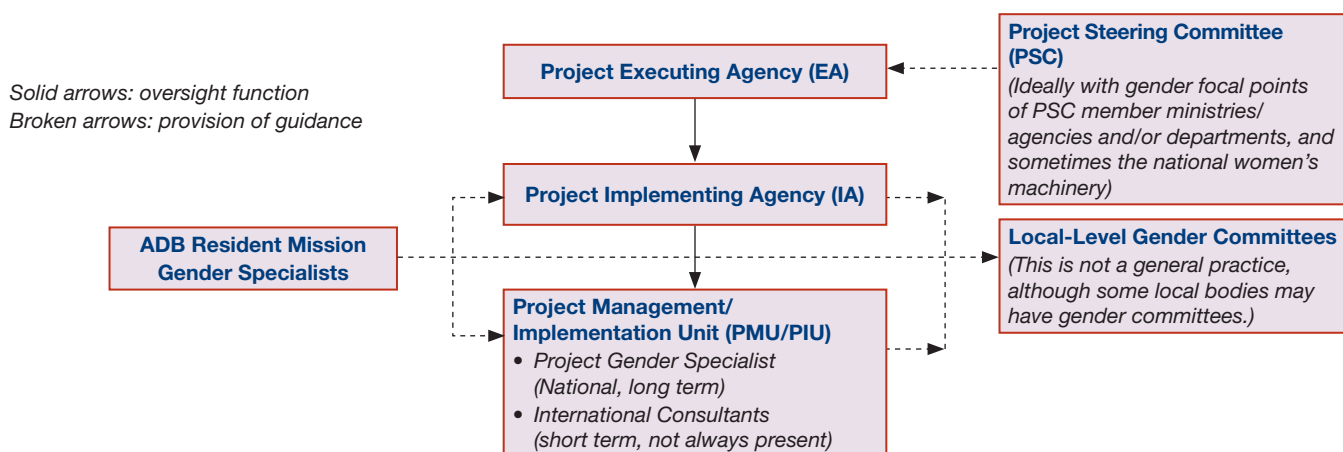


# Implementing Gender Action Plans: Roles and Responsibilities

## Key Roles in GAP Implementation

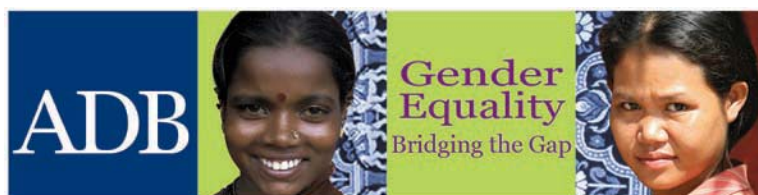
**Main Roles:** Project executing and implementing agencies (EAs/IAs) are responsible for gender action plans (GAPs) implementation and reporting. The project gender specialist/s in project management or implementation units (PMUs/PIUs) guide overall GAP implementation, while project gender focal points at district, town, or village levels in the project area assist with GAP implementation. The project steering committee, comprising EA/IA staff and gender focal points, may provide oversight for GAP implementation.

**Supporting Roles:** Resident mission gender specialists provide ongoing gender technical advice and guidance, and assistance on GAP implementation. They also engage in gender policy dialogue with EAs/IAs in the context of GAP implementation, and share lessons and effective strategies that can be replicated across sectors and programs.



## Key Factors in GAP Implementation: Executing Agencies

- **Leadership** support from senior management for sector-based gender policies and gender-inclusive project outcomes
- **Ownership of GAP** with understanding of its rationale, e.g., why targeting women and implementing GAP will contribute to meeting overall project outcomes and outputs
- **Institutional mechanisms** that incorporate gender-inclusive policies and operational measures, such as GAPs and sex-disaggregated monitoring systems, to track progress of project implementation
- **Commitment** for GAP implementation demonstrated by motivated project directors
- **Gender expertise** through recruitment of a long-term project gender specialist for oversight and support for GAP implementation
- **Resources** adequate project funds for GAP implementation and gender capacity building
- **Partnership** with all project stakeholders and other development partners in GAP implementation
- **Gender capacity building** of EA/IA staff through ongoing support of ADB resident mission gender specialist, project-specific training, lateral learning, and peer exchanges to improve understanding of sector-based gender issues, gain new skills and tools for gender mainstreaming, and enhance motivation for GAP implementation
- **Lessons learned** from challenges and successful approaches in mainstreaming gender issues in previous projects within the same sector
- **Continuity** of project directors, gender specialists, and gender focal points who understand the project's gender-based objectives and requirements for GAP implementation



## Tips: How to Prevent Delays in GAP Implementation

Challenges	Solutions
Project directors (PDs) generally have limited knowledge and understanding of existing government policies on gender equality and women's empowerment, and lack incentives to achieve the project's gender-based objectives and GAP commitments.	<ul style="list-style-type: none"> <li>➤ Build commitment of PDs by informing them of the country's national policies on gender equality.</li> <li>➤ Explain the GAP rationale and how GAP implementation will contribute to meeting overall project outcomes/outputs.</li> <li>➤ Convince PDs of the value of gender-inclusive approaches with sector-based gender training, peer exchanges, and regional lateral learning seminars.</li> <li>➤ Use results to encourage EAs to replicate effective design approaches in other projects and sectors.</li> </ul>
Project gender specialists (GSs) are often hired on intermittent or short-term contracts, lack capacity to address sector-based gender issues, sometimes lack adequate language skills, and have limited ability to understand the project GAP and to support the project management team in GAP implementation.	<ul style="list-style-type: none"> <li>➤ Regularly visit sample project sites with the project GSs to observe how GAP activities are being implemented, why activities are delayed, and how problems can be resolved. Suggest strategies and actions for tackling delays.</li> <li>➤ Build capacity of project GSs through day-to-day consultations, technical advice, guidance, and project-based training on GAP implementation.</li> <li>➤ Allocate budget for translation of GAP implementation guidance in local languages.</li> </ul>
Sometimes the EA's reluctance and insufficient allocation of project resources for GAP implementation lead to recruitment of intermittent project GSs and inadequate implementation of GAP activities and achievement of targets.	<ul style="list-style-type: none"> <li>➤ Explain to EAs that (i) GAP is not a separate project but an essential part of the overall project design, and (ii) GAP implementation needs project funds for the achievement of project outputs and outcomes.</li> <li>➤ Explore sourcing additional funds for GAP activities or gender capacity development from other sources.</li> </ul>
Weak gender expertise and monitoring mechanisms for GAP implementation in EAs/IAs lead to limited reporting on GAP implementation and results.	<ul style="list-style-type: none"> <li>➤ Prepare a GAP implementation plan with EA/IAs in the early stage of project implementation with careful GAP review and refinement.</li> <li>➤ Incorporate sex-disaggregated indicators in project monitoring systems of EAs/IAs with baseline data.</li> <li>➤ Ensure GAP implementation status is reported in the quarterly project progress reports submitted by EAs to ADB.</li> </ul>

## Project Gender Specialist: Roles and Responsibilities

### Planning

- Assist in developing sector-wide gender policy, institutional mechanisms, programs, and procedures for GAP implementation.
- Assist project teams to review and refine gender targets or activities, and prepare detailed GAP implementation plans to align GAP activities with project outputs.
- Prepare a component-wise annual plan and budget for gender-related activities and integrate these in the overall annual plan of the project.
- Assist in the development of a gender capacity-building plan.

### Implementation

- Facilitate implementation of gender features in all relevant project outputs.
- Assist the PMU/PIU to plan, design, and deliver training and orientation to project staff on sector-based gender issues and explain GAP objectives or requirements.
- Provide social or gender inputs for training at the institutional and community levels.
- Maintain oversight of GAP implementation, identify constraints, and prepare strategies to overcome them.

### Monitoring and Reporting

- Consult regularly with women beneficiaries.
- Assist in developing a sex-disaggregated project monitoring and evaluation system, identify baseline data needs, and ensure collection of sex-disaggregated data.
- Monitor GAP implementation progress on a regular basis with field visits and quarterly reporting of progress and results.

## The Project Administration Manual: Reference Document for GAP Implementation

The Project Administration Manual (PAM)—to be used by the EAs/IAs, including the PMU/PIU, and ADB—sets out project implementation agreements on roles and resources to guide and monitor project implementation and evaluate project impact. A gender-inclusive PAM, as outlined below, is necessary to ensure the EA/IA, as well as the PMU/PIU, understands the project's GAP objectives, implements and monitors GAP activities, and reports on GAP results.

- **Project Description and Implementation Plans: Sections I and II** include key GAP features and activities relevant to project outputs.
- **Procurement and Consulting Services: Section VI** includes terms of reference for a gender and social development specialist, preferably with a long-term contract.
- **Gender and Social Dimensions: Section VIII** includes the design phase GAP and describes the technical and financial resources available for GAP implementation.
- **Performance Monitoring, Evaluation, Reporting, and Communication: Section IX** includes the project's DMF with main GAP features, indicators, targets, and benchmarks; and describes how the GAP will be monitored and reported.

## Resident Mission Gender Specialist<sup>a</sup>: Roles and Responsibilities

Planning	Implementation	Monitoring/Reporting
<p>Assist EAs to outline <b>terms of reference and work plans</b> for project gender specialists or consultants.</p> <p>Lead EAs/IAs to <b>prepare detailed GAP implementation plans</b> during the early stages of project implementation.</p> <p><b>Work with project teams and gender specialists</b> to review and refine gender targets and activities in the GAP and design and monitoring framework (DMF). Revise GAP and DMF when necessary.</p> <p>Provide guidance to EAs to strengthen their gender capacities by</p> <ul style="list-style-type: none"> <li>• facilitating the development of gender strategies, guidelines, and manuals on GAP implementation; and</li> <li>• proposing institutional mechanisms and gender advisory forums to provide leadership and guidance on sector-based gender issues and monitoring gender equality results.</li> </ul>	<p><b>Present and explain GAP</b> requirements to EAs/IAs and work with PMUs in scheduling and fielding of gender consultants, and in preparing work flow and implementation schedule.</p> <p><b>Build gender capacity of EA/IA</b> project staff, gender specialists, and focal points through</p> <ul style="list-style-type: none"> <li>• regular consultations, policy dialogue;</li> <li>• technical advice on GAP implementation with training on how to improve gender results;</li> <li>• sector- and project-based gender training; integrating gender in EA training modules; and</li> <li>• supporting EA/IA participation in lateral learning workshops and peer exchanges.</li> </ul> <p>Assist EA/IA and/or PMU/PIU to <b>establish a gender-inclusive project monitoring and evaluation system</b> with guidance on collection, analysis, and reporting of sex-disaggregated data related to GAP activities and targets.</p> <p><b>Guide project gender consultants</b> on GAP requirements; read and revise consultant reports.</p>	<p><b>Participate in project review missions</b> in the field to</p> <ul style="list-style-type: none"> <li>• assess GAP implementation;</li> <li>• record GAP implementation progress against gender targets and indicators against baseline data;</li> <li>• interview beneficiaries on practical and strategic benefits including women's participation and access to project resources, and progress toward gender equality including women's decision making in the household and community; and</li> <li>• provide written inputs to mission reports on GAP implementation results, challenges, and solutions.</li> </ul> <p><b>Prepare monitoring and reporting templates</b> on GAP implementation for incorporation in EA quarterly progress reports.</p> <p><b>Ensure GAP implementation progress</b> and meeting of gender targets are included in aide-mémoires and back-to-office reports of review missions, project completion reports, and ADB's project reporting system (e-Ops).</p> <p><b>Document lessons learned</b> from gender-inclusive projects with case studies or project completion reports for potential replication of successful gender mainstreaming approaches in designing similar projects.</p>

<sup>a</sup> Referring to both national gender officers and gender consultants in the Asian Development Bank's resident missions.



## A Good Practice Example

### Nepal Skills for Employment Project<sup>1</sup>

#### GAP Implementation Plan Selected View

A detailed GAP implementation plan is developed during the early stages of project implementation after the project teams are formed and fielded. It is based on full review and refinement of the GAP and agreements between ADB and EA/IA on the recruitment of a project gender specialist, the need for collection of baseline data, and the confirmation on available resources for GAP implementation. It outlines the allocation of responsibilities for implementation, monitoring and reporting, and sequencing of gender-related activities.

### Component 1: Increased Access to Market-Oriented Short-Term Skills Training

#### Subcomponent 1.2: Delivery of short-term skills training for formal and international labor markets supported

Sub-component	Activities	Yearly Output (2008–2011)	Result Indicators (Outputs)	Responsible Organization/ Person
<b>1.2.1: Analyze Labor Market Demand</b>	Include gender perspective during labor market study to identify priority trade and employment opportunities for women.	2008–2010	40% of the total identified skills needs are of priority occupations for women	PIU/GCE consultant
	Labor market study will identify and scrutinize women's and poor participants' issues and needs during skills training.	2008–2010	Gender issues/needs in vocational training identified and addressed	PIU/GCE consultant
	Advertisement demand analysis will identify demand for women in overseas and local employment.	Sep 2008–2010	Survey conducted and results published	CTEVT/PIU
	DoLEP-managed LMIS for women-friendly labor market information	Aug 2008–2010	LMIS functioning with gender sensitivity	DoLEP
<b>1.2.2: Prioritize Training Programs</b>	Follow GCE TNA guidelines	2008–2010	Skills training priorities for women and DGs identified	PIU/DCSI CSIDB
	PIU selects at least 40% women-friendly trades in skills training packages.	Feb 2008–2010	40% women-friendly trades implemented	PIU
	CTEVT will develop or revise curricula in women-friendly skills training.	2008–2010	40% new or revised curricula are women friendly	CTEVT/PIU
	Incorporate outsourced life skills, VAW, and HIV/AIDS training module into skills training curriculum.	2008–2010	New or revised training will have life skills, VAW, HIV/AIDS module	CTEVT/PIU
	Develop and implement GCE-responsive TTP selection criteria.	2008–2011	GCE-responsive TTPs selected	PIU
	Make provision for participation of women and DGs in skills training, including safe and women-friendly environment (separate toilets, hostels, and child care facilities).	2008–2011	Women, Dalits, and other DGs participated per project targets	PIU/TTPs
	Select TTPs that can organize mobile training.	2008–2010	Dalits and women graduated from mobile training	PIU/TTPs
	TTPs select women of all caste and ethnic groups for skills training at the local level.	2008–2011	90% women graduated in women-friendly trainings; 10%–30% women graduated in other trainings; 25% Dalits graduated	PIU/TTPs
	Meet with FNCCI, employers, and business communities to sensitize them on employment for women.	2008–2010	1 national/regional meeting and 20 district meetings organized per year	PIU/TTPs
	Develop MOU with development banks and microfinance institutions.		40% trained women, Dalits, and other DGs receive financial support	PIU/TTPs/ financial institutions
	ESC provides priority to women, Dalits, and other DGs in employment.	2008–2011	Women, Dalits, and other DGs employed via ESC	ESC/DoLEP/PIU

CSIDB = Cottage and Small Industries Development Board; CTEVT = Council for Technical Education Vocational Training; DCSI = Department of Cottage and Small-Scale Industries; DG = disadvantaged group; DoLEP = Department of Labor and Employment Promotion; ESC = Education Service Center; FNCCI = Federation of Nepalese Chamber of Commerce and Industries; GCE = gender, caste, and ethnicity; LMIS = Labor Market Information System; MOU = memorandum of understanding; PIU = project implementation unit; TNA = training needs assessment; TTP = technical training provider; VAW = Violence Against Women.

<sup>1</sup> ADB. 2004. *Report and Recommendation of the President to the Board of Directors: Proposed Loan to the Kingdom of Nepal for the Skills for Employment Project* (Loan 2111-NEP).