Implementation is the process of putting into practice a series of planned actions to achieve agreed objectives.

**Gender-responsive implementation** ensures that diverse women and men (and girls and boys) have access to, and meaningfully participate in, programme decision-making, activities and services.

Implementation translates commitments and ideas into concrete actions and determines whether food security is achieved, and sustained, for all women men, girls and boys. For WFP to deliver on its commitments to gender equality and a world of zero hunger, our programme implementation needs to be gender-transformative.

Alongside results, deliverables, outputs etc., the process can, and should, be empowering. How we implement our programmes can help close – or widen – gender gaps in food and nutrition security.

Implementation starts after the programme has been designed, approved and sufficiently funded.

Gender should be integrated **throughout programme implementation**; succeeding gender equality-informed design and preceding gender-sensitive terminal evaluation. The strategy for programme implementation may change in response to ongoing monitoring and learning.

Gender should be an explicit consideration when scheduling programme activities. As gender influences the roles and responsibilities of women and men, they may have different demands on their time (as would have been revealed when the gender analysis was conducted at the beginning). For example, the time women spend collecting water may increase during the dry season. In agro-pastoral communities, men and boys may be absent for periods of time when shepherding their animals.
All programme stakeholders. Anyone who implements a programme has a significant impact on the process being empowering and inclusive for women, men, girls and boys, as well as the programme outcomes.

**Human Resources**
Ensuring that gender is integrated across HR processes, including recruitment of gender-competent personnel and advancing gender parity in staffing.

**Country Office Management**
Providing leadership in and support for gender-transformative programming.

**Programme Manager**
Establishing and managing gender-transformative programme implementation.

**Monitoring Officer**
Ensuring formulation of gender-sensitive indicators and monitoring plan, followed by implementation of the plan.

**Cooperating Partners**
Being conscious of programme-related gender issues and committed to gender-transformative programming; ensuring staff are gender competent; actively integrating gender into delivery of programme activities and monitoring outputs and outcomes for impact in the lives of women, men, girls and boys.

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**HOW**

1. Establish a Gender-Competent & Gender-Inclusive Programme Team

**What is the gender composition of the team?**
- Gender balance in staffing is important – for what gender balance symbolises (equality) and because diverse teams are more effective than homogenous teams (e.g. all white men).
- As well as women and men being part of the programme team overall, both women and men should perform the different functions: managerial, administrative, technical etc.

**Are all programme staff committed to gender equality and gender-transformative programming?**
- All staff need to understand the importance of gender equality to WFP and to food and nutrition security.
- All staff should be committed to gender equality.
- Awareness-raising and education sessions should be provided where understanding and commitment are lacking.

**Are all staff gender knowledgeable and gender competent?**
- All staff need to have a basic understanding of gender.
- All staff should know how to integrate gender into all stages of programming, ensuring that the process is inclusive and participatory for diverse women, men, girls and boys; and that the programme delivers gender equality outcomes.
• Gender-related learning opportunities should be provided where the gender competencies of staff need to be strengthened.
• Gender-related capacity building – of WFP and partner staff – should continue throughout implementation of the programme.

2. Implement Activities & Provide Services in Inclusive, Participatory & Empowering Ways

Check...

• Are women and men equitably involved in all programme activities (trainings, meetings, workshops, distributions etc.)?
• Are women and/or men experiencing any obstacles to participating in the programme? Who? What obstacles? How can the obstacles be overcome?
• Are women and men staff equitably involved in all steps of implementation, including strategic meetings?
• Are women and men meaningfully participating in all stages of programme implementation? Presence is not enough.
• Are the interests, knowledge, skills, opinions, priorities of the diverse women and men – WFP staff, partners and beneficiaries – being listened to, considered and addressed?
• Are women and men seen to work also in non-traditional roles?
• Is there consideration of safety and protection?

ACCESS
(adapted from Save the Children, 2014, Engendering Transformational Change)

During implementation, we need to ensure that women and girls, men and boys have equitable access to benefits as well as information. Three categories of access are physical, cognitive and social.

Physical Access

Distance: Physical distance to, for example, a food distribution point can directly affect who will be able to participate in the distribution. This is important because women and men have different workloads and different capacities to travel unrestrictedly. Distance can affect if they will be able to safely return.

Transport: Whether or not transport is required to reach a place can determine who will be able to participate. This is because women and men have different possibilities to use transport because of, for example, social acceptance and cost.

Location: Even if at a short distance, a particular location can be perceived as inaccessible to women or men. For example, a community sports centre as a distribution or information site.

Infrastructure: The infrastructure available around a resource or opportunity can affect how accessible it is. For example, an absence of child care facilities at a training site may limit some women’s access to the training.

Cognitive Access

Language: Language can determine which people can access a particular message. A training on nutrition conducted in a national language will not be accessible to women and men who only speak the local language. In many contexts, this can disproportionately affect women who may have less knowledge of other languages due to less access to education or communication channels.

Education: Education level influences what information a person can access and understand. A poster with text on nutrition can only be accessed by those who can read and write; a poster with pictures is accessible to most people (i.e. not persons who are visually-impaired). This is important because women and men have different possibilities to access education.

Confidence: The level of confidence can affect the possibility to access services or information. If a person has low confidence, s/he may feel that a particular service – such
as nutrition counselling – is not accessible; or might not be confident enough to ask a question or express a concern. This is important because, in different contexts, women and men have varying confidence levels.

**Exposure & Experience:** How much exposure and experience a person has in a particular context can influence their access to opportunities or services. If someone regularly interacts with traders, it will be easier for him/her to access markets and negotiate prices to sell crops. Exposure and experience can differ for women and men.

**Technology:** Women and men can have different access to technology. If, for example, information on market prices is only shared via mobile telephones, it might not be seen by women if they do not have access to mobile telephones.

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**Social Access**

**Decision-making Power.** The power of an individual to influence decisions affects the capacity to access resources or services.

**Social Roles.** Social roles can define how much access an individual has to opportunities, services or information. Access to food, for example, can be limited for women and girls in a lean season if the social roles dictate that women and girls eat last; or it can be limited for unaccompanied boys in a camp setting if, as a result of social norms that dictate that boys do not cook, they do not know how to prepare food.

**Social Norms & Customs.** Prevailing social norms and habits can determine what resources or services people can access. Local norms might dictate, for example, that a menstruating woman cannot touch certain foods, which can prevent access to adequate nutrition.

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3. **Include Measures to Ensure Gender Equality Remains Central to Programme Implementation**

We cannot predict all the factors that will influence implementation when we design a programme. Changes occur in staff, partners, funding, government support, political context, community cohesion, security, management priorities, technology, infrastructure etc.

To prevent gender from disappearing – with inevitable, and sometimes unforeseen, consequences – systems and structures need to be embedded in the programme strategy.

- Make gender a standing agenda item for internal and external programme meetings and regular (e.g. annual) programme planning / review sessions.
- Ensure that a participatory gender analysis is part of [Gender Analysis](#).
  - the initial context assessment
  - mid-term and/or annual progress assessment
  - terminal evaluation
- Formulate gender-sensitive indicators and a gender-responsive monitoring plan. [Monitoring](#)
- In the annual (or applicable duration) work plan, schedule meetings with key stakeholders, such as a local women’s organisations, the Humanitarian Protection Cluster, representatives from the national women's machinery.
- Draft a progress report and include reminders to consider gender in reporting on implementation process and programme outputs and outcomes.
- Develop a staff capacity development plan which includes opportunities to strengthen gender-related knowledge and skills.
- Ensure that the programme’s complaints and feedback mechanisms are gender-sensitive. [Complaints & Feedback Mechanisms](#)
- Include the Regional Gender Adviser in key stages of programme implementation and actively seek her/his advice as required.
REMEMBER

Engage men and boys in efforts to achieve gender equality. As for women and girls, men and boys have an interest in social justice and equality of rights. Also, men leaders – from local communities and national parliaments, to religious institutions and sport – can be powerful advocates for gender equality; engaging them can help overcome the fear of change and counter the misperception that gender is ‘women’s issues’.

Go beyond numbers. The participation of women in a programme does not make it gender transformative. A nutrition programme targeting men can be transformative if implementation includes educating and shifting traditional gender roles within the household; such as who is responsible for procuring, preparing and providing nutritious food. A programme can be gender-exploitative if it reinforces oppressive gender stereotypes, like women being responsible for the nutrition of their children.

The timing of programme activities may affect the participation of women and men (and girls and boys) differently. In some locations, responsibilities change with the seasons increasing or decreasing the workloads of women and men. For example, weeding may be a task that is assigned to women. Where unpaid domestic work and caring responsibilities continue to be assigned to women, they are more likely to be “time poor” than are men.
Programme / Project Implementation Checklist

- Have all possible steps been taken to ensure gender balance in staffing?
- Do the terms of reference for all posts include a requirement of relevant gender sensitivity, knowledge and/or experience?
- Has gender training been provided to individuals and organisations responsible for implementing the programme/project?
- Are women and men equitably involved in implementation of the programme/project?
- Does the programme/project seek to involve men and boys as partners in working for gender equality?
- Is gender balance amongst training / workshop / seminar participants ensured?
- Is there gender equitable participation of women and men in all meetings?
- Do staff raise relevant gender issues in programme/project meetings?
- Is information and support to facilitate participation in the programme/project provided to women and men? (e.g. advance notice, transportation, childcare facilities)