



IFAD's Gender Strengthening Programme

in Eastern and Southern Africa

Africa II: Eastern and Southern Africa

Number of Ongoing Projects by Country as of September 2000

This publication is intended to inform IFAD-supported project management units (PMUs), other donors and non-governmental organizations (NGOs) working in Eastern and Southern Africa about IFAD's Gender Strengthening Programme in the region. The programme is currently in the process of identifying challenges faced by projects, emphasizing empirical findings from field diagnostic studies. These findings, coupled with local knowledge and the experience of PMUs, will be fed back into subregional workshops, during which recommendations for improvement and suitable strategies will be identified and discussed by project staff. The programme will lead to the implementation of pilot activities that will test new approaches for gender mainstreaming in IFAD-supported projects. The pilot activities will be monitored closely in order that both IFAD staff and PMUs can draw lessons of experience that will enable them to contribute to improving the design of future IFAD-supported projects.



IFAD's Gender Strengthening Programme in Eastern and Southern Africa is generously financed by the Government of Norway

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Background

Over the last 20 years, IFAD's efforts to increase opportunities for poor rural women and men have broadened and deepened. One of the pivotal elements of IFAD's strategy for alleviating poverty, its overall mandate, is to address gender issues and mainstream gender at each stage of the project cycle. The Fund has learned through experience that gender mainstreaming contributes to making IFAD-supported projects more effective on the ground.

IFAD shifted its focus from 'women' to 'gender' in 1990. This was not merely a semantic shift: it meant placing emphasis on the social context of women's and men's roles and on the relationship between the sexes. Thus addressing the gender issue means identifying the roles, responsibilities, constraints and opportunities of women and men from both a socio-economic and socio-cultural perspective. It also means that women's and men's concerns and experiences play an integral part in the design, implementation, monitoring and evaluation of all projects.

IFAD's Eastern and Southern Africa Division (Angola, Botswana, Burundi, The Comoros, Eritrea, Ethiopia, Kenya, Lesotho, Madagascar, Malawi, Mauritius,

Mozambique, Namibia, Rwanda, Seychelles, South Africa, Swaziland, the United Republic of Tanzania, Uganda, Zambia and Zimbabwe) strongly believes that gender analysis and gender mainstreaming contribute to making projects more effective. In order to direct its support appropriately, it is important to know who undertakes what tasks in agriculture, in income-generating activities and in the household. It is also important to know who has access to and control of the various resources that are critical to the effective pursuit of livelihood strategies that promote reduced vulnerability and higher economic and social well-being. Central to the Eastern and Southern Africa Division's approach is the recognition of the different, complementary roles played by women and men within the household and the community.

Under the projects financed by IFAD, equality between women and men is not an end in itself but rather one of the tools that contribute to efficiently reducing rural poverty. The proportion of women and men who participate in determinate project activities should be based on what women and men would like to do themselves and *how efficient their participation has proved relative to the results achieved*. Support for participation must focus on areas that are perceived as critical by women and men themselves and on those that are critical to poverty reduction. There is a need to understand and address the underlying socio-economic mechanisms that cause destructive disparities between rural and urban areas, between wealthy and poor households, and between women and men, including their own definition of objectives and interests. In very few cases are gender relations the prime determinants of poverty in rural areas. But it is essential to identify the influence they do exert, particularly with regard

Perspectives on Gender



Kenya

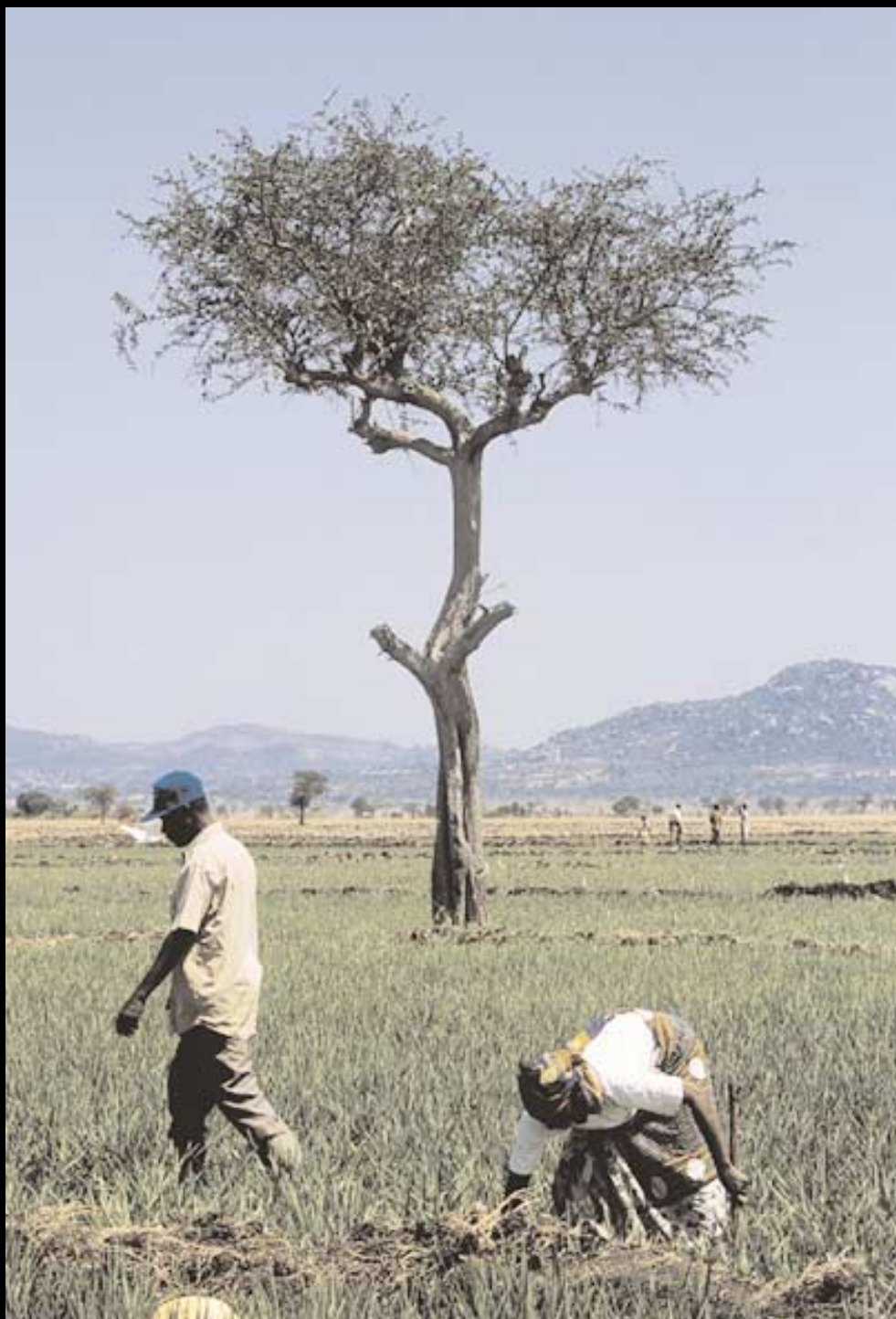
Gender: the term gender refers to the social, economic and cultural roles and relations between women and men. This includes their different responsibilities in a given culture or location. Unlike the sex of women or men, which is biologically determined, the gender roles of women and men are socially constructed, and such roles can change over time and vary according to geographic location.

Gender analysis refers to the analysis of the socially constructed roles and responsibilities of women and men, the pattern of their access to and control over resources and benefits, their perceived problems and priorities, and how information about these is used in project design, implementation, monitoring and evaluation. It takes into account the local division of labour in various farming systems, as well as variations in peak and slack seasons, socio-economic strata, ethnic groups and household types. Gender analysis helps frame questions about women's and men's roles and relations in order to avoid making stereotyped assumptions about who does what, when and why. The aim of such analysis is to formulate development interventions that are better targeted to meet both women's and men's needs and to address their constraints.

Gender mainstreaming within the United Nations system has been defined by the Economic and Social Council (ECOSOC) as *"the process of assessing the implications for women and men of any planned action, including legislation, making women's as well as men's concerns and experiences integral*

dimensions in the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and social spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality." Mainstreaming is often misinterpreted to mean the equal participation of women and men in all project activities. Within IFAD's Eastern and Southern Africa Division, the term mainstreaming is used in line with the ECOSOC definition, in which gender aspects are taken into account at all stages of the project cycle.

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" (Organisation for Economic Co-operation and Development, (OECD)). For IFAD's Eastern and Southern Africa Division, this does not imply that women and men should necessarily undertake the same tasks, but rather that both should be given relevant and adequate support through IFAD-financed project activities to respond to their specific needs and aspirations.



to their impact on the livelihood strategies of poor rural people, and to work with both women and men to overcome them.

In 1998, a Supplementary Fund Agreement was signed between the Kingdom of Norway and IFAD to finance activities with “a clear and adequate gender focus” in sub-Saharan African countries eligible for highly concessional lending terms. The objective of the agreement was to improve the impact of IFAD projects while demonstrating added value. The availability of grant funding from Norway prompted the Eastern and Southern Africa Division to undertake a rapid assessment of the gender aspects of its ongoing projects. At that time, there were approximately 50 projects in the region, representing almost half a billion United States dollars in IFAD financing.

The Division’s assessment, conducted in April 1999, reviewed the importance that had been accorded to gender at project design. A picture was obtained of the measures introduced by projects to reach women and men and to support their economic activities. The assessment showed that some projects have been rather successful in mainstreaming gender; others have accorded less importance to the issue; and still others needed to develop a basic approach to appreciating the significance of gender relations in the pursuit of their objectives.

IFAD-financed projects and programmes influence government and donor expenditures and are important elements of the rural development scene, particularly for the poor. While the findings of the assessment showed many successes, there is clearly potential for greater impact and the need for a programme to strengthen gender focus.

With USD 1.8 million from the supplementary grant funds provided by Norway, IFAD’s Eastern and Southern Africa Division has developed such a programme, which was initiated in October 1999 and will run for three years. This brochure describes the components of the programme, progress made to date, and the challenges that remain to be addressed if women and men are to derive substantive benefits from IFAD-supported projects.

Rapid Assessment Gender Checklist - Samples

- ***Does the project aim at gender mainstreaming or at targeting specific activities to women; does it use a combination of the two, or neither?***
- ***Have gender-specific labour constraints been considered in the design of activities?***
- ***Has provision been made for gender sensitization training of project staff during start-up or implementation?***
- ***Has literacy training been included in project activities?***

Programme Goal and Objectives

The overall goal of the programme is to strengthen the gender focus of IFAD-financed projects in Eastern and Southern Africa. It constitutes an integral part of a capacity-building process that includes such critical elements as practical guidance, analytical tools and explicit activities. Thus the programme is being implemented by IFAD together with the field staff of the projects it finances. The programme's success depends upon the experience, knowledge and collaboration of field-level PMUs, which are staffed with national personnel, usually from government services. Direct lines of communication to the IFAD target group are also important. One of the objectives of the programme is to enable PMUs to develop solutions and measures that are applicable within their local context and tradition.

Better project/programme design and implementation with regard to gender issues – specifically, to address the different constraints and opportunities facing poor rural women and men – require better information and a knowledge base attuned to the realities both of the region involved and of the people of that region. To strengthen this base, IFAD must:

- fully understand its own experience and that of other donors in representative operations and countries;
- consult with rural women and men on local priorities and proposals that could be incorporated into existing projects; and

- field-test innovations on a tightly monitored basis, with a cycle of diagnostic studies, broad beneficiary consultation and action research.

To address these needs, the following programme objectives have been established to:

- help ongoing IFAD-supported projects develop strategies for mainstreaming gender and strengthen the implementation of projects that already have gender strategies;
- provide project staff with the necessary skills for conducting gender analyses (or 'analyses of difference') so that they will obtain concrete knowledge regarding women's and men's different situations and practical aspirations in the various project areas;
- ensure that monitoring and evaluation activities capture the impact of project performance on different beneficiary groups;
- help selected projects develop field-level pilot activities, monitored through action research, that are aimed at raising performance and increasing impact in addressing gender-based constraints on women's livelihood strategies; and
- draw lessons for the design and implementation of future projects.

Analysis of Relationship Problems Identified by Women

Problems Identified by Women	Causes of Problem	Coping Strategies	Possible Solutions
Heavy workloads	<ul style="list-style-type: none"> • socio-cultural practices • gender division of labour • men spend less hours in productive work 	<ul style="list-style-type: none"> • women work longer days • children (especially girls) help in various tasks 	<ul style="list-style-type: none"> • labour-saving technologies • services (water, health) near homes • sensitization of both women and men • men to assist with some household tasks
Limited control over assets	<ul style="list-style-type: none"> • socio-cultural tradition • women do not have inheritance rights • men make decisions regarding the acquisition and use of resources • women lack collateral to acquire assets • services biased towards men 	<ul style="list-style-type: none"> • women form self-help groups • women buy or hire their own plots of land • women maximize use of limited land available by intercropping 	<ul style="list-style-type: none"> • gender sensitization • legislation for joint ownership • services and credit available to women and men
Limited contribution to decision-making	<ul style="list-style-type: none"> • norms, culture • men refuse to let women attend meetings • low status of women in society • women's internalized sense of inferiority 		<ul style="list-style-type: none"> • gender training • leadership training for women and men • effect cultural changes so that women can have access to positions of responsibility • hold meetings at times convenient to women • encourage women to participate in various stages of the project cycle
Unequal distribution of household income	<ul style="list-style-type: none"> • socio-cultural norms • husbands traditionally control income • sale of crops and assets are the prerogative of men • embezzlement of household income by men 	<ul style="list-style-type: none"> • women engage in off-farm work and off-season activities to earn income • formation of women's groups • women hide coins from men 	<ul style="list-style-type: none"> • promote income-generating activities for women • facilitate economic empowerment of women

Gender is first and foremost a relationship between people, in which women are defined in relation to men and vice versa. What women and men do and how they relate socially are important aspects of gender, and the concept entails both women's and men's active roles in society and their ideas about 'femaleness' and 'maleness'. Gender is thus a relational concept, and evolves through interaction between persons of separate and exclusive categories. This relation is created and constructed in a variety of ways in different societies.

Programme



Components

Five components have been established to meet the objectives of the programme: field diagnostic studies, questionnaire survey, preparatory meetings, workshops and pilot activities/action research. These components will be carried out in country pairs. The criteria for pairing countries take account of common factors such as official language, farming systems (highlands/drylands/coastlines), political

history and other socio-economic issues that countries may share. By having two countries work together throughout the activity cycle, they will be able to draw upon each other's experience and collaborate on relevant issues. The country pairs selected for the initial activity cycles are Uganda/United Republic of Tanzania and Zambia/Malawi.

FIELD DIAGNOSTIC STUDIES

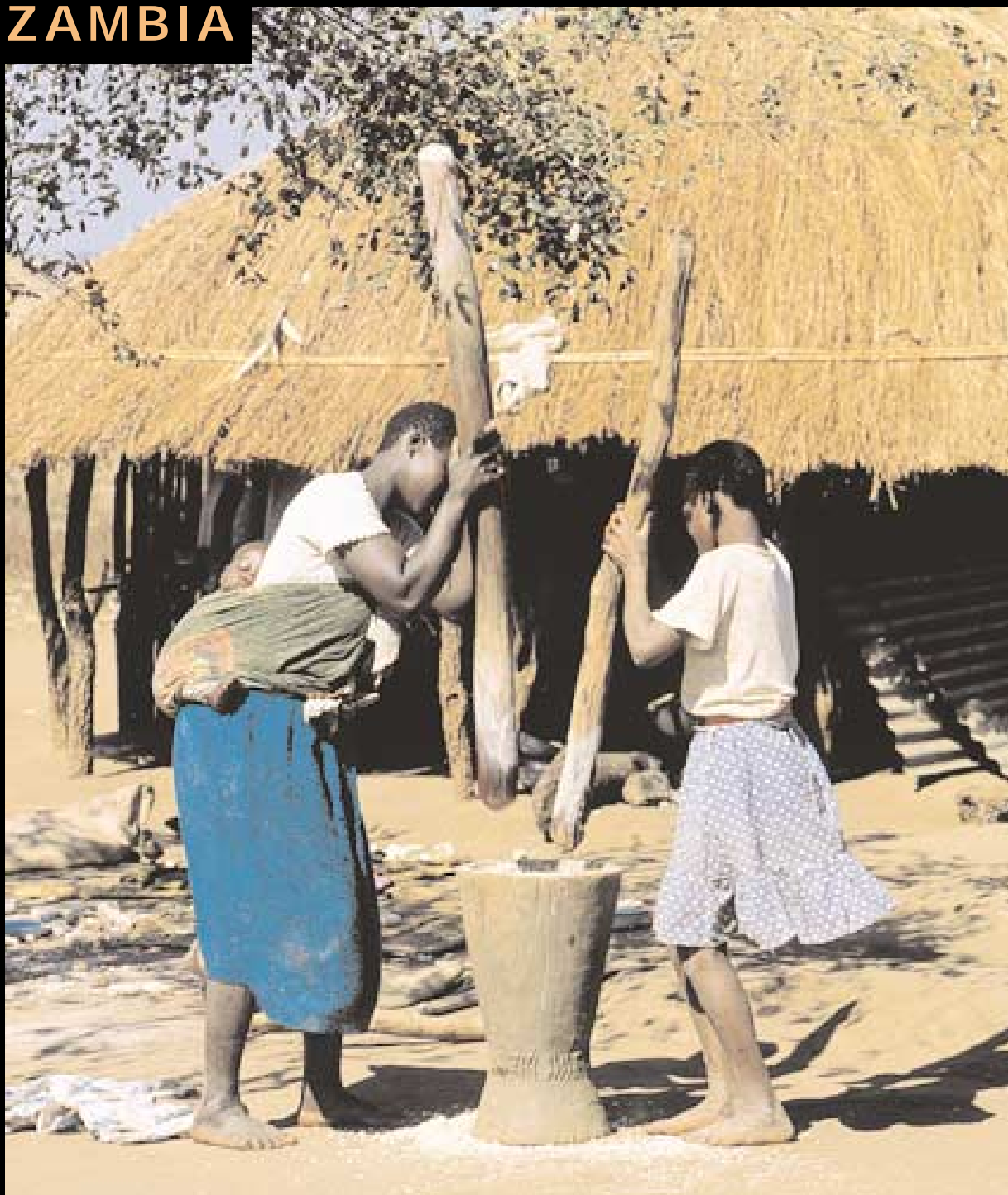
Development practitioners must not assume that they know what the rural poor need better than the rural poor themselves.

Field diagnostic studies will be carried out in four countries with a view to gaining first-hand knowledge about the communities in which IFAD operates and reviewing the extent to which IFAD-supported projects address community needs. The intention is not to assess or evaluate the projects, but to identify different livelihood strategies, opportunities and constraints faced by women and men as a basis for making changes in development and implementation strategies in support of greater impact. When appropriate, participatory rural appraisals (PRAs) and household interviews (HHIs) are used to ensure that the mission team and project staff learn more about the communities' needs and their perceptions of IFAD-financed projects. Another objective is to identify local organizations and government departments that have gained experience of gender issues in the

countries under review. Rapid assessments of the national gender policy and framework are integrated into the field diagnostic studies, including other donors' gender approaches and their experience with gender issues. This will help build partnerships, strengthen IFAD's own activities in the countries involved and avoid duplication of effort.

The results of the diagnostic fieldwork, in conjunction with responses to a questionnaire sent to PMUs, will be used to provide themes for discussion at the gender capacity-building workshops that bring together project practitioners and local stakeholders. Practical examples from the fieldwork findings, coupled with direct project experience, will be used as the starting point for gender analysis during the workshops and the development of site-specific solutions by PMUs.

ZAMBIA



Gender Roles and Responsibilities in the Local Farming System

The field diagnostic study in Zambia was conducted from 12 June to 9 July 2000. An eight-person team visited three ongoing IFAD projects and two newly approved projects in the North-Western Province and the Southern Province, respectively. Participatory diagnostic studies were carried out in 11 rural villages representing both the major farming systems in Zambia and a range of project activities. Fieldwork at each community was conducted over two days. The first day was spent gathering information from groups of women, men and community leaders, using PRA techniques such as seasonal calendars, daily activity patterns, access to and control of resources, wealth rankings and problem analysis. At the end of the day, a plenary session was held to provide feedback to the entire community and to stimulate discussion on gender issues. On the second day, household interviews provided the mission with important additional information regarding household resources, livelihood strategies, gender division of labour, food security and coping strategies.

One important aspect reiterated throughout the study was the wide variation in the gender division of labour, access to and control of resources, and sources of income – depending on the ethnic group, farming system, socio-economic stratum, male- vs. female-headed household, and even between the two provinces. Many stereotypes (e.g., men are responsible for land clearing and ploughing and women for planting, weeding and harvesting) do not hold true. Hence a need for emphasis on the local context was underscored, as was the fact that the gender balance among participants in different projects should reflect gender roles and responsibilities in the local farming system and not aim at 50% participation by women and men in every project activity.

A number of other important lessons emerged from the study, including:

- Although female-headed households tend to be over-represented among the poor and very poor, project planners should not assume that all such households are poor, as study results reveal a diversity of economic levels among female-headed households. There is a need to target assistance along socio-economic strata rather than to simply target 'women' – to address the needs of poor people, both women and men.
- Poor rural women are more concerned about being poor than they are about gender oppression. Their main concerns are poverty, lack of money, food insecurity, and high death rates and numbers of orphans to support. They are also concerned about overwork, lack of control over resources, polygamy and wife-beating, but poverty takes precedence.
- Functional adult literacy (FAL) and related kinds of empowerment training for women and men enhance the impact and sustainability of other project activities of a technical nature.
- It is important to verify the actual division of labour and pattern of access and control as a basis for project design – project planners and implementing agencies must gather empirical information on the gender situation in a particular locality, ethnic group and farming system.
- A three-pronged approach is needed – better design, gender training of project staff and the empowerment of beneficiaries to drive the process from below. As an integral part of this, formulation and appraisal teams need to work more closely with implementing agencies to build local ownership and a common understanding of a project's approach to gender mainstreaming.

The findings and lessons from the study will be fed into a preparatory meeting for project directors and gender specialists from Zambia and Malawi and culminate in a workshop in the partner country, Malawi.



Functional Adult Literacy Classes – Lessons for Participants, Lessons for IFAD

The first field diagnostic study was conducted in Uganda from 28 January to 11 February 2000. An interesting finding was the significant impact of FAL classes on beneficiaries' participation in projects and on project performance in general. In the FAL classes, participants were eager to share their perceptions and knowledge, which is a solid foundation for any poverty-alleviation initiative. For example:

- Women acknowledge that FAL classes play an important role in empowerment and poverty reduction. They identified the following benefits: participants learn how to read and write, generate income through modern farming methods, control crop pests, improve household sanitation and hygiene, and improve food planning and preparation; moreover, they get to know each other, creating networks and forming groups, and learn to work together to establish poverty-reduction strategies.
- Although 80% of FAL learners in the project are women, the men who attend acknowledge that the classes increased their motivation, raised their productivity and improved their understanding of their wives and the need for cooperation within the household. Unfortunately, pride often prevents other men from attending FAL classes, since they do not want to reveal their illiteracy. However, some women suggested that if FAL classes could be presented as business training, they would probably attract more men.
- Women say that woman-only activities are inappropriate. Men should not be excluded if we want to understand and thus support socio-economic changes and gender mainstreaming.

The findings of the entire study were discussed at the preparatory meeting for project directors and gender specialists from Uganda and the United Republic of Tanzania in September 2000, and will play an integral part in the content of a November 2000 workshop.

Gender Cosmetics vs. Gender Mainstreaming

One important lesson of the field diagnostic study in Zambia was the need to distinguish between gender 'cosmetics' and real gender mainstreaming. Often, a cosmetic approach is adopted:

- a great deal of politically correct language is used but with little substance;
- arbitrary targets for women's participation are set without reference to gender roles;
- the assumption is made that women will automatically benefit from projects that support traditional food crops, goats, poultry or vegetables.

Instead, the best gender-mainstreaming practices go beyond assumptions, uniformly applied numerical goals and stereotypes in order to try to understand women's and men's real roles, opportunities, constraints and expressed needs. Some of these best practices are enumerated in the box below.

Best Practices in Gender Mainstreaming

1. Analyse gender roles thoroughly, including division of labour, seasonal calendar, daily time use, access to and control of resources, income sources, use of money, kinship, marriage, inheritance rules, household composition, female-headed households, social networks/groups, access to services.
2. Distinguish problems and priorities of women from those of men.
3. Distinguish livelihood systems and priorities of poor women and men from those of the non-poor.
4. Distinguish problems and priorities of girls from those of mature women.
5. Recognize that not all female-headed households are poor.
6. Specify who should be targeted (women and/or men) for each project component or activity.
7. Make clear the ways in which the success of the whole project and each component depends on correct gender analysis ('reaching the right people').
8. Identify possible legal or other barriers likely to affect women's (and poor men's) access to project resources, adoption of technology or incentive to participate.
9. Spell out methods for mainstreaming gender in all components.
10. Spell out responsibility for gender mainstreaming – integrated in the terms of reference (TORs) of project staff.
11. Budget for practical gender training and identify sources of trainers.
12. Design a management information system to provide disaggregated data on women and men, poor and non-poor project participants.
13. Include participatory impact assessment by beneficiaries and non-participants (women and men) in the evaluation system.

QUESTIONNAIRE SURVEY

A questionnaire was developed and distributed to 43 ongoing projects in Eastern and Southern Africa as part of the participatory design process to make the programme responsive to the needs of field staff and project beneficiaries. Replies were received from 70% of the projects. The questionnaire was organized around four topics, all related to gender.

Projects identified the following priorities in mainstreaming gender during project implementation:

- creating awareness and understanding of the importance of addressing gender issues among all those involved in project design and implementation (project staff, associated ministries, local government, trainers and facilitators, and members of the community);
- integrating gender through participatory approaches such as logframe planning during implementation;
- creating opportunities for both women and men to participate in all project activities;
- developing skills among the beneficiaries so that activities initially supported by a project become self-sustaining; and
- developing the skills of national project staff so that gender issues are better addressed, including gender-sensitive indicators for monitoring and evaluation.

Over half the respondents identified aspects of their projects that required techniques for strengthening the gender dimension, including:

- integrating communities in discussions of gender and enabling women to express their own ideas;



Questionnaire – Sample Questions

Project Gender Strategy

In your opinion, what is the goal of strengthening gender aspects in project implementation?

What are the project's major aims regarding gender issues?

What are the main means used by the PMUs for achieving these aims?

What are the major constraints on achieving these aims?

Within what areas do you consider this project to have been particularly successful in addressing gender issues?

Have you applied any innovative methods or activities with regard to gender?

Project Implementation Units – Gender Awareness

Does the project have a gender specialist or a gender focal point?

Have any project staff been trained in gender issues and approaches?

Beneficiaries and Gender Awareness

Are the beneficiaries organized in groups (women, men, mixed)?

What is the purpose of such groups?

Do women prefer to be contacted separately or as part of a group including men?

Do rural women and men ever highlight problems concerning relations between them?

Do women and men villagers expect the project to address these problems?

Monitoring and Evaluation

Was a baseline and/or diagnostic study undertaken before the start-up of project activities?

If so, did it take the different situations of women and men into account?

Does the project collect disaggregated data by sex?

Is it possible to distinguish project impact on women and men?

Does the monitoring and evaluation system incorporate gender-specific indicators?

Do you think the project has the same impact on women and men?

- identifying and analysing gender needs;
- improving project design to incorporate gender; and
- mainstreaming gender in project management, in particular participatory planning, impact assessment and monitoring and evaluation.

In addition, respondents indicated that the process of gender strengthening could be enhanced by gender training at all levels, from the community to the government, as well as project staff. Respondents also emphasized the importance of exchanging experiences of project staff as to the effectiveness of project design and implementation methods in addressing gender issues, as well as conducting country and location-specific studies prior to and during project implementation.

Questionnaire results will enable IFAD to identify the progress and the successful experiences of projects in the Eastern and Southern Africa region, as well as the priority needs and concerns regarding gender issues. The questionnaire will also be used to help identify themes to be addressed at the workshops. In this regard, almost half of the respondents identified the following concepts for further discussion:

- definitions and concepts of gender;
- the context of gender, in terms of the traditional, social and cultural factors that influence gender roles and relations in the community;
- barriers to addressing gender issues;
- gender roles in development in general and agriculture in particular; and
- the implications of gender issues for projects.

Influence of Gender Focal Point and Gender Training on Management Practices



The analysis of the responses to the questionnaire revealed that the appointment of a gender focal point in the PMUs and/or gender training of project staff have a significant impact on important features of a project. Six of the projects in the sample have gender focal points, and almost two thirds of the projects have staff who have received gender training. The impact of the gender focal point is most marked with respect to beneficiary participation in projects and project design. Among projects with gender focal points, all have introduced innovative methods to address gender issues, three quarters have modified their project in order to better address the needs of women (and in all cases this resulted in a reallocation of funds), and all indicated an ability to identify the impacts of their projects on women and men. The impact of gender training is most beneficial in the area of data collection. Projects with gender training are more likely than others to have conducted a baseline survey with gender analysis, collected sex-disaggregated data and used gender-specific indicators.



PREPARATORY MEETINGS

After the questionnaire results and diagnostic fieldwork have been analysed, preparatory meetings will be held with project directors and gender specialists, who will communicate the needs identified by PMUs on the basis of their implementation and field experience. The meetings will last for two to three days and will serve several purposes:

- discuss the findings and analysis of the field diagnostic studies and questionnaire survey;
- select a number of projects for case studies to be presented at the workshops; and
- identify the themes, focus and content of the workshops.

Participants at the meetings will also identify NGOs able to contribute to the workshops in order to foster broad participation by concerned stakeholders and to seize the opportunity to strengthen local partnerships in promoting gender awareness.

Following the diagnostic study undertaken in Uganda in January/February 2000, the first preparatory meeting was held in September 2000 in the United Republic of Tanzania. The preparatory meeting subsequent to the diagnostic study in Zambia in June/July 2000 is scheduled to be held in Malawi in early 2001.

WORKSHOPS

Following the preparatory meetings, workshops will be organized to help project staff with their strategies and mechanisms to mainstream gender. The workshops will cover the country pairs and from three to five staff members from each project will participate, along with the respective IFAD country portfolio managers and gender specialists.

The main purposes of the workshops are to:

- assist project staff in drawing up concrete action plans for mainstreaming gender in their projects;
- provide specific training in gender analysis and in applying gender-sensitive indicators for monitoring and evaluation systems;
- promote broad national capacity-building, whose impact will go beyond IFAD project implementation; and
- identify design and implementation support measures for future IFAD-supported projects.

Substantive presentations will be made on the themes and case studies prepared by the projects. Working-group sessions will be devoted to analysing institutional or project limitations and obstacles, and to drawing up new action plans for gender mainstreaming in each project.

In order to ensure that the project activities undertaken will have a substantial impact, only newly initiated projects – or projects that have more than two years remaining or that may continue into a second phase – will be included in the workshops. Since pilot activities or changed activities will be included in the annual work plans and budgets at the workshops, it is important that projects have

time to implement the new activities and identify their impact. Rather than developing a 'blueprint' for gender mainstreaming, the workshops will aim to help project staff integrate gender concerns in ongoing project activities in the light of the particular field conditions and socio-economic situation. By having individual PMUs develop their own approach, the variations in gender roles and responsibilities within and across countries will be taken into account.

The first workshop, based on the Ugandan/Tanzanian activity cycle, is being held in the United Republic of Tanzania in November 2000. The second workshop, based on the Zambia/Malawi experience, is scheduled to take place in Malawi in early 2001.

PILOT ACTIVITIES

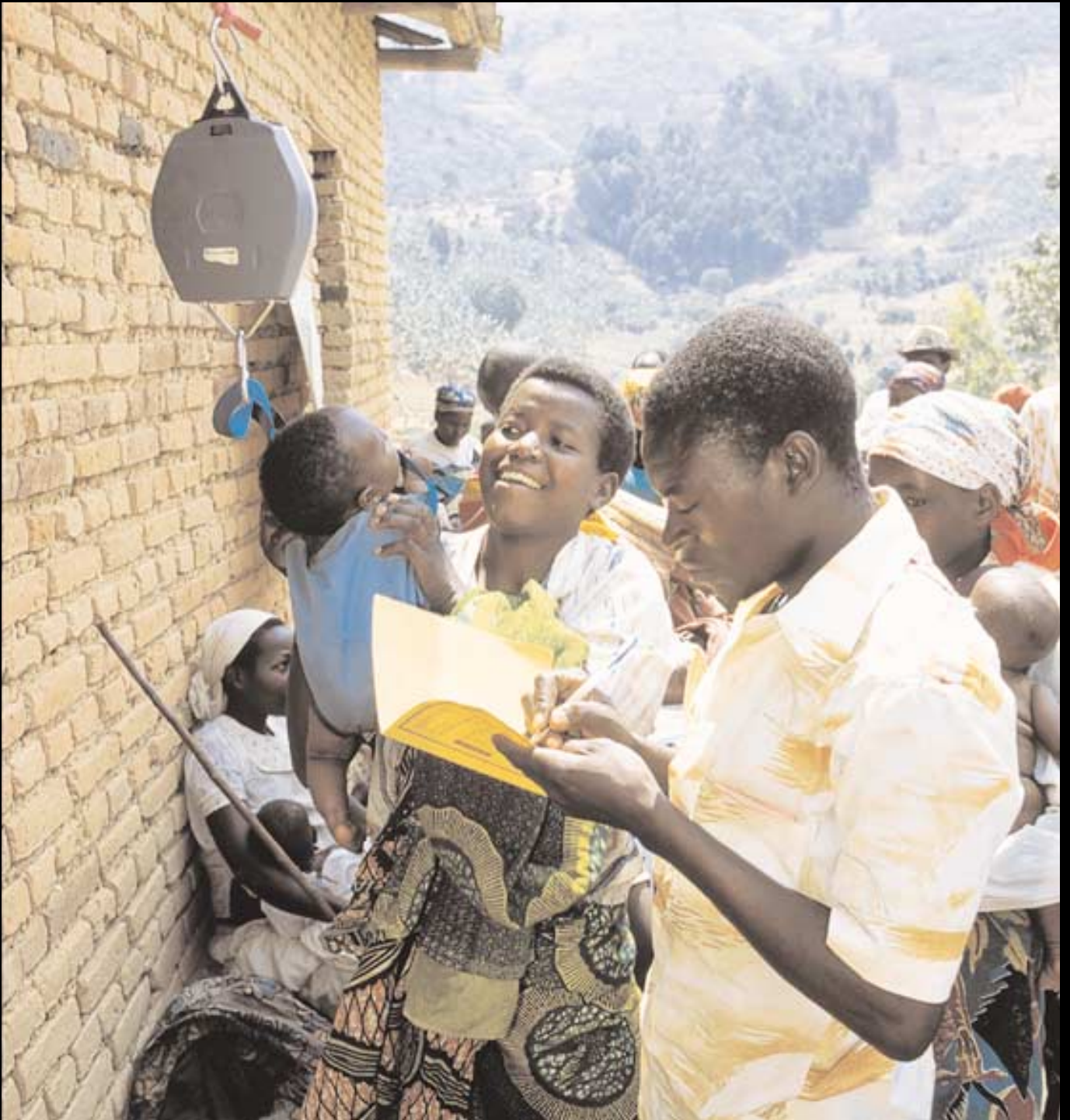
Based on the workshops, PMUs will design pilot activities – or modify existing activities – based on their new action plans. In order to strengthen the gender focus of ongoing projects, the following areas are expected to be addressed by the pilot activities:

- technical assistance to provide backstopping to PMUs and project beneficiaries with regard to gender issues;
- the development, introduction and adoption of gender-sensitive monitoring and evaluation indicators for PMUs; and
- the development and implementation of a system to involve beneficiaries in project monitoring.

In addition, concrete production activities designed jointly with the potential beneficiaries will be implemented. Inputs will be sought from workshop participants, as well as from project staff, beneficiaries, local cooperating institutions and IFAD staff and consultants so as to ensure that these activities address the perceived and real needs of project beneficiaries. Areas of intervention could also fall into the following categories highlighted as priority areas by Norway:

- promotion of innovative means for income generation and nutritional improvement;
- microfinance, particularly operations owned and controlled by the rural poor;
- improvement of smallholders' access to market opportunities;
- natural resource conservation;
- capacity-building at the local and community levels; and
- pilot testing of new approaches to beneficiary participation in project design and implementation.

Since the activities will have poverty alleviation as their ultimate goal, full account will be taken of gender relations. Women will not be given priority at the expense of rural poor men, who may be facing similar barriers to participation in project activities.



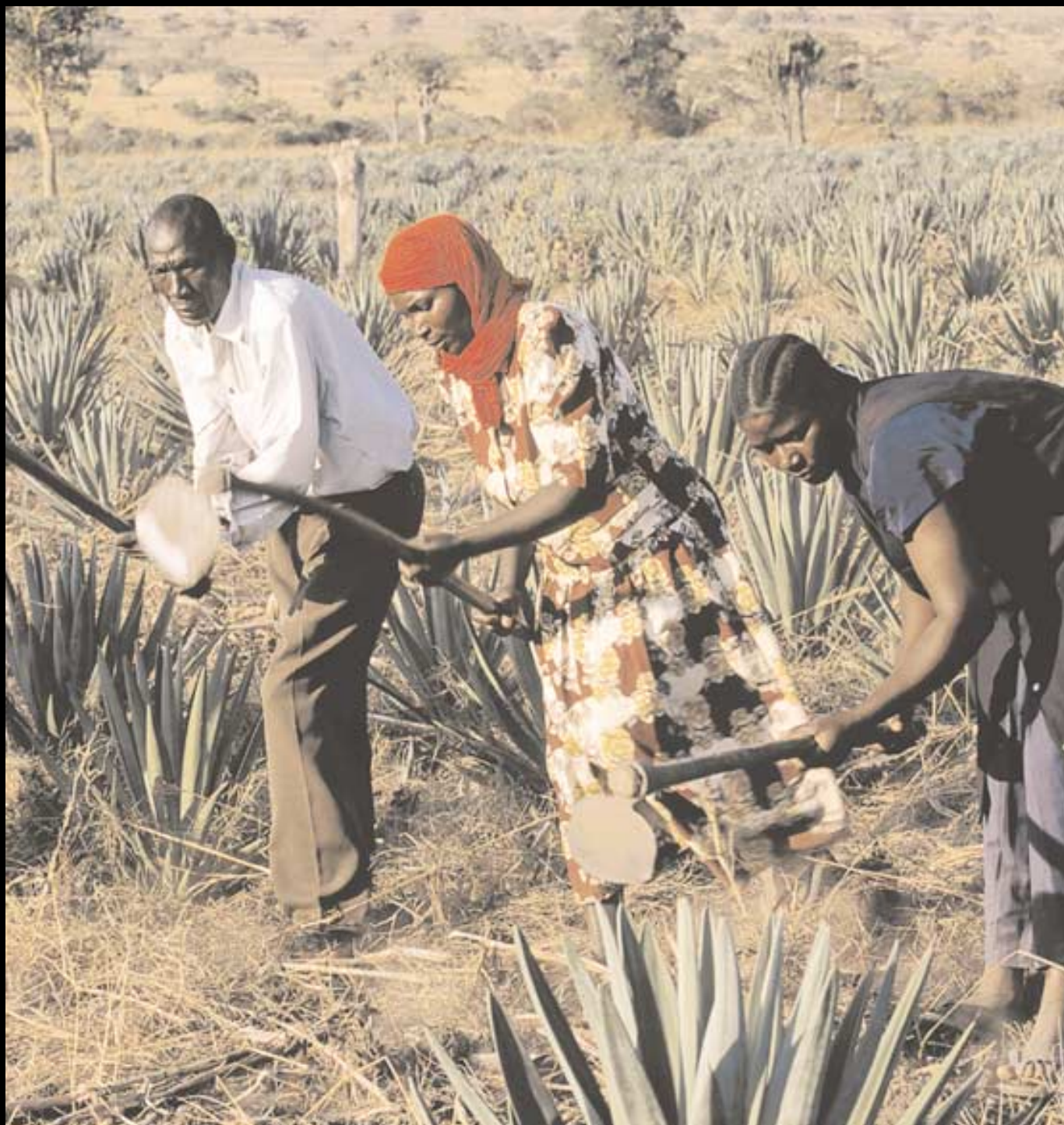
Expected Programme Impact

After three years of implementation, the programme will have covered eight to ten countries in the Eastern and Southern Africa region, and about three projects in each country, or 25 to 30 projects in total.

The programme components are expected to improve the gender impact of IFAD's ongoing portfolio of projects and to provide a more solid, experience-based methodology for strengthening the future portfolio.

A higher level of gender awareness among project staff and beneficiaries will go beyond the ability to incorporate gender at conceptual and operational levels: it will contribute to the directing of assistance according to the actual, specific needs of poor rural women and men. This in turn is expected to have a noticeable impact on the poverty level of the local communities participating in the IFAD-supported projects.

In gender mainstreaming, women and men must be included at all stages of the project cycle – according to their local traditions, socio-economic conditions and expressed needs – if a project is to be successful and community-driven, which is the key to poverty alleviation.





The designations employed and the presentation of material in this publication do not imply the expression of any opinion whatsoever on the part of the International Fund for Agricultural Development of the United Nations concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

Photographs

All photographs are from the IFAD photo collection and pertain to the following projects:

Cover: *Lesotho* – Local Initiatives Support Programme – Horst Wagner

Page 2: *Malawi* – Smallholder Flood Plains Development Project – Giacomo Pirozzi,
Tanzania – Mara Region Farmers' Initiative Project – Robert Grossman

Page 3: *Kenya* – Support Programme for Kenya Women's Finance Trust - Phase II – Giacomo Pirozzi

Page 4: *Tanzania* – Mara Region Farmers' Initiative Project – Robert Grossman

Page 8: *Mozambique* – Nampula Artisanal Fisheries Project – Robert Maass

Page 10: *Zambia* – North Western Province Area Development Project – Giacomo Pirozzi

Page 12: *Uganda* – Hoima Kibaale Districts Integrated Community Development Project – Radhika Chalasani

Page 15: *Eritrea* – Portrait of an Afar woman near Massawa – Giacomo Pirozzi

Page 17: *Madagascar* – Agricultural Development Programme in the Highlands – Horst Wagner

Page 18: *Zimbabwe* – Agribusiness Entrepreneur Network and Training Development Programme in Zimbabwe – Horst Wagner

Page 21: *Rwanda* – Socio-Health Programme – Robert Grossman

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