-style-type: none"> a. The communities are made to realise women's potentialities, roles and responsibilities as well as men's through awareness training. Various interventions in social, cultural, economic and legal environment needed to influence the changes have been designed for the purpose. b. Recruited a Gender and Targeting Officer. c. Ensures that gender equity is achieved through gender mainstreaming into all project activities. d. Women's equitable participation is ensured by application of quotas in irrigation schemes (not less than 30% women). In delivery of training services, quotas are also applied to which women are allocated 50% of the places. e. Women are specifically served by shallow wells for providing domestic water to reduce workload and save their time. Also assisted by shallow wells for dry-season vegetable cultivation for income generation (economic empowerment). 	<ul style="list-style-type: none"> a. More funds for interventions to meet specific needs of women and the poor. b. Community awareness about the roles and responsibilities at household level. c. Literacy campaign for women. d. Tools/techniques for improvement of the bargaining power at household level (resources, benefits, ideas and decision-making).

NB: Gender is mainstreamed in the TORs of the programme but the budget provision for gender issues is very minimal to meet the requirements of targeting/target group. There is provision for a gender focal point/specialist but the enabling environment is not conducive, e.g. no transport facilities, low provision for TOTs

SHERFSP (Southern Highland Extension and Rural Financial Services Project) – Mbeya, Tanzania
Start-up: 1993 – 94

Objectives/Components	Gender Objectives	Experiences with Gender Mainstreaming/Strategies Adopted	Needs Identified
<p>Objective: to remove constraints that hamper increase in smallholder productivity by:</p> <p>a. Developing a participatory and demand-driven extension and community development services delivery systems that would be specifically responsive to the needs of the poor farmers, especially women, and which are environmentally sound; and</p> <p>b. Strengthening the existing agricultural input and output marketing and credit delivery system to enhance services to the poor families.</p> <p>Components:</p> <p>a. Extension</p> <p>b. Savings and Credit</p> <p>c. Project Co-ordination</p>	<p>Strategies:</p> <p>a. Analysis of the internal and external socio-economic environment, e.g. accessibility to and control over productive resources and status and role of both women and men in society.</p> <p>b. Setting up of machinery entrusted with the task of incorporating gender issues in planning and implementation.</p> <p>c. Capacity building for stakeholders.</p>	<p>a. The socio-economic and gender analysis enabled the project to come up with technological packages that are geared to solving gender imbalance in the project area. Introduction of Animal Drawn Technology (ADT) that relieved women from domestic, farm and off-farm activities and special targeting mechanism in delivery of smallholder credits; about 45% delivered to women compared to 40% envisaged in the Project Appraisal Document.</p> <p>b. The responsibility for gender is placed within the Community Development Agricultural Extension Departments.</p> <p>c. Capacity building for stakeholders entailed raising gender awareness to social, political, economic, environmental and legal aspects and increased availability of the stakeholders in managing the project cycle (problem identification, setting objectives, implementing, monitoring and evaluating the results).</p> <p>Experiences:</p> <p>a. A positive impact on gender equality and empowerment can be brought when women and men are equally involved in the management of the project cycle.</p> <p>b. Given access to and control of appropriate resources such as land, credit and technological advice, women can perform better than men. This was observed in adoption rates of various technological packages, loan repayment rates and productivity of solidarity groups' plots.</p> <p>c. Dissemination of gender sensitive technologies has proven to be invaluable in increasing effectiveness, efficiency and equity in the rural household. Special attention should, therefore, be given to technologies that relieve women with their workload in performing their domestic, farm and off-farm activities.</p> <p>As a result of the above-mentioned experiences, the following gender impacts were observed in two studies conducted by the project:</p> <p>a. Decreased seasonality of labour and income: Introduction of off-season crops, value-adding technologies and off-farm activities that are normally conducted by women, have increased the income earning base and at the same time solved the marketing problems of un-processed produce that fetches lower prices.</p> <p>b. Environmental management: planting trees in or nearby homesteads has decreased time spent fetching firewood.</p> <p>c. Change in labour use pattern: some activities like weeding, sowing and fetching firewood that were previously conducted by women are now conducted by men using ADT.</p> <p>d. Increased access to productive assets and capital, e.g. delivery of credit to farmers.</p> <p>e. Increased awareness of legal, political, social and economic aspects.</p> <p>f. Devotion of women's time to other socio-economic and educative ventures.</p>	<p>a. Integration of production and marketing activities to ensure that produce can easily be marketed.</p> <p>b. Emphasis should be given to value-adding technologies (e.g. agro-processing) to enable beneficiaries to earn good income.</p> <p>c. Need for further interventions in off-farm and off-season farming so as to cope with seasonalities of labour and income – which leads to misappropriation of farm income as a result of 'idling' during the off-season.</p> <p>d. More training for staff on participatory programme planning so that they can easily identify gender problems and come up with solutions to solve them.</p>

WSHPMA (Water Supply and Health Project in Marginal Areas) – Dodoma, Tanzania

Start-up: 1995

Closure: 2001

Receives support from IFAD and Belgium Survival Fund

Objectives/Components	Gender Objectives	Experiences with Gender Mainstreaming/Strategies Adopted	Needs Identified
<p>Objectives:</p> <p>a. To provide easy access to enough and safe water to the rural population so as to reduce water-washed and water-borne diseases and time spent collecting water.</p> <p>b. To establish effective Community Health Care Delivery System with an aim of reducing communicable diseases which cause high morbidity and mortality especially malaria and schistosomiasis.</p> <p>c. To strengthen institutional capacity building.</p> <p>The design of the project is based on a demand driven approach which requires that communities identify their own problems, show willingness to solve them, and provide cash and in kind contributions prior to, and during, implementation.</p>	<p>It is expected that, in the long run, the target population for water supply and health delivery are mainly women and children.</p>	<p>A Gender Focus Study initiated June 2000. Objective: to strengthen the gender focus in the WSHPMA project by reviewing the project activities in Dodoma Rural and Kondoa Districts so as to identify ways of improving decision making and management of the project facilities. Gender needs assessment, women groups, PRAs.</p>	<p>a. May collaborate with NGOs on gender issues.</p> <p>b. Gender focus is needed in planning and implementation of WSHPMA's remaining activities.</p> <p>c. Introduction of gender focus persons in the region and the two participating districts.</p>

DDSP (District Development Support Programme) – Hoima, Uganda

Start-up: July 2000

Duration: 6 years

Objectives/Components	Gender Objectives	Experiences with Gender Mainstreaming/Strategies Adopted	Needs Identified
<p>Objectives:</p> <ul style="list-style-type: none"> a. Reduce rates of morbidity and mortality in the rural community, especially amongst women and children. b. Improve nutrition and health situation. c. Increase income and off-farm IGAs. d. Alleviate chronic poverty among the rural population. 	<p>Aims to integrate both women's and men's concerns and experiences in the project design, implementation, monitoring and evaluation of the project.</p>	<ul style="list-style-type: none"> a. Community based health care: Community Health Workers and Traditional Births Attendants, the majority of whom were women, were trained and facilitated. b. Farmers' extension representatives were exclusively women. Women groups representatives were trained. c. Community development: over 80% of the FAL class members were women; and training and sensitisation meetings were attended by women. d. Rural credit: was exclusively loaned to women, but the introduction of 20% men in "women" groups was recommended and appreciated by the women members and it enhanced the group's performance. e. Change agents (women change agents performed better), group formations, training in book keeping/record keeping. <p>Note: These experiences refer to Phase I (HDICDP)</p>	<p>Needs not addressed by the project:</p> <ul style="list-style-type: none"> a. Gender training for project staff. b. Community education on roles and responsibilities played by household individuals. c. Intervention aimed at addressing women's practical needs such as labour-saving technologies e.g. wood saving stoves.

DDSP (District Development Support Programme) – Kibaale, Uganda

Start-up: 2000

Duration: 6 years

Objectives/Components	Gender Objectives	Experiences with Gender Mainstreaming/Strategies Adopted	Needs Identified
<ul style="list-style-type: none"> a. Access Road Rehabilitation. b. Water and Sanitation. c. Health. d. FAL. e. Rural Finance. f. Women's Group Formation. g. Training. h. Community Sensitisation. i. Agricultural support services. j. Co-ordination. 	<p>Increased participation of the marginalized sex in programme implementation and HH income generating activities.</p>	<ul style="list-style-type: none"> a. Both men and women participate in all activities. b. More women than men attend FAL classes. <p>Challenges:</p> <ul style="list-style-type: none"> a. Some men do not allow their wives to attend group meetings or to take up leadership positions. b. A few husbands still take control of their wives' loans and divert the funds to unproductive ventures. 	<ul style="list-style-type: none"> a. Men need to continuously be sensitised about group operations and the importance of credit and savings groups. b. Training in gender issues. c. Integration of gender issues in programme implementation at component level.

UWESO (Uganda Women’s Effort to Save Orphans Development Programme) – Kampala, Uganda

Start-up: 1986

First phase: 1995 – 1998

Second phase: 2000 – 2004

Funded by the Belgium Survival Fund, through IFAD

Objectives/Components	Gender Objectives	Experiences with Gender Mainstreaming/Strategies Adopted	Needs Identified
<p>Objectives: Improving the lives of needy orphans, through building the capacity of the orphan families so that they can be able to manage on their own. Two interventions: a. A Savings and Credit Scheme which provide micro-finance services. b. A Social Awareness programme that provides training on issues that have a direct impact on the lives of the orphan families.</p> <p>Components: a. Support to UWESO National Secretariat. b. Development of the UWESO savings and credit scheme. c. Cluster-based training and artisan apprenticeship. d. Programme expansion strategy and advocacy.</p>	<p>UWESO aims at providing an opportunity to consult and listen to women so that their role and resulting needs are better understood, with a view to enabling them to perform their existing roles. They are empowered with skills and other means that enable them to meet their obligation of raising their families better.</p> <p>Over 90% of the orphan guardians are women and are therefore UWESO’s biggest clientele in the interventions.</p>	<p>Basis for gender strategy: a. Women are the majority caretakers for orphans. b. Aim to help the poorest of the poor orphan families. Poor women are particularly disadvantaged so they should be specially helped. c. Women often find it difficult to speak in company of men. Therefore it is important to devise ways of enabling their voices to be heard. d. True development of women would enable them to have the power to make meaningful choices and changes in their lives.</p> <p>Women as wives and mothers are responsible for the health and well being of the whole family. Therefore they should be supported to sustain the whole family</p>	<p>a. Technical assistance in putting in place a gender strengthening programme. This could be in the form of training and linkage to resources where collaboration could result in enhanced performance. b. Financial support to take care of additional activities/responsibilities which among others include a diagnostic study and a sensitisation programme to all stakeholders about the importance of gender mainstreaming.</p>

VODP (Vegetable Oil Development Project) – Kampala, Uganda
Start-up: 1999

Objectives/Components	Gender Objectives	Experiences with Gender Mainstreaming/Strategies Adopted	Needs Identified
<p>a. Reduce importation of vegetable oils by encouraging domestic production, hence improving balance of payments.</p> <p>b. Address rural poverty through farmer participation in the production and cottage processing of oil crops.</p> <p>Components:</p> <p>a. Traditional oilseeds.</p> <p>b. Oil palm development.</p> <p>c. Essential oils development.</p>		<p>a. Many group members feel comfortable when their leaders are women.</p> <p>b. Women receive extension advice more easily in women's groups.</p> <p>Strategies:</p> <p>a. The role of women is emphasised in implementation.</p> <p>b. Group formation is emphasised in implementation.</p>	<p>a. Gender awareness workshops.</p> <p>b. Baseline study.</p> <p>c. Gender mainstreaming.</p>

APPENDIX 4: GUIDELINES FOR PREPARATION OF CASE STUDIES

The reasons for requesting projects to prepare case studies to be presented at the Gender Strengthening Workshop in November 2000 are threefold. Case studies will be used to:

- capture experiences from the field,
- identify lessons to be learned, and
- provide a basis for improving project design and implementation.

In preparing your case study, please ensure the following questions are addressed:

- *What has the project done in order to collect information on gender relations in the project area?*
- *How has the project responded to the information in regards to current project activities? Explain the changes or amended activities.*
- *What has been the impact of the changes on the beneficiaries?*
- *What lessons have you learned from this experience?*
- *What lessons may others learn from your experiences?*

Each case study, totalling four pages (approximately 1200 - 1500 words), will be presented in four parts.

Part I: Introduction

Brief overview of project (as provided in the project documents) (1 – 2 paragraphs).

Part II: Successful project components and/or implementation techniques

Describe components of the project or implementation techniques used which have proved successful from a gender perspective.

- What information does the project have about gender issues in the project area (e.g. baseline studies, field diagnostic studies)?
- How has the project used this information in the design and delivery of project activities? Describe what has been changed, in terms of approach, techniques, objectives, targets, etc.
- In what way has the change been particularly successful in addressing gender issues?

Part III: Project outcomes

Describe the impact of these changes on project outcomes (in terms of project performance and impact on beneficiaries).

- How has the change improved project interventions and project outcomes?
- Is the project reaching the right people and is it meeting their needs?
- What has been the impact of these changes on beneficiaries (has their quality of life improved and, if so, how?)
- What is likely to have happened in the absence of these specific changes?
- What other factors need to be in place to ensure a successful outcome?

Part IV: Lessons learned

Describe the lessons learned from this experience.

- Identify and analyse the key factors which have made the outcome successful
- What things would you do differently next time?
- What lessons can others learn from your experience?

Case studies are to be submitted to: Vibecke Kubberud, Co-ordinator, Gender Strengthening Programme, IFAD, Rome, Italy. **Date of submission:** 1 November 2000.

APPENDIX 5: DRAFT PROGRAMME FOR ACTION PLANNING WORKSHOP

Dar es Salaam, 20 – 25 November 2000

DRAFT (SESSIONS/TIMING ONLY TENTATIVE)

Monday 20 November

- 09.00 – 09.30 Welcome to Action Planning Workshop
- 09.30 – 10.00 National Gender Policy for Tanzania
- 10.00 – 10.30 Introduction to Workshop Programme
- 10.30 – 11.00 Tea/coffee break
- 11.00 – 11.30 Introduction to Workshop Participants
- 11.30 – 12.00 Experiences of IFAD's Gender Strengthening Programme in Caribbean
- 12.00 – 13.00 Overview of IFAD's Gender Strengthening Programme for Eastern and Southern Africa
- 13.00 – 14.00 Lunch
- 14.00 – 15.15 Exploring Gender Concepts and the Benefits of Gender Analysis
- 15.15 – 15.45 Tea/coffee break
- 15.45 – 17.00 Exploring Gender Concepts and the Benefits of Gender Analysis (continued)
- Evening Workshop Reception

Tuesday 21 November

- 08.30 – 10.30 Tools and Techniques for Gender Analysis using PRAs and Livelihoods Analysis: Purpose of Field Survey, Approach to Conducting Fieldwork, Data Collection Methods, Data Handling and Interpretation
- 10.30 – 11.00 Tea/coffee break
- 11.00 – 13.00 Worked Example
- 13.00 – 14.00 Lunch
- 14.00 – 15.15 Presentation of findings from worked example and discussion
- 15.15 – 15.45 Tea/coffee break
- 15.45 - 17.15 Parallel Sessions
Track I: Case Studies on PRAs and Gender Analysis: Mara FIP and NARO
Track II: Case Studies on Adult Literacy and Credit: Hoima DDSP, UWESO and Bank of Uganda
- Evening Videos about PRA Techniques (optional)

Wednesday 22 November

- 08.30 – 13.00 Tools and Techniques for Participatory Planning
- 13.00 – 14.00 Lunch
- 14.00 – 15.15 Tools and Techniques for Participatory Impact Assessment
- 15.15 – 15.45 Tea/coffee break
- 15.45 – 17.00 Case Studies: KAEMP and SHERFSP

Thursday 23 November

- 08.30 – 09.30 Overview of Action Planning: Outputs and Procedure
- 09.30 – 10.30 Preparation of Action Plans
Step 1 Activities and Outputs: activities, timing, duration and outputs
- 10.30 – 11.00 Tea/coffee break
- 11.00 Time for Reflection

Friday 24 November

- 08.30 – 10.30 Preparation of Action Plans: Step 1 continued
- 10.30 – 11.00 Tea/coffee break
- 11.00 – 13.00 Preparation of Action Plans
Step 2 Resource Requirements: allocation of tasks, materials, other
- 13.00 – 14.00 Lunch
- 14.00 – 15.15 Preparation of Action Plans
Step 3 Monitoring Impacts: indicators, beneficiary participation
- 15.15 – 15.45 Tea/coffee break
- 15.45 – 17.00 Preparation of Action Plans
Step 4 Budgets

Saturday 25 November

- 08.30 – 10.30 Finalisation of Action Plans
- 10.30 – 11.00 Tea/coffee break
- 11.00 – 13.00 Parallel Sessions: Discussion of Action Plans (at least two groups) and Feedback
- 13.00 – 14.00 Lunch
- 14.00 – 15.15 Parallel Sessions (continued)
- 15.15 – 15.45 Tea/coffee break
- 15.45 – 16.30 Forward Linkages: Proposals, Progress Review and Stocktaking Meeting
- 16.30 – 17.00 Close of Workshop