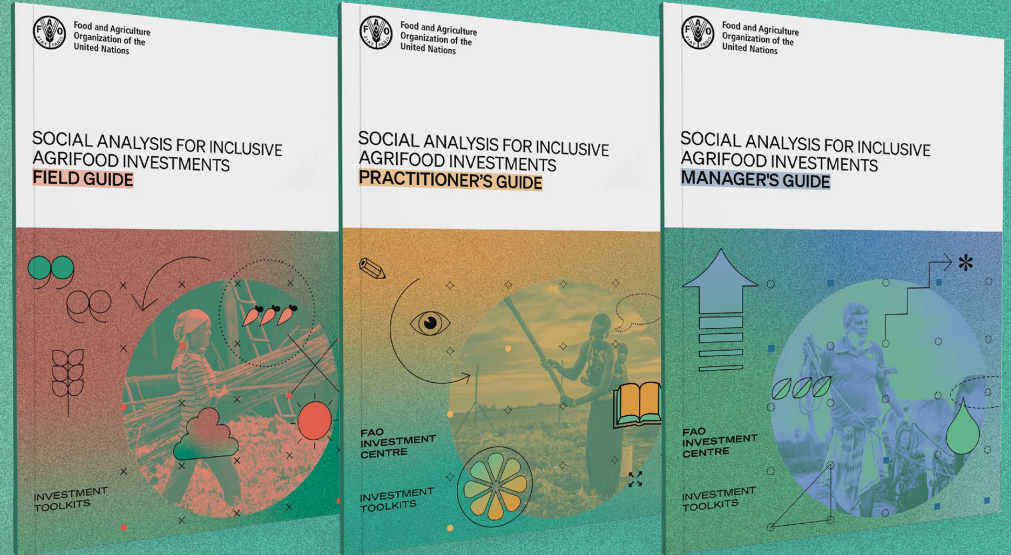




Food and Agriculture  
Organization of the  
United Nations

# SOCIAL ANALYSIS FOR INCLUSIVE AGRIFOOD INVESTMENTS

Social Analysis Guidelines and  
e-learning courses



13 December 2023 | LAUNCH WEBINAR

# AGENDA

| Time (Rome)   | Item  | Speaker   |
|---------------|---|---|
| 15.00 – 15.05 | OPENING AND WELCOME<br>INTRODUCTORY REMARKS | <b>Giovanni Munoz</b> Facilitator, Service Chief<br><b>Mohamed Manssouri</b> Director, FAO Investment Centre  |
| 15.05 – 15.25 | OVERVIEW OF THE SOCIAL ANALYSIS<br>GUIDES   | <b>Ida Christensen</b> Senior Rural Sociologist, FAO<br><b>Monica Romano</b> Poverty and Inclusion Specialist, FAO  |
| 15.25 – 15:40 | OVERVIEW OF E-LEARNING COURSES              | <b>Cristina Petracchi</b> Leader of FAO eLearning Academy, FAO  |
| 15:40 – 15:55 | Q&A   | <b>Giovanni Munoz</b> Facilitator, Service Chief, FAO   |
| 15:55 – 16:25 | PANEL DISCUSSION<br><br>Response from users | <b>Chris Brett</b> Lead Agribusiness Specialist, World Bank<br><b>Beatrice Gerli</b> Senior Gender and Targeting Specialist, IFAD<br><b>Annah Rutebuka Muja</b> Chief Social Safeguards Specialist, AfDB<br><b>Francesca Russo</b> Senior Social Development Specialist, EIB<br><b>Adriano Campolina</b> Senior Policy Officer, FAO |
| 16:25 – 16:30 | CLOSE                                       | <b>Giovanni Munoz</b> Facilitator, Service Chief, FAO Investment Centre   |

# SPEAKERS



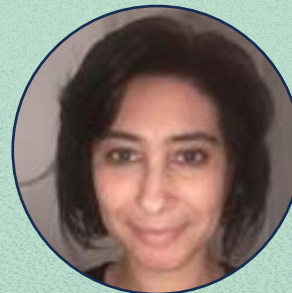
**Ida Christensen**  
Senior Rural Sociologist  
FAO Investment Centre



**Mohamed Manssouri**  
Director  
FAO Investment Centre



**Giovanni Munoz**  
Service Chief  
FAO Investment Centre



**Monica Romano**  
Poverty and Inclusion Specialist  
FAO



**Cristina Petracchi**  
Leader of FAO eLearning  
Academy, FAO



**Chris Brett**  
Lead Agribusiness Specialist  
World Bank



**Beatrice Gerli**  
Senior Gender and Targeting  
Specialist, IFAD



**Annah Rutebuka Muja**  
Chief Social Safeguards  
Specialist, AfDB



**Francesca Russo**  
Senior Social Development  
Specialist, EIB



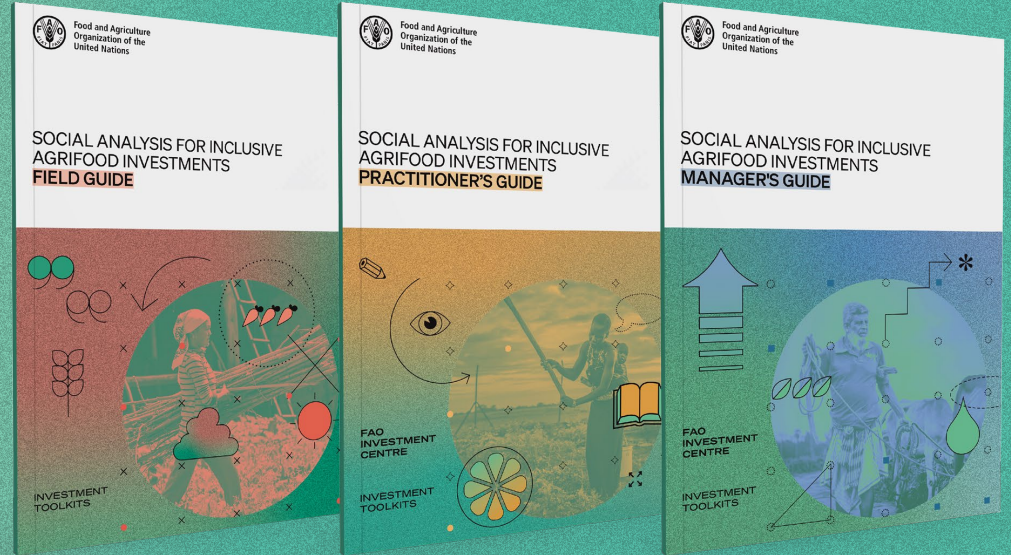
**Adriano Campolina**  
Senior Policy Officer  
FAO



Food and Agriculture  
Organization of the  
United Nations

# SOCIAL ANALYSIS FOR INCLUSIVE AGRIFOOD INVESTMENTS

Social Analysis Guidelines and  
e-learning courses



13 December 2023 | LAUNCH WEBINAR

# WHAT ARE THE GUIDES FOR?

To improve the design and implementation of *inclusive* agrifood investments that:

focus on reducing rural poverty and food insecurity;

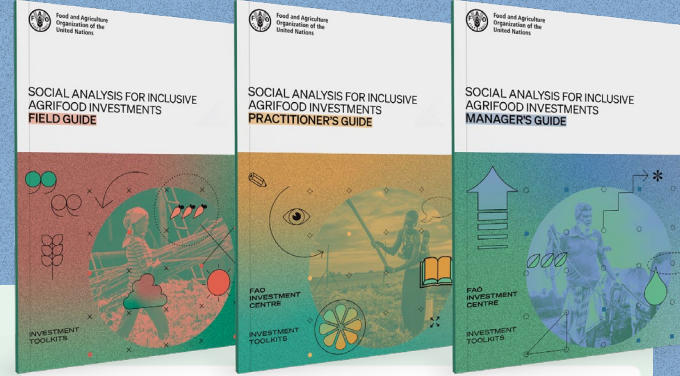
respond to the real needs and priorities of marginalized people;

safeguard the interests of vulnerable populations;

are demand-driven, relevant and sustainable;

create socially inclusive, gender-equitable and sustainable development outcomes;

honour the Agenda 2030 principle of **Leaving No One Behind**.



# WHAT IS SOCIAL ANALYSIS?



A process of examining the **sociocultural, institutional, historical and political contexts.**

This includes matters of **social diversity and gender, rules and behavior, stakeholder dynamics, participation concerns and social risks.**

*SOURCE: World Bank. 2013. Design & Implementation: Economic and Social Analysis.*

# WHAT DO THE GUIDES OFFER?

- Guidance to carry out social analysis in the context of agrifood investments using **qualitative and quantitative** data (primary / secondary).
- **Operational tools** for missions, that can be adjusted and **used selectively** based on context, project stage and mission purpose.
- A **reference guide** with links to further resources or tools to deepen the analysis in areas of need.



# WHO ARE THE GUIDES FOR?

## Manager's Guide:

- The “why and what” of managing social analysis (NON experts).

## Practitioner's Guide:

- The “what and how” of conducting social analysis.

## Field Guide:

- The “how” of carrying out social analysis in field missions.

## MANAGER'S GUIDE

For managers of investment operations who are not social analysts.



## PRACTITIONER'S GUIDE

For social analysts working on investment operations

## FIELD GUIDE

For social analysts working on investment operations in the field



# MANAGER'S GUIDE



- For directors, coordinators, team leaders, task managers.
- **Builds understanding** around the role of social analysis.
- **Provides guidance** on how to integrate it in the public investment cycle.
- Can be used in conjunction with the Practitioner's Guide.

# UNDERSTANDING

## MODULE 1 - WHY IS SOCIAL ANALYSIS IMPORTANT?

Why should managers know about social analysis?

What is the relevance of social analysis to agrifood investments?

What is the role of social analysis in reducing poverty and food insecurity?

## MODULE 2 - WHAT TO EXPECT FROM SOCIAL ANALYSIS

Objective and scope of social analysis

Levels of social analysis

Instruments for social analysis

What makes a good social analysis?

# MANAGING

## MODULE 3 – HOW TO INTEGRATE SOCIAL ANALYSIS IN THE INVESTMENT CYCLE

Country strategy  
formulation

Programme / project  
design

Programme / project  
implementation

Evaluation and impact  
assessment

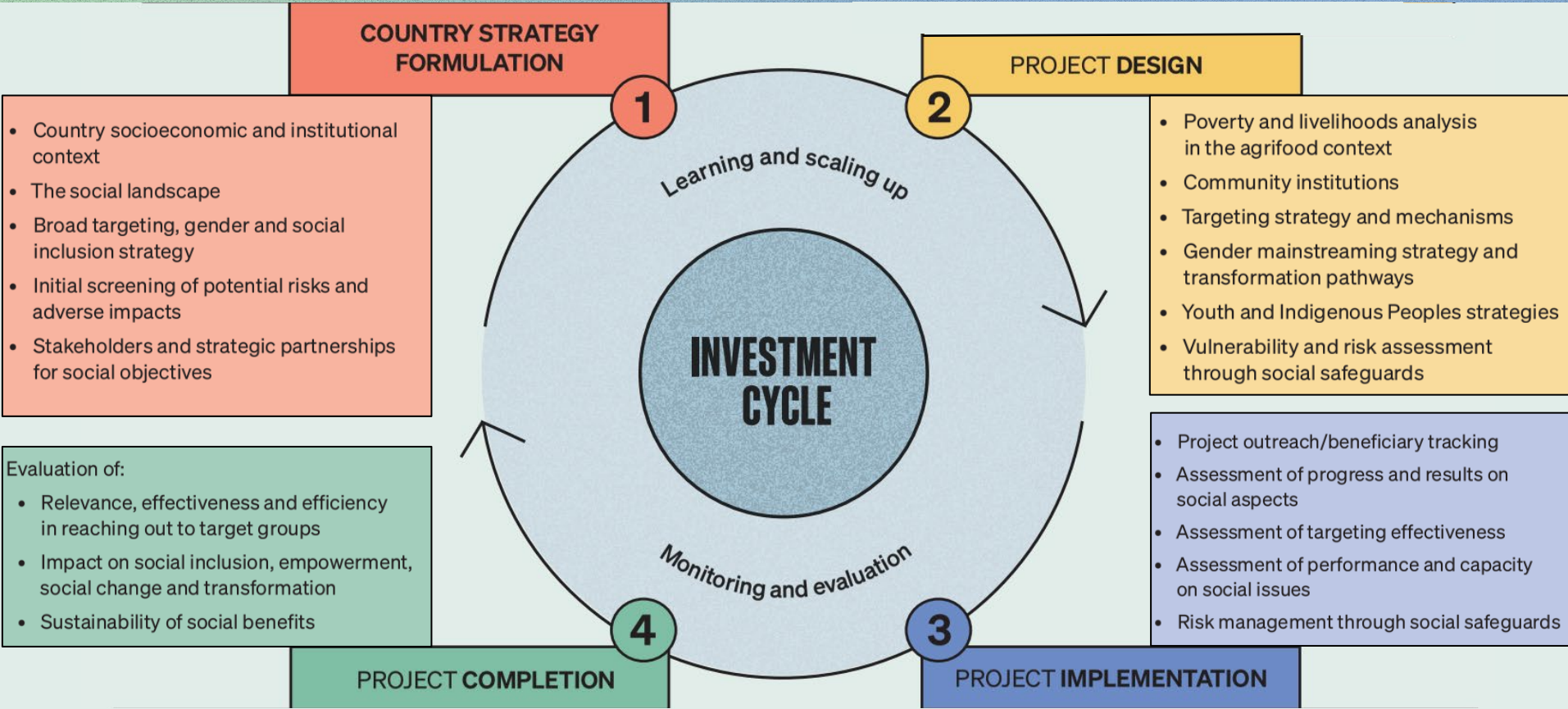
## MODULE 4 – HOW TO MANAGE SOCIAL ANALYSIS DEMANDS

Requirements  
for social analysis

Responsibilities  
for social analysis

Operational arrangements for social  
analysis in investment missions

# INVESTMENT CYCLE



# TOOLS FOR MANAGERS

**Table 1**  
Managing social inputs and assessments across the investment cycle stages

|  | COUNTRY STRATEGY FORMULATION | PROJECT DESIGN         |                                   | PROJECT IMPLEMENTATION          |                               | COMPLETION                     |
|--|------------------------------|------------------------|-----------------------------------|---------------------------------|-------------------------------|--------------------------------|
| Management tasks and outputs   | Strategic planning           | Project identification | Project formulation and appraisal | Start-up / early implementation | Supervision / Mid-term review | Impact assessment / Evaluation |
| Institutional/policy/enabling environment for social inclusion                     |                              |                        |                                   |                                 |                               |                                |
| Socioeconomic analysis   |                              |                        |                                   |                                 |                               |                                |
| Stakeholder engagement and consultation  |                              |                        |                                   |                                 |                               |                                |
| Social mapping   |                              |                        |                                   |                                 |                               |                                |
| Target group (pre-)identification and profiling                                    |                              |                        |                                   |                                 |                               |                                |
| Vulnerability and social risks assessment  |                              |                        |                                   |                                 |                               |                                |
| Identification of partners and capacity gaps                                       |                              |                        |                                   |                                 |                               |                                |
| Engagement with other donors/NGOs working in project area                          |                              |                        |                                   |                                 |                               |                                |
| Poverty/livelihoods/gender/youth/Ps... analysis                                    |                              |                        |                                   |                                 |                               |                                |
| (Community) institutional analysis and maturity/capacity assessment                |                              |                        |                                   |                                 |                               |                                |
| Definition of targeting strategy and mechanisms                                    |                              |                        |                                   |                                 |                               |                                |
| Definition of gender/youth/Indigenous Peoples mainstreaming/ engagement strategies |                              |                        |                                   |                                 |                               |                                |
| Definition of gender transformation pathways                                       |                              |                        |                                   |                                 |                               |                                |
| Development of gender and youth action plans                                       |                              |                        |                                   |                                 |                               |                                |
| Identification of project activities   |                              |                        |                                   |                                 |                               |                                |
| Participatory needs/capacity assessment and community action planning              |                              |                        |                                   |                                 |                               |                                |

## TOOLS

ANNEX I - REQUIREMENTS FOR SOCIAL ANALYSIS MATRIX

ANNEX II - SAMPLE TERMS OF REFERENCE FOR SOCIAL ANALYSIS

ANNEX III - GLOSSARY OF TERMS USED IN SOCIAL ANALYSIS

# AGENCY SOCIAL ANALYSIS REQUIREMENTS

## FAO, ADB, AfDB, CABI, CDB, EBRD, GEF, GCF, IDB, IFAD, WFP, WORLD BANK / IFC

|             | Poverty targeting, social inclusion- and social protection-related frameworks and strategies   | Gender equality and women's empowerment  | Strategic areas, objectives, or pillars in support of gender equality and women's empowerment   | Youth engagement and inclusion   | Engagement with Indigenous Peoples  | Inclusion of persons with disabilities  | Social safeguards review and procedures   | Decent employment and child labour issues   | Gender-based violence (GBV)   |
|-------------|--|--|---|--|---|---|---|---|---|
| <b>AFDB</b> | <p>AfDB. 2004. Bank Group Policy on Poverty Reduction</p> <p>Emphasizes importance of supporting national ownership, participation and outcome orientation to improve the lives of the poor in Africa. Achievement of this goal entails the integration of a poverty perspective throughout AfDB activities and development of appropriate operational mechanisms and institutional arrangements.</p> <p>AfDB. 2014. Banque Africaine de Developpement Strategie du Capital Humain 2014–2018</p> <p>Includes topics such as: social protection, gender, and jobs for youth.</p>  | <p>AfDB. 2021. The African Development Bank Group Gender Strategy 2021–2025</p> <p>Aims to strengthen AfDB's commitment to address challenges women face and promote gender equality as well as women's and girls' empowerment in Africa.</p> <p>AfDB. 2022. Country Gender Profiles 2005–2022</p> | <p>AfDB. 2021. The African Development Bank Group Gender Strategy 2021–2025</p> <p>i) Empowering women through access to finance and markets.</p> <p>ii) Accelerating employability and job creation for women through skills enhancement.</p> <p>iii) Increasing women's access to social services through infrastructure.</p> | <p>AfDB. 2016. Jobs for youth in Africa: Strategy for creating 25 million jobs and equipping 50 million youth, 2016–2025</p> <p>AfDB. 2014. Banque Africaine de Developpement Strategie du Capital Humain 2014–2018</p>  | <p>Addressed through: AfDB. 2013. African Development Bank Group's Integrated Safeguards System — Policy statement and operational safeguards</p> | <p>No specific policy/strategy, though AfDB includes people with disabilities within its target groups.</p> | <p>AfDB. 2013. African Development Bank Group's Integrated Safeguards System — Policy statement and operational safeguards</p>  | <p>Addressed through: AfDB. 2013. African Development Bank Group's Integrated Safeguards System — Policy statement and operational safeguards</p> | <p>Although there is no specific policy or reference in support of activities to address GBV, the issue is addressed indirectly by promoting women's social and economic development and gender equality.</p> |
| <b>CABI</b> | <p>CABI. 2020. CABI's 2020–2024 Institutional Strategy</p> <p>Aims to contribute to inclusive economic growth and support countries in their economic policies to reduce poverty and inequality.</p> <p>i) Its Human Development and Social Inclusion Axis aims to generate social capacities that help improve the well-being and quality of life of the Central American region.</p> <p>ii) Its Program for the Reduction of Extreme Poverty and Social Exclusion (PRPEES) selects geographic areas according to multidimensional poverty maps to focus on education, health, housing, employment and social protection; and promote gender equity and the participation of excluded or vulnerable people.</p> | <p>A Gender Equity Policy and a Gender Action Plan is under development at the time of this publication: CABI. 2021. CABI and UN Women promote gender equality and empowerment of women in Central America</p>   | <p>Under development at the time of this publication: CABI. 2021. CABI and UN Women promote gender equality and empowerment of women in Central America</p>   | <p>A Youth Employment Program for CABI's 12 partner countries is under development at the time of this publication jointly with the Organization of Ibero-American States for Education, Science and Culture (OEI): CABI. 2021. CABI promotes innovation and training for youth labor market insertion in the region</p> | <p>No specific policy/strategy; governed through: CABI. 2020. Environmental and Social Strategy 2020–2024</p>                                     | <p>No specific policy/strategy even though CABI has programmes targeting persons with disabilities.</p>     | <p>CABI. 2020. Environmental and Social Strategy 2020–2024</p> <p>Implemented through CABI's Environmental and Social Risk Management System, consisting of the Environmental and Social Risk Identification, Evaluation and Mitigation System (SIEMAS) and the System of Environmental and Social Corporate Responsibility (SASC).</p> | <p>Addressed through: CABI. 2020. Environmental and Social Strategy 2020–2024</p>   | <p>No specific policy/strategy; addressed through: CABI. 2020. Environmental and Social Strategy 2020–2024</p>  |

# SAMPLE TORS FOR SOCIAL ANALYSIS

## FOR SOCIAL ANALYST / SPECIALIST

### PROJECT FORMULATION/DESIGN

The mission's social analyst is responsible for the project targeting strategy and for integrating both gender and other sociocultural issues across all project components and activities. In order to do so, the social analyst will collaborate and exchange information with the mission team leader and other team members as relevant. Main responsibilities include:

- Carry out a gender-sensitive social analysis at national and local levels comprising the issues of poverty, food security, rural livelihoods, the agrifood system, the socioeconomic and institutional context, and vulnerability.
- Conduct a gender, youth, Indigenous Peoples' analysis, as well as of stakeholders and grassroot institutions with mapping as relevant.
- Contribute to the identification of the project's target group and outline targeting, gender and youth mainstreaming strategies.
- Describe the main steps to carry out a participatory needs assessment and community action planning; define a capacity development plan at all levels.
- Identify experiences, lessons learned and successful approaches in engaging with poor rural people and marginalized social groups that emerged from ongoing/past programmes, upon which the project could build or replicate.
- In close consultation with other team members, contribute to the definition of project activities, identifying entry points for mainstreaming gender and social inclusion issues and ensuring that activities are tailored to the needs, capabilities and aspirations of the target group.
- In close consultation with other team members, identify any social risk and anticipated adverse impact; define corresponding mitigation,

## FOR PROJECT IMPLEMENTERS

### COMMUNITY FACILITATORS/SOCIAL MOBILIZERS (SERVICE PROVIDERS)

The community facilitator or social mobilizer will be contracted as a service provider. Main responsibilities include:

- Mobilize and sensitize target communities about project objectives, activities and opportunities, in a gender- and youth-sensitive manner, including by facilitating initial and preparatory meetings as well as all community meetings during implementation.
- Provide support in identifying and selecting the target group, based on criteria and approach defined in the PIM.
- Coordinate project implementation at the community level, in concert with other community-level implementing partners (service providers, public officers, extension workers), ensuring that community planning is the entry point of project interventions.
- Provide training, mentoring and facilitation support to strengthen the capacity, resilience, livelihood development, income-generating opportunities and leadership skills of the target group, at individual, household and community group level.
- Facilitate the community planning process, including preparation of community plans, in a way that is participatory, socially inclusive and gender-sensitive.
- Carry out participatory monitoring by collecting information and feedback from the communities about project implementation and

# PRACTITIONER'S GUIDE

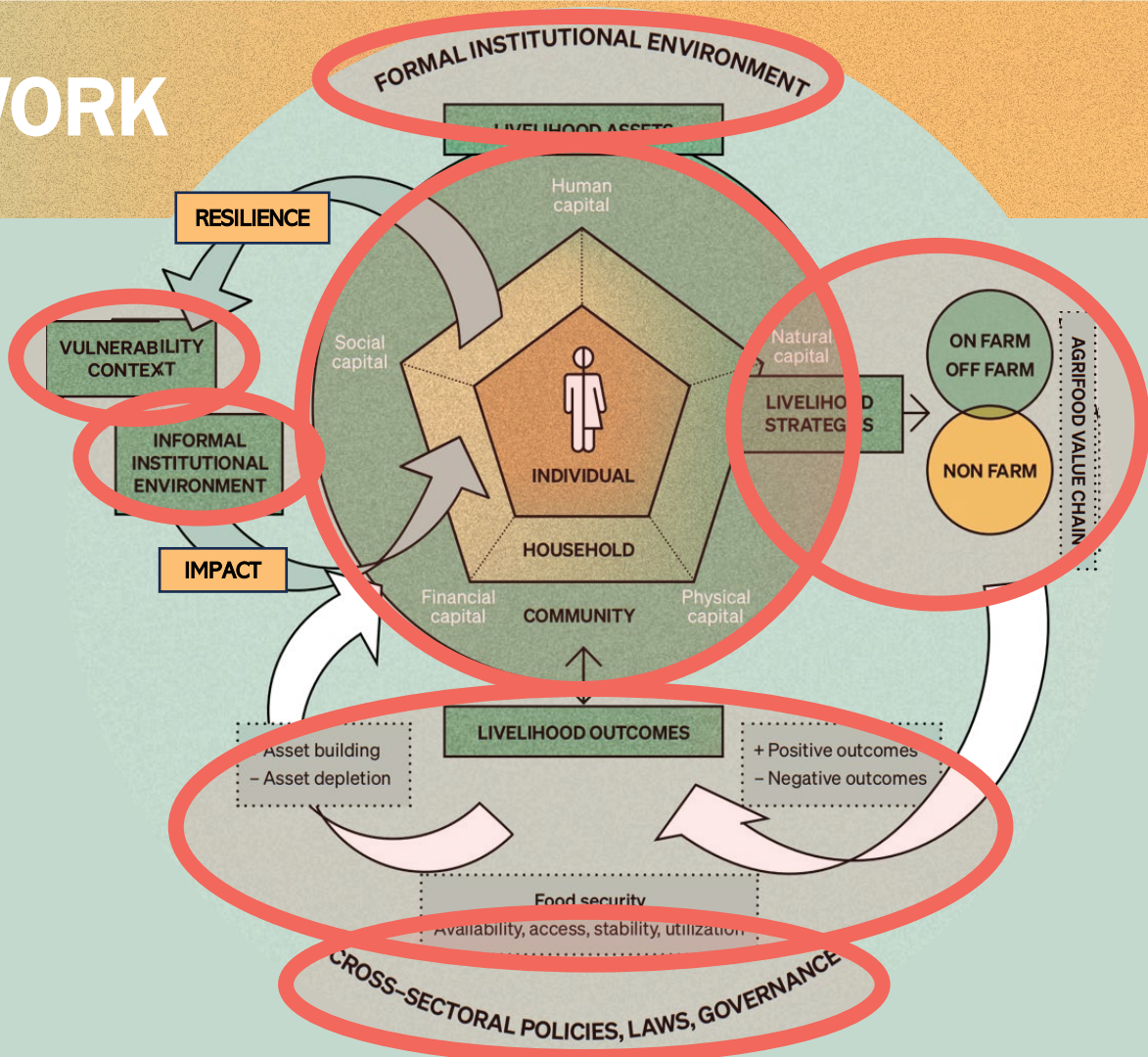


- Provides an **analytical framework** and methodology to guide the analysis conceptually.
- Offers the **practical tools** and resources needed to support each task and step of the process.
- Used in conjunction with the Field Guide.



# ANALYTIC FRAMEWORK

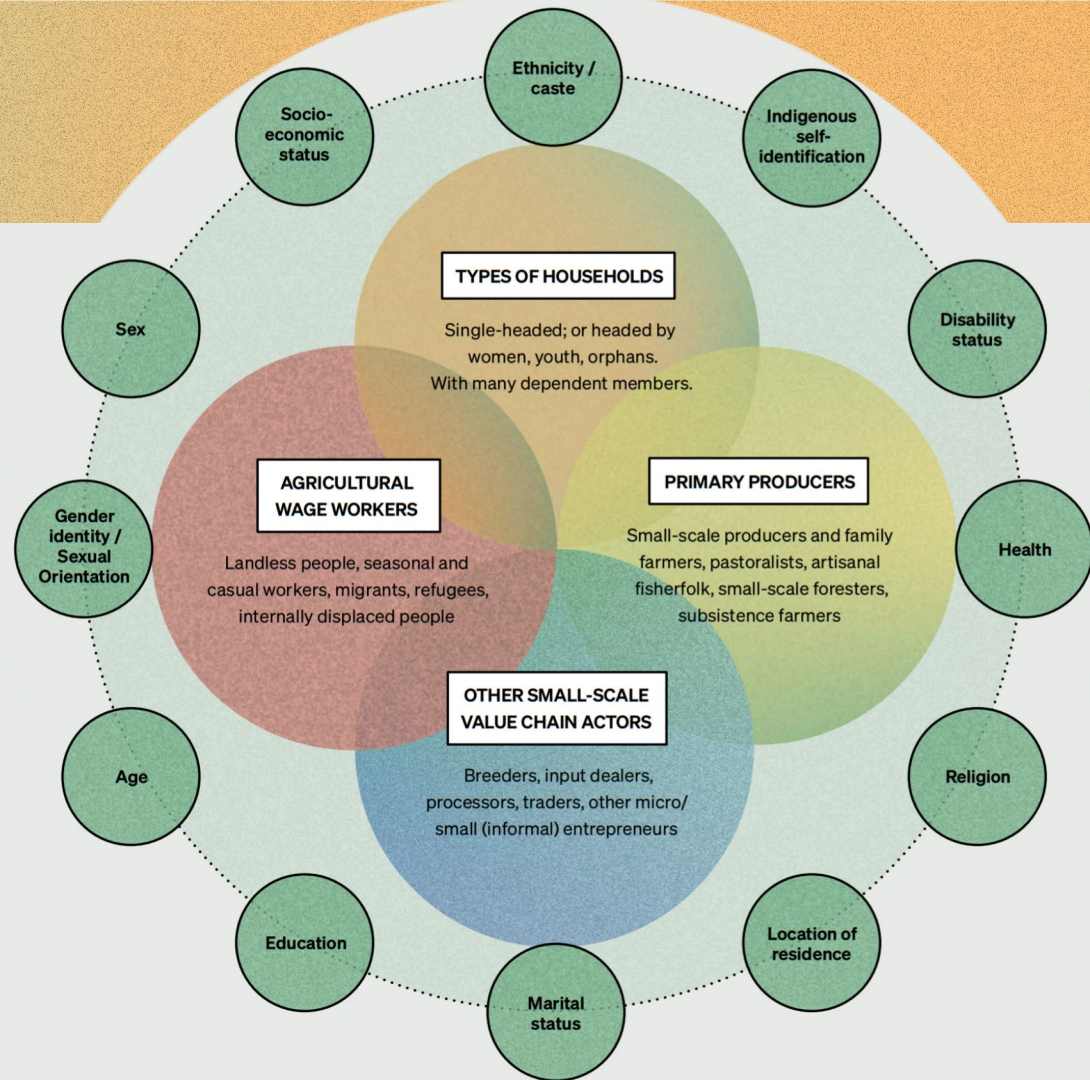
The framework for analysis combines **livelihoods approach** AND **food systems approach**.



# WHO ARE WE INCLUSIVE OF?

**Inclusivity** is the empowerment of people who experience **higher levels of vulnerability, exclusion and marginalization.**

Target groups and **intersectionality.**



# MODULES:

STRATEGIES and PROJECTS: DESIGN – IMPLEMENTATION - EVALUATION

## SOCIAL ANALYSIS FOR COUNTRY INVESTMENT STRATEGIES

→ **Module 2**

### ANALYSIS

#### Task 1

Assessing the socio economic policy context

#### Task 2

Mapping the social landscape: pre-identification of target groups

#### Task 3

Mapping of the institutional landscape: identification of strategic partners

#### Task 4

Carrying out an upstream social risks assessment

### OUTPUTS

#### Task 5

Outlining the broad targeting and social inclusion strategy

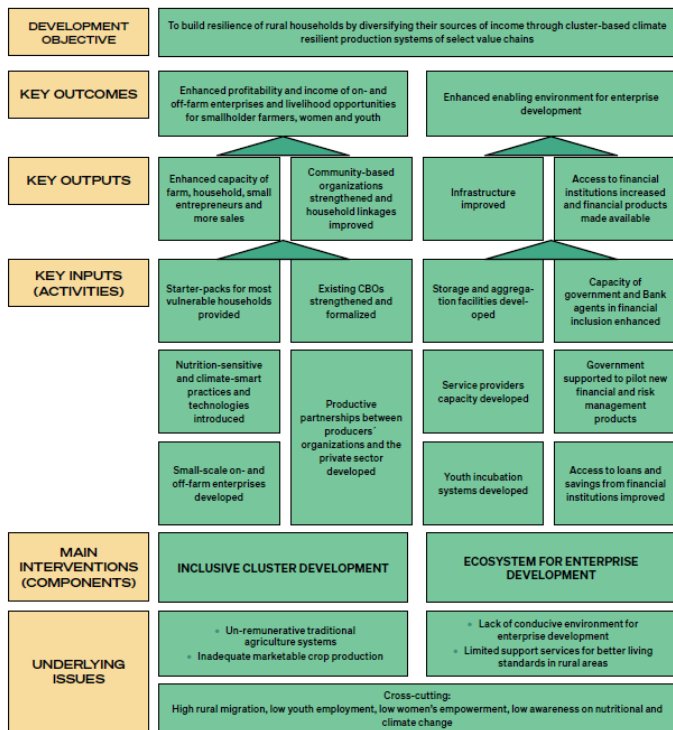
#### Task 6

Embedding social inclusion aspects into the strategy's theory of change (TOC) and results framework

# SAMPLES OF TOOLS AVAILABLE

## Reference Tool

### 13 THEORY OF CHANGE: EXAMPLE FROM AN INCLUSIVE AGRIFOOD INVESTMENT



## Reference Tool

### 14 RESULTS FRAMEWORK: EXAMPLE FROM AN INCLUSIVE AGRIFOOD INVESTMENT

| Results hierarchy                        | Indicators  |           |          |            | Means of verification |                                     |                                     |   |
|--|---|-----------|----------|------------|-----------------------|-------------------------------------|-------------------------------------|---|
|  | Name  | Base-line | Mid-term | End target | Source                | Frequency                           | Responsibility                      | Assumptions   |
| Outreach                                 | <b>1. Persons receiving services promoted or supported by the project</b>                 |           |          |            | Project monitoring    | Quarterly                           | PMU/DFMU                            | Project implementation undertaken without delay and with adequate release of financial resources. |
|  | Males - Males   |           |          |            |                       |                                     |                                     |   |
|  | Females - Females   |           | 240 000  | 336 000    |                       |                                     |                                     |   |
|  | Young - Young people  |           | 264 000  | 403 200    |                       |                                     |                                     |   |
|  | Indigenous Peoples  |           | 56 000   | 117 600    |                       |                                     |                                     |   |
|  | Total number of persons receiving services - Number of people                             |           | 480 000  | 672 000    |                       |                                     |                                     |   |
|  | <b>1b Estimated corresponding total number of household members</b>                       |           |          |            | Project monitoring    | Quarterly                           | PMU/DFMU                            |   |
|  | Household members - Number of people  |           | 1960 000 | 2 744 000  |                       |                                     |                                     |   |
|  | <b>1a Corresponding number of households reached</b>                                      |           |          |            | Project monitoring    | Quarterly                           | PMU/DFMU                            |   |
|  | Women-headed households - Households  |           |          |            |                       |                                     |                                     |   |
| Non-women-headed households - Households |   |           |          |            |                       |                                     |                                     |   |
| Households - Households                  |   | 400 000   | 560 000  |            |                       |                                     |                                     |   |
| Project goal                             | <b>Percentage of households reporting increase in income by 35 percent above baseline</b> |           |          |            | Impact assessment     | At baseline, midterm and completion | PMU                                 |   |
|  | Households - Percentage   |           | 25       | 70         |                       |                                     |                                     |   |
|  | <b>Percentage of returnee migrants supported</b>  |           |          |            |                       | Impact assessment                   | At baseline, midterm and completion | PMU   |
| Households - Percentage                  |   | 15        | 30       |            |                       |                                     |                                     |   |

# RESOURCES

## USEFUL RESOURCES BY 20 THEMATIC AREAS

- **Macro-level social analysis** for country investment policy and strategy formulation.
- **Project-level social analysis** for design, implementation, supervision, and evaluation.

## 12 GENDER CHECKLISTS

- **By sector and theme**

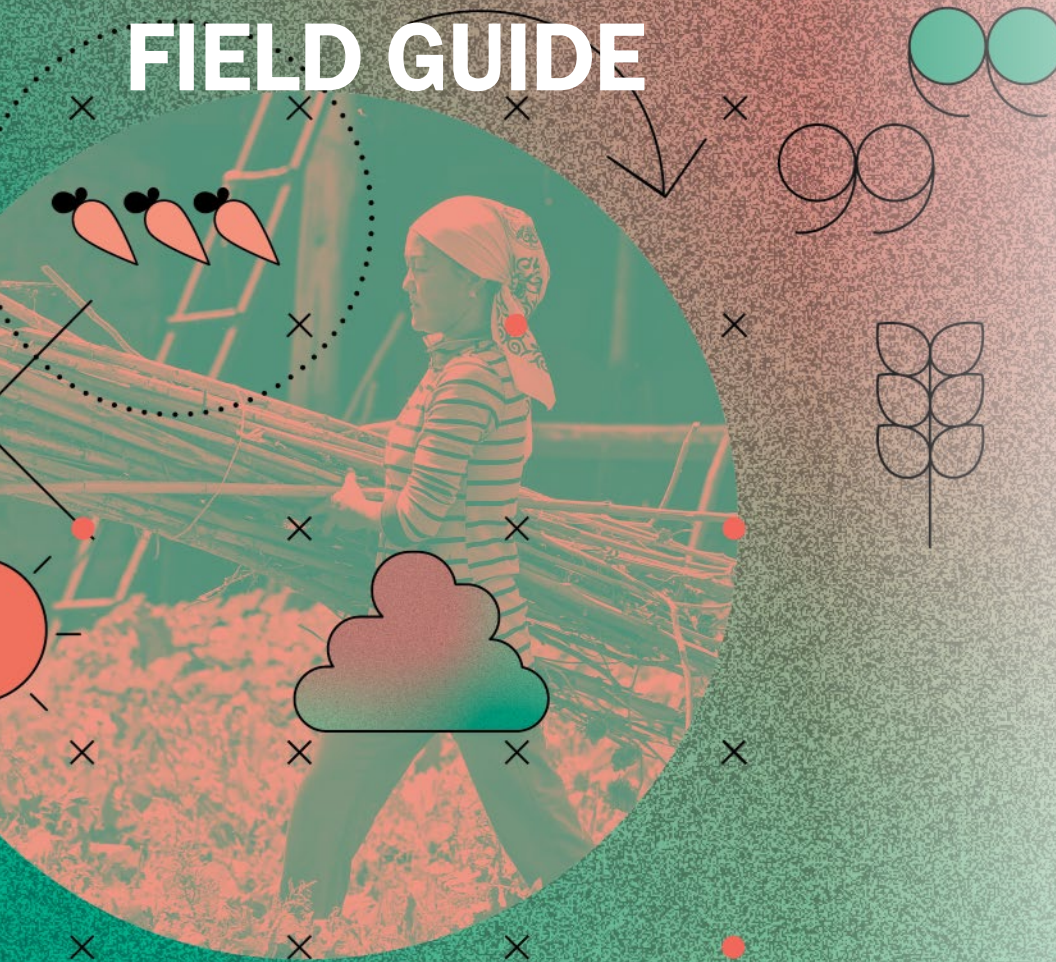


Food and Agriculture  
Organization of the  
United Nations

### GENDER CHECKLISTS SUPPORTING MATERIAL FOR THE SOCIAL ANALYSIS FOR INCLUSIVE AGRIFOOD INVESTMENTS PRACTITIONER'S GUIDE



# FIELD GUIDE



## How to:

- Collect primary data, using **rapid qualitative methods**; national, district and community (including households).
- Modules, **checklists and field tools**; to be used flexibly and selectively.
- Used in conjunction with the Practitioner's Guide.

# THE 'HOW TO' OF FIELD WORK

## PREPARATION AND FIELD WORK PLANNING

Field guide  
Module 1

- ✓ Review of secondary data and relevant resources (quantitative and qualitative)
- ✓ Multi-stakeholder consultations and work with key informants
- ✓ Definition of field methodology:
  - Agree on the mission's ToR
  - Agree on key social analysis questions
  - Define representative communities and the typology of households to visit
  - Finalize the field trip plan

## DISTRICT-LEVEL FIELD WORK

Field guide  
Module 2

- ✓ Multi-stakeholder consultations and work with key informants
- ✓ Review of district-level data (quantitative and qualitative)
- ✓ Confirm / fine-tune field methodology:
  - Representative communities and households to visit
  - Field visit plan and logistics

## COMMUNITY-LEVEL FIELD WORK

Field guide  
Module 3

- ✓ Direct interaction with a wide range of community stakeholders
- ✓ Participatory primary data collection (using rapid qualitative tools) through:
  - Community meetings
  - Focus group discussions
  - Individual household interviews

**CHECKLISTS**  
(All Field guide  
modules)

**FIELD TOOLS**  
(Field guide  
Module 4)

# METHODOLOGICAL PRINCIPLES

- **Participatory** – flexible – culturally / gender-sensitive data collection.
- **Data validity and reliability** (triangulation) – minimizing bias.
- **Data focus and relevance**; using checklists.
- **Diversity, inclusivity and voice**; capturing the realities of all.
- **Collaboration and learning**; cuts across sectors, disciplines and assigned roles in a mission.

| Type of bias            | How to avoid bias  |  |
|-------------------------|--|--|
| <b>PARTICIPANT BIAS</b> | <b>Agreement bias:</b> when participants choose positive responses to "agree" with the researcher. They may do this due to fatigue, to complete the interview quickly.   | Frame questions that are open-ended, avoid leading the participant from simply agreeing or replying yes or no, and guide them to give a clear and honest answer. Ask the same question in different ways, if you suspect the replies are not honest.   |
|                         | <b>Social desirability bias:</b> when participants give answers to questions that they believe will make them likeable, concealing their true opinions or experiences. This may happen especially in cases of sensitive personal or controversial questions.                   | Phrase the questions in a manner that does not pressure participants to feel accepted or to give a particular answer. Opt for indirect questions, for example, "what a third party would say/do in a particular situation". This can help participants to project their true feelings and provide more truthful answers. |
|                         | <b>Habituation bias:</b> when participants provide the same answers in response to similarly-worded questions.   | Ensure that different questions are worded differently and that the questions are engaging and relevant.   |
| <b>RESEARCHER BIAS</b>  | <b>Confirmation bias:</b> when the interpretation of information favours or confirms prior beliefs or hypotheses. This may happen unconsciously.   | Be aware of your own beliefs and values (political, etc.) and continually re-evaluate your assumptions and responses objectively, avoiding confirmation bias.  |
|                         | <b>Leading questions bias:</b> when questions contain an opinion that prompts participants to respond in a particular way. This is linked to confirmation bias.  | Keep your questions simple and neutral, avoid using value laden words that emerge from your own assumptions.   |
|                         | <b>Question order bias:</b> when the order in which questions are asked influences the responses to subsequent questions. This happens when participants compare or judge subsequent questions based on their response to the first question, resulting in inaccurate answers. | Sequence your questions suitably. Ask general questions first, before moving to specific, more sensitive or controversial questions.   |



# CHECKLISTS

## BOX 2

### HOW TO USE THE CHECKLISTS IN THIS GUIDE

The checklists are phrased as guiding questions which are by no means meant to be used verbatim. It is up to the social scientist to tailor the questions to the appropriate context and audience, remembering to:

- ✓ Select the questions that are most relevant to the sectoral focus, objectives, and interventions of each specific project or programme.
- ✓ Formulate additional questions as needed.
- ✓ Prioritize the questions, considering logistical constraints (e.g. time) and the likelihood of yielding reliable answers from respondents.
- ✓ Adapt the wording to the local context and the realities (including the educational level) of the respondents.

### HOUSEHOLD INTERVIEW CHECKLIST 2

PROJECT IMPLEMENTATION,  
SUPERVISION AND MTR

#### ✕ HOUSEHOLD ASSETS

- ✦ Are project activities improving household's food security, healthy and the building up of assets? How?
- ✦ How is project enhancing household's land access, tenure security rights? For example, land titling process, issuing land certificates, names of husband and wife; engaging in policy dialogue to secure land property and inheritance rights, etc.
- ✦ Is the project introducing farming tools and equipment, including mechanization? How?
- ✦ How is the project enhancing access to quality and responsive extension agricultural and rural advisory services, and financial services?
- ✦ How is the project providing households with greater opportunities training, and capacity building, for examples, through FFS; technical business and entrepreneurship development training; vocational literacy, numeracy and financial training; nutrition education?
- ✦ Is project supporting or strengthening CBOs and safety networks belong to? How?

#### ✕ LIVELIHOOD, FARMING AND AGRIFOOD SYSTEMS

- ✦ How is project supporting and strengthening households' livelihood strategies, farming and agrifood systems?
- ✦ How is project enhancing households' access to agrifood chains and employment opportunities?

MODULE 3: CONDUCTING COMMUNITY-LEVEL

#### ✕ VULNERABILITIES

- ✦ To what extent is the project helping households to be prepared to shocks? For example, by providing households with sustainable employment or income generating opportunities; promoting resilient systems and agroecological practices; providing training in disaster preparedness and management?
- ✦ How is the project monitoring and addressing risks that may arise in implementation (poor or hazardous labour conditions, GBV, child labour)? What mechanisms have been put in place if such risk emerged? For in-depth exploration of such issues, use District-level Checklist 4 on risk assessment throughout the project cycle (Module 2)

### FOCUS GROUP CHECKLIST 4

PROJECT COMPLETION AND  
EVALUATION: GENDER AND YOUTH

#### ✕ GENDER

- ✦ In what ways has the project empowered women (especially vulnerable women) economically and socially and improved their wellbeing?
- ✦ How has the project enhanced women's secure access to inputs, assets/ services, information, (digital) technologies, employment opportunities, markets and/or agrifood value chains? To what extent have women set up or expanded their businesses and SMEs?
- ✦ To what extent did the project help women exercise more control over the income they earn and benefits/returns they accrue?
- ✦ To what extent has women's voice and decision-making power been strengthened at the household and community level? Can women participate more actively in community decision-making processes, village development councils, or CBOs as members and leaders? Do they enjoy a larger share of the benefits?
- ✦ Have household workloads become more equitable between men and women as a result of project activities? What kind of benefit did this bring to the life of the both men and women? To what extent is food allocated more equitable as a result? Is this visible in a reduction in women's malnutrition and anaemia, and in children's malnutrition?
- ✦ How has the project enhanced women's access to, rights over and security of land? How?

#### ✕ YOUTH

- ✦ Did young people's access to decent self- or waged employment in the farm, off-farm and non-farm sectors increase, as a result of the project? How were young women and men integrated into agrifood chains to access equal benefits?
- ✦ Have young men and women engaged in more income-generating activities, particularly in producer associations, cooperatives or rural SMEs? Have they accessed secure employment and a sustaining income? How?



# THANK YOU

**Manager's Guide:**  
<https://doi.org/10.4060/cc6517en>

**Practitioner's Guide:**  
<https://doi.org/10.4060/cc6498en>

**Field Guide:** <https://doi.org/10.4060/cc5389en>