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The World Bank

Report No: 35589

IMPLEMENTATION COMPLETION REPORT
(FSLT-70220)

ON A

PROPOSED LEARNING AND INNOVATION LOAN

IN THE AMOUNT OF US\$ 3.07 MILLION

TO NACIONAL FINANCIERA, S.N.C.

MEXICO

FOR A

GENDER EQUITY PROJECT GENEROSIDAD

Marzo 24, 2005

**Poverty Reduction and Economic Management Sector Management Unit
Colombia and Mexico Country Management Unit
Latin America and the Caribbean Region**

CURRENCY EQUIVALENTS

(Exchange Rate Effective)

Currency Unit = \$ Mexican Pesos

1\$ = US\$ 0.106

US\$ 1 = \$9.418

FISCAL YEAR

January 1 through December 31

ABBREVIATIONS AND ACRONYMS

BANSEFI	Banco del Ahorro Nacional y Servicios Financieros S.N.C.
CAS	Country Assistance Strategy
CONMUJER	Comisión Nacional de la Mujer
CSO	Civil Society Organization
FONAES	National Fund to Support Solidarity Businesses (Fondo Nacional de Apoyo a las Empresas de Solidaridad)
GOM	Government of Mexico
INI	National Indigenous Institute (Instituto Nacional Indigenista)
INMUJERES	Mexican Women's Institute
LIL	Learning and Innovation Loan
M&E	Monitoring and Evaluation
MEG	Gender Equity Model (Modelo de Equidad de Genero)
NAFIN	National Development Bank (Nacional Financiera, S.N.C.)
NGO	Non-Governmental Organization
PAD	Project Appraisal Document
PHRD	Policy and Human Resource Development (Japan Trust Fund)
PROGENERO	Gender Equity Project
QAG	Quality Assistance Group
QCBS	Quality- and Cost-Based Selection
SEDESOL	Ministry of Social Development (Secretaria de Desarrollo Social)
SE	Secretaría de Economía
SHCP	Ministry of Finance and Public Credit (Secretaria de Hacienda y Crédito Público)
SISESIM	System of Indicators for Monitoring the Situation of Women in Mexico (Sistema de Indicadores para el Seguimiento de la Situación de la Mujer en México)
TF	Trust Fund
UNDP	United Nations Development Program
WID	Women in Development

Vice President:	Pamela Cox
Country Director	Isabel Guerrero
Sector Manager	Jaime Saavedra
Task Team Leader/Task Manager:	Maria Elena Castro-Muñoz

MEXICO
Gender Equity Project: Generosidad

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<i>Project ID:</i> P066938	<i>Project Name:</i> Gender Equity Project: Generosidad
<i>Team Leader:</i> Maria E. Castro Munoz	<i>TL Unit:</i> LCSEO
<i>ICR Type:</i> Intensive Learning Model (ILM) of ICR	<i>Report Date:</i> April 28, 2006

1. Project Data

Name: Gender Equity Project: Generosidad *L/C/TF Number:* FSLT-70220
Country/Department: MEXICO *Region:* Latin America and the Caribbean Region

Sector/subsector: Central government administration (64%); Other social services (24%); Micro- and SME finance (12%)

Theme: Gender (P); Participation and civic engagement (P); Rural non-farm income generation (S)

KEY DATES	<i>Original</i>	<i>Revised/Actual</i>
<i>PCD:</i> 12/10/1999	<i>Effective:</i> 01/25/2002	04/25/2002
<i>Appraisal:</i> 02/17/2000	<i>MTR:</i> 06/01/2003	01/20/2004
<i>Approval:</i> 06/16/2000	<i>Closing:</i> 12/30/2004	12/30/2005

Borrower/Implementing Agency: UNITED MEXICAN STATES/INMUJERES
Other Partners:

STAFF	Current	At Appraisal
<i>Vice President:</i>	Pamela Cox	David De Ferranti
<i>Country Director:</i>	Isabel M. Guerrero	Olivier Lafourcade
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2. Principal Performance Ratings

(HS=Highly Satisfactory, S=Satisfactory, U=Unsatisfactory, HL=Highly Likely, L=Likely, UN=Unlikely, HUN=Highly Unlikely, HU=Highly Unsatisfactory, H=High, SU=Substantial, M=Modest, N=Negligible)

Outcome: HS
Sustainability: HL
Institutional Development Impact: H
Bank Performance: S
Borrower Performance: HS

	QAG (if available)	ICR
<i>Quality at Entry:</i>	S	S
<i>Project at Risk at Any Time:</i>	No	

3. Assessment of Development Objective and Design, and of Quality at Entry

3.1 Original Objective:

The original objective of Mexico's LIL Gender Equity Project - GENEROSIDAD was to facilitate the

mutual learning and -innovation of community-based initiatives to promote gender equity and improved access to government-supported income generation programs in the context of Mexico's strategy for poverty reduction and social sustainability.

Specifically, the proposed LIL program would develop an innovative model for mainstreaming gender equity into development interventions based on the following actions and strategies:

- (a) *Incorporating a new gender approach in the public sector through supporting the process of institution-building of the Mexican Women's Institute (INMUJERES) to promote gender equity in Mexico and to increase equal access to opportunities and resources for men and women.* Main actions included the following: (i) gender and poverty capacity-building for INMUJERES; and (ii) a promotion campaign to broadly disseminate the general objectives of the Project to government agencies, NGOs, the private sector and the general public.
- (b) *Developing incentives to promote better interaction between genders in community life and in the work place,* through the development and implementation of: (i) small grant provision through demand-driven and competitive mechanisms to Civil Society Organizations (CSO) comprises either community-based organizations or NGOs to support those activities aimed at enhancing and fostering tolerance and peaceful sociability in community life (CONVIVE Program); and (ii) a certification program that recognizes and honors private sector initiatives to implement programs that promote gender equity: Gender Equity Model (GEM) 2003.
- (c) *Strengthening the leadership capacity of women and men to act as better productive agents and active citizens in their communities,* through the development and implementation of (i) capacity-building and technical assistance to selected women's groups to increase their opportunities to obtain financial and institutional support for the development of small, sustainable income-generating projects; (ii) training to NGOs that provide technical assistance but lack a gender focus; (ii) leadership capacity-building for men and women to strengthen the civic participation of female leaders, and to raise the awareness of male leaders on the dynamics of gender roles in Mexican society; and (iii) media campaigns to promote awareness in the general public on the value of equitable relationships between men and women.

The LIL's development objectives were realistic, achievable and consistent with the Government of Mexico's gender strategy. The Project was initially designed to be implemented by the Social Development Ministry (Secretaría de Desarrollo Social, SEDESOL). However, the creation of the Instituto Nacional de las Mujeres (INMUJERES) by President Fox's government in 2001, provided the opportunity to have a specialized high-level institution implementing the Project. INMUJERES consolidated the efforts of previous administrations to create an agency with sufficient technical, financial and administrative capacity to institutionalize the promotion of gender equity in Mexican society. Mainstreaming a gender approach into public policies at the federal level was a main criterion for pursuing this objective. The existence of gender initiatives and programs in several public agencies enhanced the opportunities for synergies with INMUJERES and the Project. Also, the fact that the Project preparation was carried out with a participatory approach based on consultations with relevant stakeholders – i.e. public sector officials, NGOs, (CSO) UNDP, members of the academia and gender specialists – contributed substantially to the ownership, pertinence and feasibility of the Project's objectives. In addition, the monitoring and evaluation system designed and executed under the Project, guaranteed that its objectives could be achieved and assessed.

The LIL was consistent with Mexico's Country Assistance Strategy (CAS), discussed on December 1999. (CAS document number 19289-MX. Date of latest discussion: May 13, 1999.) The Project was aligned

with two of the three objectives of the CAS: (i) promoting social sustainability and; (ii) enhancing public governance. To achieve the first objective, the Project promoted social development policies and programs to carry out community development actions to promote social sustainability. By integrating a gender approach into social development interventions and by promoting community development programs, the Project aimed at enhancing the effectiveness of these policies. Hence, the Project would contribute to improving men's and women's access to and benefits from social development interventions by addressing gender issues that perpetuated exclusion and discrimination. The strategy for enhancing public governance consisted of raising the awareness, responsibility and importance of gender equity and male and female leadership to facilitate civic engagement. The implementation of the CONVIVE and the MEG fostered cooperation between the public sector and civil society through the pursuit of a common objective that would provide the basic elements for enhancing governance (e.g., private sector participation in a public program, decentralization of decisions, and making the communities accountable for the project transfers).

The justification for a learning and innovation loan was strong. Although Mexico had made significant progress in terms of addressing traditional gender disparities in education attainment and maternal mortality rates, the Government of Mexico (GoM) realized that a gender equity approach was required to address emerging second-generation issues, in order to have a broader impact on gender equity. The prevalence of traditional gender roles, in which men are the breadwinners and women carry most of the burden of domestic work was identified as a strong factor in the fact that women's participation in the labor force was still lower than in other similar income-level countries; as well as for the gender disparities observed in the returns to human capital in the rural labor market, in the levels of micro-enterprise earnings, and in the effects of land reforms not fully benefiting women. These traditional roles prevented both men and women from accessing and benefiting from development programs. The typical interventions previously employed to tackle these issues followed a Women in Development (WID) approach that only targeted women, and had limited impact due to the resistance that this type of intervention produces in some cases. To address these limitations, the GoM wanted to follow a different approach, consisting of targeting relations between men and women, and to overcome women's barriers and facilitate their access to economic and social opportunities. Since there was limited operational experience with this new approach both in Mexico and within the World Bank, a LIL would provide a learning opportunity for integrating this approach.

The LIL's design and scope were properly defined. As mentioned above, the Project design followed a participatory approach. Two consultative workshops were carried out to design the Project involving public sector officials, NGOs, (CSO) UNDP, members from the academia, and international gender specialists. In addition, support from a Japanese PHRD grant (TF025982) helped set the basis for Project implementation. For example, the information provided by the institutional assessment on women's constraints on reaping the benefits from micro-enterprise, contributed to the design of the technical assistance component for supporting productive activities. Likewise, the social assessment confirmed the importance of addressing the consequences of women having to shoulder the burden of all household chores, constraining their time thereby hampering their ability to develop their capacities, seek different opportunities and participating in the labor force or in income-generating programs.

Most importantly, the Gender Equity LIL Project was designed and understood from its inception as a learning and innovation loan. This was reflected by: (i) focusing on overcoming gender stereotypes by promoting a new gender approach that targeted both men and women, and was based on leadership and awareness about the value of equitable relations between genders; (ii) partnering with the private sector and civic society to test activities aimed at promoting better gender interactions in the workplace and community life that could become sustainable; (iii) developing innovative methodologies and tools to increase equal access of men and women to opportunities and resources; (iv) defining proper and

participatory evaluation mechanisms throughout Project implementation; and (v) anticipating specific activities for consensus building and results dissemination for the LIL – both needed to expand the learning process.

Finally, the LIL was not too complex in terms of implementation, even though its design included profound innovative features and a wide array of instruments to be developed and tested through on two concrete models: (i) labor arrangements in private firms and public institutions, and (ii) community-based initiatives. Nor was it anticipated to be overly demanding, as assessments carried out during preparation showed that INMUJERES had the necessary technical, financial and administrative capacity to execute the Project. Critical institutional challenges were properly resolved before the effectiveness of the loan, paving the way for the initiation and implementation of a learning and innovation project.

3.2 Revised Objective:

In the interval between loan negotiations and compliance with the conditions of effectiveness, the new administration that took office in December 2000, requested a change in the Project-executing agency, from SEDESOL to INMUJERES. However, the development objectives were maintained because they were consistent with the mission and policies of the new executing agency.

3.3 Original Components:

The change in executing agency made it necessary to adapt the components to be coherent with INMUJERES' institutional structure. Due to the limited time-frame to make these changes before the World Bank's deadline to declare the loan annulled, the Project Appraisal Document (PAD) was not changed. However, the Loan Agreement included the adapted components and the new performance indicators. Following is a description of each component, as stated in the PAD.

Component I. Institutionalization of Gender Approach in Poverty-alleviation Programs (US\$1.12 million, equivalent to 28.9 percent of total project cost).

The institutionalization of a gender perspective in SEDESOL is designed to ensure improved gender equity in the access to opportunities, and resources of social and economic development programs. This component is designed to strengthen activities that are currently being implemented in SEDESOL and build upon and compliment the efforts initiated by the *Mesa de Trabajo sobre Enfoque de Género* (Task Force on Gender Approach). This component comprises the following sub-components:

1. Capacity-building and Studies. This sub-component comprises the following actions:

- (a) design and implementation of awareness raising seminars and workshops to build the capacity of SEDESOL employees and raise their awareness of gender issues in the day-to-day operations of programs aimed at poverty reduction, including the development of gender-oriented didactic materials for internal dissemination;
- (b) conduct a review of the norms, standards, processes, and procedures of SEDESOL poverty alleviation programs (Ramo 26); propose pertinent actions and modifications; assess potential barriers to access, develop materials for dissemination to explain changes in norms; and incorporate changes into the monitoring and evaluation system; and
- (c) implement and monitor an information system with a gender focus in coordination with INEGI by integrating the statistical system for social development data (Sistema Estadístico de Seguimiento de la

Situación de la Mujer en Mexico module - SISEMIS) to enable the generation of disaggregated statistics with incorporation of the baseline study. This activity includes training SEDESOL program staff on the generation of gender-based statistics and indicators.

2. Institutional Strengthening of the Gender and Development Unit. To strengthen the capacity of the newly-established *Dirección de Género y Desarrollo* (Gender and Development Division - DGD) to realize the Project objectives through the provision of: (a) technical resources through training in gender issues; (b) human resources by use of communication, strategic planning, monitoring and evaluation, and financial administrative specialists; and (c) material resources through the acquisition of necessary computer equipment. The DGD General Coordinator position is funded by SEDESOL.

Component II. Community-based Gender Development (US\$1.8 million, equivalent to 46.9 percent of total project costs).

The objective of this component is to promote community-based actions to improve equity in opportunities for men and women, peaceful sociability, and respect to the dignity of all social groups, regardless of sex and ethnicity. This component is comprised of the following sub-components:

1. Support to Productive Activities. To foster more equitable access to and demand for financial and institutional support for the development of small, sustainable income generating projects. This sub-component comprises the following actions:

- (a) capacity-building and technical assistance to selected women 's groups working in areas where FONAES is active on: (i) productive project preparation; (ii) credit management requirements; (iii) management capacity; and (iv) development of nontraditional projects. NGOs with experience in women's micro-enterprise development will be contracted to develop and conduct the training. Women's groups will prepare and submit proposals for technical assistance with the support of the NGOs. For training activities, there is a minimum matching contribution of 20 percent;
- (b) capacity-building and technical assistance to NGOs which work in the area of productive projects but without a gender focus in: (i) transfer of knowledge to potential beneficiaries; (ii) development of productive projects with a gender focus; (iii) gender-focused community organization; (iv) participatory monitoring and evaluation with gender focus; and (v) improved promotion of productive projects. A consultant or NGO with expertise in the field will be selected to develop and conduct the training. NGOs will prepare and submit proposals for technical assistance; and
- (c) strengthening of resources in technical assistance through: (i) development of an accessible directory and database for the identification of organizations with the capacity to provide technical assistance in critical areas of productive projects; (ii) implementation of dissemination and awareness raising workshops to establish and strengthen resources for technical assistance in FONAES; (iii) establishment of agreements with universities and higher education institutions, high schools for professionals and business chambers who provide technical assistance.

2. Leadership Capacity-building. To strengthen, from a gender perspective, the civic participation of female leaders in order to empower them in the public and private sectors, and raise the awareness of male leaders of the changes in gender roles in Mexican society. This sub-component will be carried out through training programs developed specifically for male and female leaders in regions with a high incidence in male migration and in areas with a high incidence of female employment. The areas selected will overlap in part with that of the Support to Productive Activities sub-component and in part with the CONVIVE Program in order to better understand how increased leadership may affect outcomes in those programs and

to learn from leadership building in regions with distinct characteristics. Eligible candidates include leaders from community and peasant organizations, small businesses, health and education projects, municipalities or parents' commissions. To compliment the training program, exchanges will be held with male and female leaders to transfer successful experiences of gender-focused initiatives. NGOs will be selected to carry out the program and will be required to design participatory methodologies and elaborate a capacity-building manual.

3. "CONVIVE" Program. To enhance community life and peaceful sociability and foster tolerance in community life by providing small grants through demand driven and competitive mechanisms to civil society organizations. The program coverage will be national and the menu of possible activities will include cultural, recreational, educational and environmental programs with the participation of men and women in equitable terms. The menu will be open to enable innovation in project proposals. In order to promote learning opportunities on how to stimulate peaceful coexistence among men and women, the projects should address issues of sustainability and include a methodology and the expected social impact in the region or in the community. Proposals for sub-projects may not exceed \$10,000 and should include a minimum community contribution of 10 percent. Eligibility criteria and procedures are detailed in the Operations Manual.

Component III. Gender Awareness (US\$0.91 million, equivalent to 23.5 percent of total project costs).

This component will promote awareness with regard to the value of equitable relations between men and women by transmitting new ideas and successful experiences that can be replicated throughout urban and rural Mexico. This component is comprised of the following sub-components:

1. Promotional Campaign of PROGENERO. To broadly disseminate the general objectives and goals of the project among governmental institutions, NGOs, the private sector, and the general public through: (a) workshop to launch PROGENERO with national coverage; and (b) creation of a slogan, logo, radio, television and print promotional spots and print publicity materials for dissemination by a public relations firm.

2. Sectoral Media Campaigns. To raise awareness of the general population, focusing on social expectations of gender roles, equitable access to income generation opportunities, and the value of trust and a not violent sociability in the family and in the community. In addition to the forms of communication detailed above, sector campaigns will be promoted by INI through their radio spots in indigenous languages in order to increase demand and enhance the participation of potential organized indigenous women's groups in project activities. Campaigns will also be coordinated with the Social Subsidy program, which reaches more marginalized and isolated regions through two distributors the *Distribudora y Comercializada CONASUPO S.A. (DICONSA)* and *Leche Industrializada Conasupo S.A.(LICONSA)*.

3. Recognition and Honors. The objective of this sub-component is to identify, disseminate and promote successful innovative gender experiences in the private and public sector. The honors will consist of incentives for the recognition and positive reinforcement of successful innovative projects and best practices that have been carried out or completed in the last two years by different local and private associations. Honors, in the form of non-monetary recognition, will be prioritized to the private sector for human relations, salaries, recruitment and benefits policies, and actions with positive impacts on gender discrimination and working conditions for men and women. Similarly, local municipalities that have prioritized actions, which promote gender equity and better living conditions for men and women, will receive recognition honors. Both types of honors will be received in ceremonies in Mexico City with extensive promotion.

3.4 Revised Components:

Following are the adapted Project components as stated in the Project's Loan Agreement.

Component I. Institutionalization of Gender Approach in Poverty-alleviation Programs (US\$1.2 million, equivalent to 29.1 percent of total project costs).

Aimed at supporting the process of institution-building of INMUJERES to promote gender equity in Mexico and increase equal access of men and women to opportunities and resources. This component has two sub-components:

1. Capacity-building and Studies. This sub-component includes the following actions:

- (a) *design and implementation of awareness raising seminars and workshops* to build the capacity of INMUJERES employees and raise the awareness of gender issues in programs aimed at poverty reduction and alleviation, including the development of gender-oriented didactic materials for dissemination;
- (b) *carry out a program of studies on the living conditions of women*, particularly the situation of women in poverty with further development of methodologies to incorporate the perspective of gender in poverty-targeted programs; and
- (c) *implement and monitor an evaluation and information system with a gender focus* to be integrated in the statistical system for social development (SISEMIS module) enabling the generation of gender-disaggregated statistics. This activity includes training INMUJERES staff on the generation of gender-based statistics and indicators.

2. Support the consolidation of INMUJERES. To carry out the Project objectives through the provision of: (a) qualified specialist on communication, strategic planning, monitoring and evaluation, financial management, and administration; and (b) equipment.

Component II. Community-based Gender Development (US\$1.8 million, equivalent to 47.2 percent of total project costs).

The objective of this component is to promote community-based actions to improve equity in opportunities for men and women, peaceful sociability, and respect to the dignity of all social groups, regardless of sex and ethnicity. The geographic targeting of LIL regions and communities and the eligibility criteria for selection and participation in each subcomponent are detailed in the Operations Manual. Eligibility is based on strategic choices of regions and communities where Generosidad activities can have a great impact in the short run, with characteristics such as, areas undergoing an economic transition with the introduction of “maquiladoras” and international investment and those with a strong community life, advanced organizational level, and an active social and cultural sector. This component is comprised of the following sub-components:

1. Support to Productive Activities. To foster more equitable access to and demand for financial and institutional support for the development of small, sustainable income generating projects. This sub-component comprises the following actions:

- (a) *capacity-building and technical assistance to selected women 's groups working in areas where FONAES is active on:* (i) productive project preparation; (ii) credit management requirements; (iii)

management capacity; and (iv) development of nontraditional projects. NGOs with experience in women's micro-enterprise development will be contracted to develop and conduct the training. Women's groups will prepare and submit proposals for technical assistance with the support of the NGOs. For training activities, there is a minimum matching contribution of 20 percent;

- (b) capacity-building and technical assistance to NGOs which work in the area of productive projects but without a gender focus in: (i) transfer of knowledge to potential beneficiaries; (ii) development of productive projects with a gender focus; (iii) gender-focused community organization; (iv) participatory monitoring and evaluation with gender focus; and (v) improved promotion of productive projects. A consultant or NGO with expertise in the field will be selected to develop and conduct the training. NGOs will prepare and submit proposals for technical assistance;
- (c) *strengthening of resources in technical assistance through:* (i) development of an accessible directory and database for the identification of organizations with the capacity to provide technical assistance in critical areas of productive projects; (ii) implementation of dissemination and awareness raising workshops to establish and strengthen resources for technical assistance in FONAES; (iii) establishment of agreements with universities and higher education institutions, high schools for professionals and business chambers who provide technical assistance.

2. Leadership Capacity-building. To strengthen, from a gender perspective, the civic participation of female leaders in order to empower them in the public and private sectors, and raise the awareness of male leaders of the changes in gender roles in Mexican society. This sub-component will be carried out through training programs developed specifically for male and female leaders in regions with a high incidence in male migration and in areas with a high incidence of female employment. The areas selected will overlap in part with that of the Support to Productive Activities sub-component and in part with the CONVIVE Program in order to better understand how increased leadership may affect outcomes in those programs and to learn from leadership building in regions with distinct characteristics. Eligible candidates include leaders from community and peasant organizations, small businesses, health and education projects, municipalities or parents' commissions. To compliment the training program, exchanges will be held with male and female leaders to transfer successful experiences of gender-focused initiatives. NGOs will be selected to carry out the program and will be required to design participatory methodologies and elaborate a capacity-building manual.

3. "CONVIVE" Program to enhance community life and peaceful sociability and foster tolerance in community life by providing small grants through demand driven and competitive mechanisms to civil society organizations. The program coverage will be national and the menu of possible activities will include cultural, recreational, educational and environmental programs with the participation of men and women in equitable terms. The menu will be open to enable innovation in project proposals. In order to promote learning opportunities on how to stimulate peaceful coexistence among men and women, the projects should address issues of sustainability and include a methodology and the expected social impact in the region or in the community. Proposals for sub-projects may not exceed \$10,000 and should include a minimum community contribution of 10 percent. Eligibility criteria and procedures are detailed in the Operations Manual.

Component III. Gender Awareness (US\$0.91 million, equivalent to 23.7 percent of total project costs).

This component will promote awareness with regard to the value of equitable relations between men and women by transmitting new ideas and successful experiences that can be replicated throughout urban and rural Mexico. This component is comprised of the following sub-components:

1. Promotional Campaign of GENEROSIDAD. To broadly disseminate the general objectives and goals of the Project among governmental institutions, NGOs, the private sector, and the general public through: (a) workshop to launch GENEROSIDAD with national coverage; and (b) creation of a slogan, logo, radio, television, promotional spots and print publicity materials for dissemination by a public relations firm. INMUJERES will try to optimize official mass media spots to increase dissemination without increasing costs. A communication specialist within INMUJERES will assist with the development and implementation of all campaigns and promotional activities.

2. Media Campaigns. To raise awareness of the general population, focusing on social expectations of gender roles, equitable access to income generation opportunities, and the value of trust and a non violent sociability in the family and in the community. In addition to the forms of communication detailed above, sectoral campaigns will be promoted by Instituto Nacional Indigenista, INI) through their radio spots in indigenous languages in order to increase demand and enhance the participation of potential organized indigenous women's groups in Project activities.

3. Certification. The objective of this sub-component is to identify, disseminate and promote successful innovative gender experiences in the private and public sector. Five activities will be financed: (a) studies on costs associated with hiring women in the formal labor market and their labor productivity; (b) definition of criteria for certification; (c) designing of a process for certification; (d) promotion; (e) field work and evaluation for conferring certifications. The certification process will consist of gender seals of approval and recognition for private and public organizations for the implementation of programs or internal policies that promote equality among employees of different genders.

3.5 Quality at Entry:

There was no official assessment of the quality at entry by the Quality Assurance Group (QAG). The Implementation Completion Report (ICR) considers the quality at entry to have been satisfactory and the Project as having been well conceived in its learning and innovation objectives. As mentioned in Section 3.1, the Project's objective was consistent with the CAS and with the GoM's priorities on its gender work. It addressed with innovation and technical soundness core critical needs in Mexico's society. To this end, it used a participatory, well-prepared implementation plan.

The design of the Project was appropriate on the following basis: (i) identifying an opportunity to support the GoM in enhancing knowledge for mainstreaming gender; (ii) following a participatory approach in project design to guarantee the pertinence and ownership of Project objectives; (iii) carrying out technical work to support the Project design; (iv) partnering with other agencies to ensure the implementation of specific activities; (v) making an adequate assessment of the institutional capacity of the implementing agency; and (v) realistically assessing the Project risks. Despite the fact that the Project components had to be adapted to a new executing agency (INMUJERES), the Project preparation team was able to rapidly and effectively conduct an organizational assessment to guarantee the adequate capacity of INMUJERES to implement the Project.

Since this was the first self-standing gender Project in the World Bank, there were no previous lessons learned from which the Project design could draw. Therefore, the design of a monitoring and evaluation (M&E) system was carried out from the very early stages of the Project in order to ensure a well established and reliable mechanism that could provide timely feedback for supporting the Project learning process and the achievement of its development objectives. The M&E would be guided by causality criteria

to assess the process and results in each step to support decision-making. The M&E system followed a participatory approach, its indicators would be complemented by qualitative data to enhance participation of the Project stakeholders, incorporate beneficiaries' perceptions and create the opportunities to provide feedback. Finally, the M&E system included process, outputs and impact to assess progress and evaluate results.

4. Achievement of Objective and Outputs

4.1 Outcome/achievement of objective:

Highly Satisfactory. The LIL Project met and exceeded all its objectives as presented in the next table.

Key indicator	Proposed	Achieved
Increased women's participation in FONAES productive projects.	15%	59%
Key management and technical personnel trained to incorporate gender equity approach in Inmujeres.	100%	100%
Community leaders trained on the relationship between gender and development.	100 (30 men, 70 women)	434 (145 men, 280 women)
Certification program designed and implemented.	40 firms	57 firms
Number of communities in which Fondo Convive and Productive subprojects have been implemented together.	40	69

To achieve its objectives the LIL carried out quantitative and qualitative studies and consultation with key stakeholders to better target beneficiaries, refine instruments and test alternatives. On this basis, two models were designed and implemented to promote gender equity: The CONVIVE Model implemented at the community level in selected cities; and the Gender Equity Model (GEM) applied in the private sector and federal entities.

The Main outcomes of the Convive Model are:

- Women empowerment: most of the six thousand women beneficiaries under the project are now playing a major role in community development and family life, and they report having better women-men relationships;
- A new cohort of 290 women leaders developed under the Convive Program are contributing to the enhancement of social capital in their communities;
- Stronger community-based organizations with an integrated gender perspective are promoting civic engagement: 53 of the 69 Convive-supported organizations are continuing work in the 34 Convive Cities across the country, playing a role in local programs and political activities;
- Eighty percent (80%) of women's organizations in the project, initially without legal recognition, have gained legal status;
- Technical assistance with a gender perspective proved to be a factor in obtaining financing and successfully implementing productive projects; within the communities under the project, women participation in FONAES increased by 59% and improved productive capability of the 1,251 leaders

trained, both men and women;

- Technical assistance with an integrated gender perspective was disseminated to 182 specialists in the NGOs trained by the project.

Main outcomes of the GEM:

- The GEM was institutionalized as a regular practice within the management structure of private firms, public sector entities and NGOs. This process benefits the 170,000 employees working in the 40 firms already operating with a gender equity approach; this number has increased with the third promotion of 17 firms that received the “GEM seal” in December 2006;
- The GEM provides equal access to career development and opportunities for men and women in participating firms. As reported by surveyed firms in the ICR workshop, benefits include: improved organizational climate, better internal communication, more women in senior positions, increased productivity and labor stability;
- The Federal Government has integrated the GEM as a regular practice into the Professional Service Law, regulating career development in the public sector. The *Secretaría de la Función Pública* is in charge of this process involving the whole federal sector;
- The GEM introduced gender equity as an important dimension in corporate responsibility of the private sector in Mexico and may serve as a first step to contribute to the enhancement of labor practices. INMUJERES will pursue this goal by continuing to execute the GEM; 50 new firms are expected to obtain the seal in 2006.

Beyond introducing gender equity in the access to resources and opportunities for men and women, the LIL generated unexpected outcomes such as a rebirth in community life and civic participation; the development of networks and synergies among private sector firms; the establishment of a program to institutionalize gender equity in the public sector; and civic engagement in communities as a result of women empowerment.

The LIL achieved these objectives by developing, testing and mainstreaming new methodologies and tools, which are already being replicated. By preparing a gender-sensitive methodology and targeting selected community organizations, in specific cities, with technical assistance and training, the LIL was able to improve equitable access to government-supported income generation programs. Similarly, the design and implementation of the CONVIVE Model, which included the funding of CSO initiatives, has contributed to the enhancement of community life. The fact that the GEM was the result of a participatory process and has a low cost for firms, facilitated ownership and institutionalization. Therefore, it succeeded in reducing gender disparities in treatment, access, and opportunity for career development at the work place. These methodologies and tools proved to be technically solid as evaluated by the Project’s monitoring and evaluation system (M&E), the ICR beneficiaries’ surveys and the stakeholders’ workshops implemented as part of the Project’s closing process. It is worth noting that the two Project’s models were executed in a period of three years with an investment of only \$ 3.1 million, which is an indication of the high yields gender equity can achieve. The executing agency, INMUJERES, has adopted these methodologies as part of its own policies and/or as accredited tools to be integrated into public programs in other federal agencies.

Specifically, the LIL Project promoted five major transformations in Mexico's gender policies and gender equity promotion:

- (i) Validation and endorsement of a new gender mainstreaming approach involving both men and women in the pursuit of equity in gender interactions and in access to resources and opportunities;
- (ii) Access to methodologies that address the main institutional obstacles that limit equal opportunities for female producers in obtaining financial aid for the execution of income generating projects;
- (iii) The establishment of formal partnership mechanisms between the public sector and civic society organizations to address, in their own terms, inequity in gender issues and stereotypes in their communities;
- (iv) The engagement of the private sector to incorporate gender equity in their labor policies and practices through a certification process to gain the gender equity seal accrediting their efforts to this aim; and
- (v) Community empowerment as a tool to governance enhancement, by delegating directly to CSOs (including community-based organizations) the selection, execution and monitoring of actions to address gender equity issues and the improvement of community life.

a. Introducing gender equity in access to resources and economic opportunities

Improved gender equity in access to resources and economic opportunities was been achieved by: (i) improving women's capacity to reach and obtain support from government-financed income generation programs; (ii) making women's productive projects more sustainable through technical assistance; and (iii) empowering women by promoting and enhancing female leadership. The elaboration and testing of a capacity-building methodology to incorporate a gender approach into existing technical assistance organizations, field trainers and NGOs proved to be very effective in achieving these goals.

Access to financial assistance. As shown in Annex 1, the Project increased women's participation in FONAES by 59% in the project sample identified in the areas intervened by the LIL (the original target was 15%). Additionally, the LIL increased the access of women's productive groups to other sources of funding such as SEDESOL or regional funds in the Project's intervention areas; for example, of 21 organizations that requested financial aid from sources other than FONAES, 43% were granted funding.

Engendered technical assistance. The LIL provided women's productive groups with access to technical assistance, which contributed to the sustainability of their productive projects. According to the census implemented by the M&E, of the 114 women's productive groups that received assistance under the Project, only 14% had previously received technical assistance. Likewise, of the 100 women's productive groups that received financial aid before the LIL, only 37% were functioning. These results demonstrate that financial aid alone does not guarantee the sustainability of productive projects. Projects that are non-functioning due to a lack of technical assistance are a burden that increases women's financial vulnerability. With the LIL, 117 groups comprised of 1,165 women and 86 men benefited from technical assistance. Additionally, the majority of these groups (85%) prepared productive projects eligible to receive aid from financing organizations. The quality of this technical assistance was rated 4.6 in a scale of 1 to 5 in the beneficiaries' survey.

Women Empowerment. In the M&E surveys, women reported that by incorporating a gender approach, the technical assistance increased their participation in decision-making, gave them more equitable status and empowerment in their families and communities, and enhanced their self-esteem. Table 1 shows the main results of the M&E group surveys on the quality and impact of the technical assistance. These outcomes were achieved due to the new technical assistance approach developed by the LIL, which addresses women's needs, taking into account their points of view and constraints to obtain financial aid attributed to gender roles. For example, technical assistance was provided taking into account women's schedules,

facilitating them to receive support from their families. Therefore, they could organize their new responsibilities to be compatible with their household chores. Also, the technical assistance’s participatory approach made women aware of and value the knowledge they already had about productive activities; it helped them to develop equal, rather than hierarchical relationships with the trainers and encouraged them to make their own decisions about technical assistance needs and the design and scope of their project. This type of technical assistance that consistently addressed issues that women’s organizations face frequently, and worked with them in the planning and elaboration of their productive projects, reinforced the positive impacts.

Table 1: Women Groups’ Perceptions on the Outcomes of the Project Technical Assistance

Outcomes on Strengthening Women Productive Organizations	Outcomes on Empowerment
Defining and orienting their productive activity, in the case of new groups.	Enhanced women’s self-confidence by being listened to and included in the training dynamics.
Planning activities and identifying their opportunities and the feasibility of their activities.	Contributed to women’s self-knowledge by strengthening their skills and knowledge.
Elaborating their project and submitting them for financial aid.	Made women more aware of the benefits of working in a group: company and support.
Getting ownership of their project	Started a redefinition process of their gender role.
Strengthening their productive process.	Strengthen women’s bargaining position within the household.
Identifying and defining their needs and their projects’ feasibility.	Strengthen women’s economic autonomy.

Source: Generosidad Lessons Learnt Report “*Promoviendo la Equidad de Género en las Comunidades*” *El Modelo CONVIVE*.” Draft. 2005.

b. Promoting gender equity in community life and the workplace

The development objective of promoting gender equity in community life and the workplace has been achieved through the successful results of the CONVIVE Model and the Gender Equity Model (GEM). These two models promoted equity between men and women in access to, and control over resources, decision-making, participation and power. By supporting gender equality, these models contributed to a peaceful coexistence between men and women and/or fostered a stronger sense of community and an improved labor environment. Below is a description of the outcomes of each model.

The CONVIVE Model:

The CONVIVE Model has three main instruments: (i) leadership training; (ii) technical assistance to women’s organizations to improve their access to financial resources; and (iii) grants for CSOs to directly design and execute subprojects to promote gender equity (the CONVIVE Program). These instruments were combined in various ways to assess their effectiveness; a combination of the three was tested in 15 selected cities called “Convive Cities.” These cities were located in eight states with different cultural and

socioeconomic backgrounds, selected for their importance in poverty alleviation with a gender perspective by using a “gender index” based on poverty levels, percentage of women-heads of households, access to basic services, and men migration.

Through the CONVIVE Program 69 community-based projects were carried out by an equal number of community-based organizations comprising 1,410 members, in 35 cities in Mexico; 32 of these CSOs received leadership training with a gender perspective. Overall, the CONVIVE Model benefited about 10,000 persons, including direct and indirect beneficiaries.

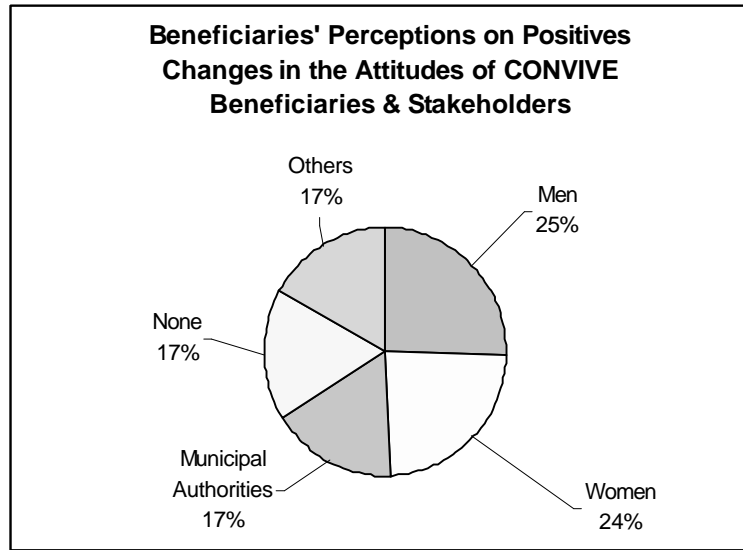
To evaluate the outcomes of this Program, the Project’s M&E team conducted a qualitative evaluation based on beneficiaries’ perceptions about the Program impact on themselves, their organizations and their communities. The M&E team interviewed CSOs in 64 localities, including 8 CONVIVE cities, in which leadership training was also provided. The interviews indicated that the Model has had significant impacts on the project executors, the direct beneficiaries and their communities. The executors, of whom more than two thirds were women, declared that managing their projects gave them new skills and knowledge on resource management, decision-making, teamwork and leadership; these gains also had an impact on their self-esteem and made them feel more empowered. Additionally, they reported improvements in their relationships with their families and their communities.

The CSOs received grant resources and technical assistance throughout implementation, to ensure solid project outcomes and broad benefits, building the necessary consensus within communities about the Model’s approach. The CONVIVE Program strengthened the CSO’s capacity to mobilize resources, formulate and articulate their projects, and to create a forum for public debate on gender equity and violence related to inequality; CSOs reported a greater effectiveness as partners for promoting gender equity that reached other community actors. There are examples of local authorities actively adopting CONVIVE projects in their own activities (see below.) As a result, CSOs received higher recognition from their communities, which was an incentive to continue working as an organization, improving personal and community life.

The CONVIVE Program also had positive effects on the communities in which it was implemented because it emerged from local needs and perspectives. The variety of projects conducted exemplifies the richness of the cultural and social capital existing in small cities. Project goals included: strengthening the cultural and educational activities of communities, promotion of gender awareness, training centers for handicapped people and youth, and environmental initiatives, among others. CONVIVE helped to mobilize local capacities, contributing to the promotion of peaceful co-existence and respect for the dignity of men and women within communities. The Program demonstrated the value of a bottom-up approach in which each organization decided how to address gender inequality issues and related problems, generating a conscious recognition of the benefits of minimizing gender disparities and related violence.

The M&E survey conducted with a sample of 30 project executors and the consultations carried out under the ICR beneficiaries surveys and stakeholders workshop that were part of the closing process, confirmed these positive effects. According to the ICR beneficiaries' survey, the CONVIVE projects' impact on their organizations, families and communities ranged from good to excellent, (see Chart 1). More than half of the beneficiaries (58%) identified a positive change in the attitudes towards gender by both men and women during and after the execution of the project, and 20% also reported positive changes in the attitudes of municipal authorities. In addition, 14 CSOs declared their interest in continuing to work on gender issues. The stakeholders consulted agreed that the CONVIVE Program has had positive impacts, and recommended an extensive dissemination of this experience and to promote replication by other agencies.

Chart 1



Source: ICR Beneficiaries Survey (Sample of 26 Organizations)

The Gender Equity Model (GEM):

The GEM is an integrated process for firms who choose to establish gender equity in the labor place comprising four main steps: (i) diagnosis; (ii) training; (iii) auditing; and (iv) evaluation. This entire process has been completed in forty firms, including some of the most important enterprises and financial institutions in Mexico, benefiting approximately 170,000 employees with gender equity policies. Seventeen more firms received the Gender Equity Seal in December 2005 and will be evaluated in 2006.

All of the GEM organizations now have a gender equity policy comprising actions in four critical areas: (i) staff recruitment; (ii) staff training; (iii) career development opportunities; and (iv) mechanisms for addressing sexual harassment. Most firms have established specific units to implant the model and monitoring systems to assess progress. In order to be accredited with the gender equity seal, each firm had to conduct several actions to address gender equity issues identified during their self-diagnostic phase. This process includes training to address identified weaknesses, a pre-auditing test and auditing by an independent Certification Firm.

Table 2 shows the actions taken to promote gender equity on the basis of identified issues in each firm, the majority of the firms focused on promoting balance between family and work, recruitment free of gender bias and equity in training and carrier development for men and women.

Table 2 Gender Actions under the GEM

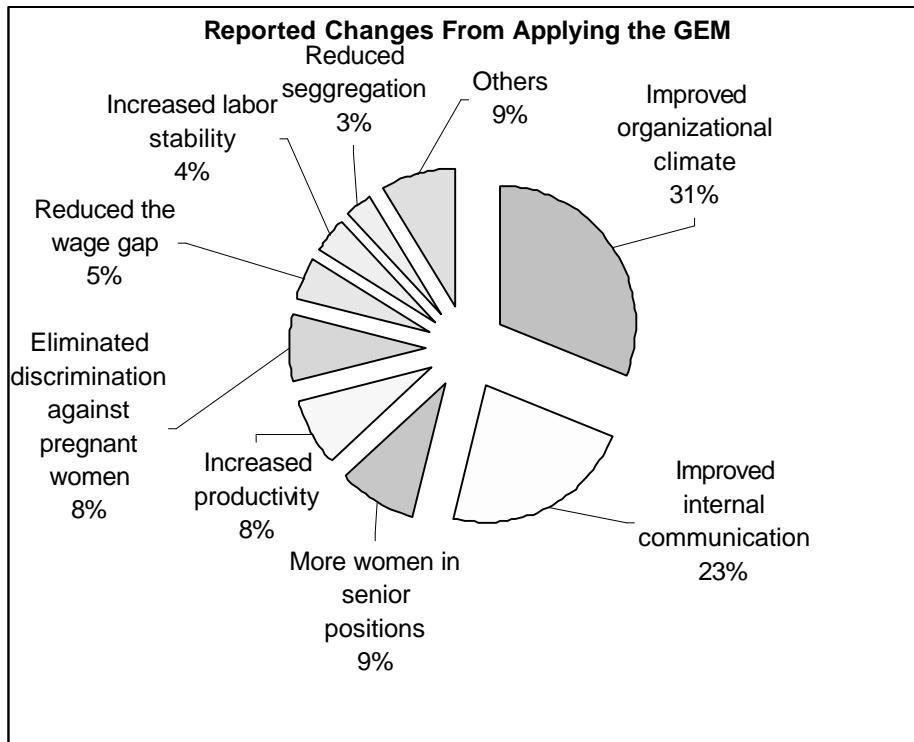
Actions Carried Out To Promote Gender Equity in The Workplace	No. of Actions	No. of Organizations
1. Promote balance between family and work-life.	31	22
2. Recruitment and selection of personnel.	32	24
3. Promote professional training and development.	22	16
4. Behavior gender training / awareness and information dissemination.	20	16
5. Improve physical conditions in the workplace.	16	12
6. Process to prevent and address sexual harassment.	16	14
7. Correct problems in occupational gender disparity.	12	12
8. Increase the number of women in senior positions and reduce salary disparity.	7	7

Source: Generosidad Lessons Learnt Report “*Experiencias en la Promoción de la Equidad de Género.*” Draft. 2005.

The M&E system reported the following improvements in the performance of firms after implementation of the GEM (i) improvement of the organizational climate and labor environment; (ii) stronger human capital and reduced labor turn-over; (iii) more women in decision-making positions and better development opportunities for women; and (iv) improved public image. The beneficiaries’ survey carried out during the ICR Workshop, confirmed these positive outcomes (see Chart 2). According to the M&E and the beneficiary survey, male and female employees reported that the GEM has had positive impacts on their lives and careers. They stated that the training in gender awareness gave them better understanding of their differences and rights, and enhanced their capacity to better relate to their peers. The beneficiaries also reported that the GEM has had positive effects on their families because of a better work-life balance, family benefits provided to fathers, and a new perspective of male roles that had a positive effect on their families.

Additional unforeseen outcomes are: (i) the establishment of a network of firms to exchange views and progress in implementing the GEM and to address emerging difficulties; (ii) the preparation of special studies to better address identified issues; (iii) the recognition of the gender units as valued firms's members; and (iv) the recognition received has been an incentive to continue promoting gender equity.

Chart 2 GEM Report



Source: ICR Beneficiaries Survey (Sample of 26 Organizations).

4.2 Outputs by components:

Component I. Institutionalization of a Gender Approach in Poverty-alleviation Programs

(a) Capacity-building and Studies

(i) Design and implementation of awareness raising seminars and workshops

To enhance the capacity of INMUJERES staff in mainstreaming gender, the Pilot provided training workshops in 2002 – 2003 on the design, implementation and evaluation of integrating a gender perspective into projects. In accordance with the M&E system, 66% of INMUJERES staff took part in the training; this staff rated positively the quality of the training in terms of the material presented, the expositors competence, and relevance on the subject. Based on this positive experience, INMUJERES decided to integrate this program into its own training unit, rather than using consultants, to complete the 100% training goal with their own funds. Through this subcomponent, the Project brought international expositors to share with INMUJERES staff their experiences about mainstreaming gender in development projects, and a gender perspective that incorporates both men and women. This perspective has become the standard in INMUJERES that has been promoting it to other federal, state and municipal institutions.

(ii) Conduct studies on the living conditions of women

The LIL conducted four main studies on the living conditions of women: (i) a socioeconomic and demographic analysis on women's living conditions in the 32 states in Mexico to select the project's intervention areas (8 states, 53 cities and 84 localities were chosen) focusing on indicators such as unsatisfied basic needs, income level, human capital, assets, female heads-of-households, male migration and ethnicity of the families; (ii) a Participatory Social Diagnostic carried out in the selected areas, which consisted of a gender perspective survey of 1,265 households, 16 semi-structured interviews with key actors (e.g. municipal authorities, leaders, households heads) and 8 focus groups with potential beneficiaries of the project; (iii) research in 84 localities in eight states among 272 women's organizations to identify constraints to access to financing; and (iv) a diagnostic of labor conditions from a gender equity perspective in twenty private firms to design the GEM. Additionally, several other studies were implemented to support the execution of components, such as an assessment on technical assistance quality, a media assessment to better promote gender equity; and a consultation among key stakeholders to validate the GEM.

(iii) Implement and monitor an evaluation and information system with a gender focus

The LIL project designed its own M&E System with two main objectives; (i) to track execution, goals achievements and resource use of each component; and (ii) to register the learning process and identify lessons learned. Although this M&E was initially intended to be incorporated within the general evaluation process in INMUJERES, the Institute decided to operate it as separate system to simplify the process and liberate resources for other Project activities. The information system goal was achieved through an agreement with the National Institute of Geography and Information (INEGI), which helped to integrate a statistical system with a gender approach, called SISESIM to be posted on their Webpage. This system has been in operation since 2003.

The M&E strategy operated under a participatory approach to assess the project from the beneficiaries' perspective through three types of procedures: (i) application of a questionnaire at the beginning of the activity to assess the basic characteristics of the participants and their expectations; (ii) a questionnaire at the end of the activity to collect beneficiaries' opinions about the implementation, utility and relevance of the intervention; and (iii) individual and group interviews with the direct beneficiaries of the three Project's components to gather their opinions on the utility of the activities and tools, their observed effects, achievements and constraints. In addition, key actors – e.g., trainers, advisors, auditors and operators – were also interviewed to complement the learning process assessment. The M&E system conducted 21 studies related to the project execution and the learning process, including the report on lessons learned that has been published by INMUJERES.

(b) Support the consolidation of INMUJERES to carry out the project objectives

A Project Coordination Unit (PCU) was created to directly execute the LIL, comprising: (i) a General Coordinator; (ii) a community development specialist (the CONVIVE Coordinator) to manage this component jointly with four field operators who provided support to beneficiaries of the program; (iii) a specialist in certification to be the GEM Coordinator, in charge of the certification process; (iv) an evaluation expert as the M&E Coordinator; (v) a Financial Management specialist; and (vi) a Communication Specialist. The Project provided training to the PCU in financial management, procurement, leadership, gender and development topics, and evaluation, among other matters. The LIL also contributed with equipment (computers, printers) for the PCU. The direct contact with communities,

leaders and CSOs created a very positive dynamic in the PCU that enhanced commitment and creativity.

The achievement of this component is satisfactory.

Component II. Community-based Gender Development

The Project successfully promoted community-based actions to improve equity in opportunities for men and women, peaceful sociability, and respect for the dignity of all social groups, regardless of gender or ethnicity. A description of the main outputs achieved by this component follows next:

(a) Support to Productive Activities

The actions carried out under this subcomponent promoted more equitable access to financial and institutional support for the development of sustainable, income-generating projects. The main outputs of this subcomponent were: (i) the elaboration and execution of a methodology for capacity-building and technical assistance targeted to selected women's groups comprising either only women only, or both women and men; and (ii) capacity building of field instructors and NGOs working in technical assistance, to incorporate a gender perspective in their activities. Technical assistance followed a participatory approach to address organization issues and specifically, women's constraints to access technical assistance due to gender roles. This methodology was tested in 2003 and 2004 in 117 productive groups among a total of 272 groups identified in 54 localities in eight states in Mexico. This sample was designed to test the process under a variety of geographic, socioeconomic, cultural and ethnic conditions, in order to make the outcomes more relevant for replication purposes. To select the localities and productive groups to be assisted, the LIL carried out a census of productive groups featuring their main characteristics in 71 localities in the eight states collecting socioeconomic data of the population living in these cities to elaborate an indicator of unsatisfied basic needs. Only those localities with high or very high levels of unsatisfied basic needs were selected to receive technical assistance. In addition, the Project reached an agreement with FONAES, a national financial institution of small productive projects, to facilitate the access of project beneficiaries to credit. Although it was not a project's objective, 43 indigenous groups (equivalent to 37% of the total groups assisted) living in 19 of the 53 selected localities under the Project, received technical assistance; the Project incorporated an indigenous specialist to specifically attend these groups with a culturally compatible strategy (see Table 3.)

Each group received the support of one or two instructors and/or technicians who provided advice, guidance and support in the economic diagnostic and design of productive project profiles, and technical assistance to fulfill the requirements to obtain financing from FONAES and other sources of financing. As a result of testing this methodology, 100 groups were capable of preparing a productive project, of which 60 applied for financial aid; 39 from FONAES, and 21 from other government programs. As compared to before project intervention, when only a few groups received technical assistance, the project made a substantial difference. Taking into account the projects in the sample, the number of groups able to prepare a productive project grew 127% in these localities. Similarly, of the groups that received technical assistance, 22 have already received financing and 20 were on a waiting list.

Table 3: Technical Assistance and Capacity Building Main Features

State	Total	Localities Served	Groups Identified	Groups Assisted	Beneficiaries	Indigenous groups
Campeche	29	6	28	15	158	4
Chihuahua	25	5	18	8	77	3
Hidalgo	20	5	19	10	145	
Oaxaca	41	7	25	24	316	17
Puebla	55	16	50	24	254	5
Sinaloa	8	2	7	7	31	
Tlaxcala	34	6	25	13	93	
Yucatan	60	7	39	16	177	13
TOTAL	272	54	211	117	1251	43

The main results of these outputs were the improvement in women's access to economic opportunities because of the skills gained to prepare productive projects, better prepared projects with higher feasibility to receive financial aid, and women's empowerment.

Additionally, under this subcomponent, 10 capacity building workshops were carried out in 2003 and 2004 to train NGOs and field trainers, including FONAES agents, who were already providing technical assistance but lacked a gender focus. This training benefited 182 persons of which half were men. The Project has systematized this technical assistance experience with both productive groups and NGOs in a handbook that will be published and disseminated to key agencies by INMUJERES shortly. This handbook is the first of its kind to integrate a gender approach into technical assistance for productive groups in Mexico. Another output of this subcomponent was the development of an accessible directory and database for the identification of organizations with the capacity to provide technical assistance to productive projects with a gender focus.

(b) Implementation of the “CONVIVE” Community Model

(i) Leadership Capacity-building for men and women

The main output of this subcomponent was the elaboration and testing of a capacity-building methodology, aimed at strengthening women's leadership in their community affairs and creating awareness among men of alternative leadership styles compatible with gender equity. This methodology was tested in 2003 and 2004 through 15 workshops attended by 434 male and female participants (more than four times the goal of one hundred) in 15 selected CONVIVE Cities in eight states. In the CONVIVE cities, the technical assistance activities overlapped with the execution of community-based subprojects under the CONVIVE Program and leadership training. Thus, some beneficiaries of the technical assistance for productive groups or executing subprojects were also selected to participate in leadership training to generate synergies and to test the impact of this kind of training linked to the execution of projects by CSOs. Table 4 summarizes the training beneficiaries received by city and by gender in the regions with different socioeconomic and cultural backgrounds.

Table 4: Regions, States and Cities and Number of Persons Benefited by CONVIVE

Region	State	CONVIVE City	Women	Men	Total
North	Chihuahua	Jiménez	16	6	22
	Sinaloa	G. Leyva Solano	23	14	37
		Villa Juárez	20	8	28
Center	Hidalgo	Huejutla de Reyes	11	35	46
		Tezontepec de Aldama	32	7	39
	Tlaxcala	San Pablo del Monte	12	8	20
	Puebla	Los Reyes de Juárez	25	8	33
		Xicoteppec	31	11	42
Southeast	Oaxaca	Miahuatlán de Porfirio Díaz	24	3	27
		Stgo. Pinotepa Nacional	24	4	28
	Campeche	Champotón	21	7	28
		Escárcega	16	9	25
	Yucatán	Oxkutzcab	15	14	29
		Peto	19	11	30
		TOTAL	289	145	434

The methodology tested consisted of six workshop modules that were carried out in two phases. The first phase included modules 1 through 4, related to gender consciousness and leadership. Modules 5 and 6 related to leadership methodological tools, were provided in the second phase. This methodology also followed a participatory approach with diverse group dynamics. A crucial factor in the outcome of these workshops was the identification and recruitment of leaders and key stakeholders that could disseminate the benefits of this training. This training benefited 289 women and 145 men; the female audience comprised women with a variety of economic activities. The methodology proved to be very successful for both genders, although with different emphasis for men and women. While women felt empowered from the workshop, men focused more on the leadership techniques. Women also became more aware of their contributions to community life and about their rights, and felt more confident. The LIL's M&E team assessed the benefits of these workshops by asking the beneficiaries how they would apply the skills that they were taught. On a personal level, the beneficiaries reported that they would use these skills to be more assertive and to better interact in their personal relationships. They reported that within the families, siblings in their families are now being raised following the gender equity principles, and leadership skills are being employed to be more tolerant and communicate better with family members. At the community level, the beneficiaries reported that they employed these skills to identify community problems of which they were not previously aware and have shared their knowledge with neighbors and other CSOs. In addition, this training has resulted in the establishment of leader networks in some communities who are disseminating the training using the modules' materials, thereby multiplying the learning impact.

Important synergies were achieved when this training was combined with other interventions. In the case of those who received grants from the CONVIVE Program, beneficiaries reported that this training provided additional skills that improved their work as organizations. The seven women's productive groups that received this training also reported this type of positive effect. According to the FONAES' Coordinator for Productive Development for Women, this training helped women in productive groups harmonize their new status as entrepreneurs with their traditional roles in their families and communities.

The Project organized a nation-wide Leaders Meeting with 50 outstanding beneficiaries of the leadership

workshops from all states, to promote an exchange of their experiences in assuming leadership roles and of execution of gender-based initiatives in their communities. This event benefited the participants in terms of learning how to deal with the responsibility of being the leaders of their groups and states, and how to reach a compromise with their families to be absent from home for a few days. The event also gave them the opportunity to share their experiences and challenges with other groups in a forum in which it was possible to talk and listen among peers. Moreover, they were able to identify mechanisms and institutions available to support them. The media covered this workshop, and a presentation made by one of the Project's beneficiaries was aired on television. The aired presentation featured a midwife from Yucatan, who as a result of her participation in both the leadership and CONVIVE program became a community leader and started a campaign on public health in several communities in her municipality. The participants reported that the workshop was an incentive to continue improving their capacities and working for their organizations.

The lessons learned from these workshops were integrated into a leaders guide published by INMUJERES, for community development promotion with a gender perspective, to be distributed among federal institutions working with communities and CSOs, to incorporate this approach and the tested outreach methodologies to engage communities. There is also a plan within INMUJERES to broadly distribute this guide to be used by different agencies interested in carrying out leadership training with a gender approach at the community level.

(ii) *CONVIVE Program*

The Project supported 69 community-based projects carried out by CSOs between 2003 and 2004 in 25 cities of the 32 states of Mexico, exceeding the original target of 40 such projects. In contrast to other public programs, CONVIVE also worked with CSOs that did not have legal status, benefiting grass-root organizations that do not usually have access to this type of government program. To ensure national coverage of CONVIVE, the Project selected medium-size cities that met the criteria of the "gender index" designed for this purpose using as inputs small cities with the highest population in their range with high or very high levels of unsatisfied basic needs; a high percentage of women as household-heads; and high rates of male migration. Following this criteria 53 cities, with an average of 25,000 inhabitants, were selected to be included in the call for CONVIVE proposals. All but three of these 53 cities submitted a proposal; the average was 3.7 proposals per city for a total of 198 proposals. A selection committee, independent from INMUJERES, including relevant individuals from the private sector, public sector, NGOs and academia, approved 70 of the submitted proposals; all subprojects were successfully executed except for one that faced organizational difficulties and returned the grant. Beneficiaries were CSOs comprised predominantly of women; eight of them were women only, and in 46, women were the majority. Thus, the number of female participants in the CONVIVE Program was much higher than those of men: 958 and 452 respectively. Most of these CSOs were community based organizations without legal status (47), and those with legal status (23) were either, NGOs, social organizations, or organizations promoted by a local authority. The Project transferred a total of US\$ 600,000 to these organizations, through grants of US\$ 10,000 or less, each.

As established in the grant selection requirements, the 70 selected projects aimed at enhancing community life and peaceful life-sharing and to foster tolerance in community life. The activities carried out by these projects can be categorized into eight groups: (i) strengthening of education and cultural life; (ii) gender awareness and equity promotion; (iii) natural resources conservation and environmental protection; (iv) quality enhancement of productive activities; (v) cultural activities to alert about social problems, namely violence; (vi) small infrastructure for community use (child-care, for instance); (vii) sport activities; and (viii) recreation activities. Almost half of these projects (49%) presented an explicit gender approach,

which was integrated into human rights promotion and violence prevention. Some of these projects included indigenous populations among the organizers and/or the beneficiaries, although this was not an intended Project's outcome; and an Indigenous Peoples Specialist joined the team to assist these organizations. All projects incorporated a gender perspective in the design process and during implementation.

The success of the CONVIVE Program can be attributed to its capacity to promote women's empowerment while engaging men in the process, thus resulting in better balanced gender relationships; it helped foster a type of leadership in which men and women seek common goals and strengthened organizations able to lead community development. The success of these community-based projects has attracted additional support allowing for expansion of scope and/or size and has gained recognition beyond direct beneficiaries. From this perspective, three CONVIVE projects should receive special mention due to their significant impact on the organization members and on their communities.

Youth improving community environment: A community-based group in the municipality of Oxkutzcab, Yucatan, with a young female leader, comprising twenty young men and women, introduced and implemented an innovative recycling process in their municipality. Three members of the organization designed and produced a machine to convert plastic waste into a material that can be used to cover floors; with this, the group upgraded the dirt floors of several poor dwellings in several communities of Oxkutzcab. This organization, Huellas Mayas, continues working and has gained the recognition of municipal and state authorities. As a result of these efforts, its female leader received the State Prize of Maya Youth in 2004 and the National Prize of Indigenous Youth in 2005. Through an exchange of experiences with Honduras, a CDD project in that country has adopted this technique in their own activities to clean tourist areas. During a second phase of the project, this CSO worked with high-school students of selected communities of Oxkutzcab in the construction of garden facilities using the same recycled material as a way to provide green areas and environmental awareness at their schools; on the basis of its own experience, Huellas de Yucatan has helped to improve interaction between high-school girls and boys and raise consciousness about gender equity.

Education and culture as a vehicle of gender equity: A CSO in Guasave, Sinaloa, mainly integrated by women, executed a project that has had a positive impact on community life. The organization identified as a priority the creation of a School of Arts and Skills to provide opportunities for young people as a way to address youth violence. Since the completion of the project, the school has become a community center that provides different services to girls and boys in the community and has received additional assistance from different government agencies. For example, the Secretary of Education provided computers and a satellite antenna for Internet; the Secretary of Labor financed the instructors for vocational courses; and the Secretary of Social Development is executing eight HABITAT projects, intended to improve community life, using the school facilities.

Institutionalization of Gender Equity in Local Government. The project was carried out by a women's group called "Mujeres Tacambarenses" in Tacámbaro, Michoacán. This organization incorporated women from different social and political backgrounds unifying the various political parties in a common goal to create a women's affairs office in the municipal government. As a result of this initiative, the Municipality of Tacámbaro has introduced the Women's Unit into the municipal structure and has requested the women's group to manage it; this initiative has been successfully maintained despite changes in political parties. The state government is providing support to this initiative and similar actions are in the process in other municipalities in Michoacán.

In year 2005, the Project provided technical assistance and additional financial support to 24 CSOs to ensure their sustainability as an organization and/or continuity of their projects. This technical assistance

was tailored to the different needs of the CSOs; thus, some of them were included in workshops for gender sensitivity, and others were provided with an advisor for institutional strengthening or to address operational issues. In addition, the Project responded to the request of 11 CSOs to receive assistance in acquiring legal status so as to benefit from other sources of funding. The Project has produced a video recounting these experiences. Each of the participating CSOs received a copy of the video to see their achievements documented, to learn from the experiences of the other organizations and to possibly use it as a promotional tool to obtain additional resources. This video was also distributed to other public agencies to disseminate the lessons and achievements of the CONVIVE Model. INMUJERES has documented the experiences of the CONVIVE Model in the book: "CONVIVE, community experiences of organized women," which describes the positive changes in the lives of women and their communities generated by the CONVIVE Model.

Achievement of this component, taking into consideration its outputs, community benefits and externalities brought about by the CONVIVE Model, is rated as highly satisfactory.

Component III. Gender Awareness

(a) *Promotional Campaign of GENEROSIDAD*

This subcomponent was designed to broadly disseminate the general objectives and goals of the Project among governmental institutions, NGOs, the private sector, and the general public. A first output of this subcomponent was the Project's launching event in December 2002 with participants from both the public and private sector and media coverage. Second, the Project created its own logo and the GEM Seal design and adopted INMUJERES' slogan "*men and women, same rights, same opportunities.*" In addition, the Project produced and distributed publicity materials to disseminate these two programs, including tote bags, planners, mouse-pads, pins, buttons, key-chains, etc. Finally, INMUJERES publicized the GEM in specialized journals in Mexico targeting the private sector. Project achievements were also presented in several presidential events.

(b) *Media Campaigns*

To raise the general population's awareness about the influences of gender roles, the Project produced and disseminated eight types of posters and two types of coloring books for children to introduce gender equity in their education. The Project made agreements with DICONSA and LICONSA – two major public sector distributors in Mexico – to deliver the posters and booklets all over the country. The National Indigenous Commission (CDI) supported CONVIVE dissemination through its own radio stations.

(c) *Certification*

The Project was successful in designing, disseminating and promoting among the public and private sector organizations a Gender Equity Model (GEM) intended to promote equal opportunities between men and women in access to employment, reduction in wage-gap, participation in training, professional development and participation in decision-making. The GEM, consists of a management system that can be voluntarily adopted by public or private firms to confirm their commitment to gender equity in the workplace. The GEM assists the firms in the process of reviewing their policies and practices in gender equity, and in re-organizing and defining mechanisms and corrective measures that guarantee equal work conditions for men and women. Between 2003 and 2004, 20 organizations successfully adopted the GEM; 20 more received the GEM Seal between 2004-2005; additionally, 17 firms completed the process by December 2005. The first 40 certified firms employ around 170,000 persons (47% women and 53% men), and belong

to different economic activities such as banking and finance, insurance, tourism, technology, manufacturing, pharmaceuticals, and commerce. The majority, 66% of the participants, come from the private sector including transnational and domestic firms; 33% are from federal and state organizations; the remaining are NGOs. A third of the private firms have more than 500 employees and two of them employ more than 30,000 persons each.

The design of the GEM involved an array of different activities, beginning with the definition and validation of “gender equity.” This definition was primarily based on the analysis of a sample of 20 private firms that volunteered their own information to contribute to the definition, which was then refined and validated through consultation with relevant public figures and gender experts. The Project designed all instruments and processes for the GEM since there were no previous examples in LAC, including: (i) a diagnostic of 20 firms to identify the model’s requirements and to define gender equity indicators; (ii) a consultation process through in-depth interviews with experts to agree on a standard of gender equity at the workplace; (iii) preparation of an implementation guide of the GEM for the firms; (iv) the design of the evaluation process that defined the steps to verify the implementation of the GEM and to grant the distinction; (v) instruments of the plan to support the implementation of the GEM consisting of a self-assessment methodology, gender alertness workshops design and materials; (vi) the hiring and training of an auditing firm to evaluate, verify, and certify whether the firms have fulfilled the requirements to receive the GEM Seal; (vii) the evaluation process to grant the GEM SEAL by a private certification firm; and (viii) the guidelines and rules for an independent evaluation committee.

Actual implementation was a time-consuming process that lasted around two years, in which the Project team worked jointly with the beneficiaries to achieve success. It began by identifying the firms eligible to participate in the GEM, and approaching them to explain the model. The Project also publicized the GEM in different publications and on the Internet. Invitations were sent to 400 firms and the Project staff visited all the firms that expressed interest in adopting the GEM. The Project worked with 20 firms in 2003-2004 and 20 more in 2005, along each one of the GEM’s steps: (i) an initial diagnostic; (ii) constant support and follow-up during implementation of the GEM; (iii) pre-auditing, and (iv) auditing by an independent certification firm, either to receive the seal or to continue working to reach standards. By the closing date in December 2005, a total of 57 private firms and public organizations have received the GEM Seal. The Decision Committee established in INMUJERES grants the GEM seal upon the evaluations and recommendations by the certification firm. The seal is valid for two years with a verification to be carried out one year after the seal was granted by the auditing firm, to guarantee that the firm is still complying with the requirements of the GEM.

The GEM has had very positive effects as reported by a survey carried out by the M&E team and corroborated during the ICR Closing Workshop with firms that have already adopted it. The firms declared that the implementation of the GEM has helped them to: (i) institutionalize a gender equity policy; (ii) identify and address their gender equity issues; (iii) assess the status of the organization and its policies on gender equity; (iv) establish a structure to organize, systematize and document the process; (v) increase awareness and engage the staff on gender equity (vi) establish actions and mechanisms to address needs of women and men for their professional and personal development in equal conditions; (vii) promote a climate of respect; (viii) improve communication mechanisms; (ix) integrate inclusion and diversity policies in their organizations' quality management systems; (x) provide better security and protection to the personnel, and (xi) improve their team work.

An important outcome that has contributed to the institutionalization of the GEM is that the Secretariat of Public Function has integrated the GEM into the Federal Law of Professional Service, which is mandatory for the entire federal public sector, to promote equal opportunities between men and women in recruitment,

career development opportunities, compensation and retention. In addition, the international dissemination of the GEM and its results has generated requests to replicate the model overseas by the Council of Ministries of Women of Central America (COMCA) comprised of the governments of Guatemala, Honduras, Costa Rica, El Salvador and Nicaragua. The Ministry of Women Affairs in Chile has also invited INMUJERES to present the GEM at its annual meetings.

Achievement of this component, taking into consideration the impressive outputs and benefits as well as externalities brought about by the GEM model, is rated as highly satisfactory.

4.3 Net Present Value/Economic rate of return:

Not applicable.

4.4 Financial rate of return:

Not applicable.

4.5 Institutional development impact:

High. The outcomes of the three Project's components described in section 4.2 shows that there has been a positive impact on gender institutions. The LIL has provided convincing evidence of the success of its methodologies and tools to mainstream gender in Mexico. The Project's results were particularly beneficial for INMUJERES, which started its operations almost at the same time as the LIL. Supportive arguments are presented below:

- a. The Project was instrumental in establishing new methodologies and tools to promote gender equity in communities and in the workplace, and to enhance women's access to economic opportunities. All interviewed stakeholders – FONAES, NAFIN, Secretary of the Public Function-- agreed that the experience with the technical assistance provided to productive organizations, and the methodologies prepared and tested by the CONVIVE Model and the GEM Model are highly valuable for ongoing policy discussions and future gender equity policies and programs.
- b. The CONVIVE Model already serves as a unique national experience on decentralizing decisions and resources to grassroots organizations to address gender disparities and violence in communities, while empowering women and enhancing their social capital. The work with women in the communities with high levels of unsatisfied basic needs, who were given the opportunity to make decisions regarding productive activities and technical assistance, has empowered them. Evidence from the M&E and Project closing evaluations documents the increase of women participation in decision-making, more equitable status of women in the family and the community, and enhanced self-esteem. In addition, combining the CONVIVE Program with leadership training, has had three main impacts: (i) strengthened capacity of CSOs and grassroots organizations to mainstream gender into their future projects; (ii) built up of social capital in CONVIVE Cities as a result of community participation in the CONVIVE Program, including in many cases local authorities; and (iii) methodologically, it demonstrated the importance of strengthening leadership capacity as a factor of success in CDD projects. The value of the CONVIVE Program as an input for policies in governance and gender equality has been clearly demonstrated, although additional arrangements have to be designed and implemented to scale up.
- c. The GEM model was very successful in Mexico and has been viewed with interest by other countries. Honduras, El Salvador and Nicaragua have requested support to replicate the GEM; Chile has also expressed its interest. This interest has opened an opportunity for the GoM to initiate the process for

converting the GEM into an International Workshop Agreement (IWA), which is an intermediate step prior to becoming an international norm.

- d. In Mexico the GoM has institutionalized the GEM as a normative instrument on gender policies for the Federal Government by delegating to INMUJERES the faculty to rule on this matter. The establishment of the GEM in the Professional Service Law within the Secretariat of the Public, to guarantee gender equity in federal agencies will have long-term impact on the effectiveness of human resource management. INMUJERES has housed the GEM to institutionalize the model as one of its regular functions to continue building partnerships with the private sector to adopt gender equity in labor practices which has been both innovative and successful.
- e. The Project helped strengthen the capacity of INMUJERES to integrate and make operational the project's gender approach focusing on gender relations and balance between men and women rather than on women only in its policies and programs. In addition, the Institute has gained knowledge and experience from the two Project's models for designing innovative interventions through partnerships with communities and the private sector that combine gender equity and governance-enhancement objectives.
- f. INMUJERES' dissemination of all the instruments developed and implemented under the LIL to other agencies will consolidate its role as the leading institution in Mexico to promote gender. It will also strengthen federal agencies capacity to plan, manage, implement and monitor gender equity interventions. INMUJERES has integrated principles and procedures of the methodologies of leadership training into its own training programs. In addition, the Ministry of Finance has recommended that new or to-be-revised guidelines of programs aimed at working with CSOs or productive groups should integrate the lessons learned from the LIL's methodologies.

5. Major Factors Affecting Implementation and Outcome

5.1 Factors outside the control of government or implementing agency:

None.

5.2 Factors generally subject to government control:

Change in National Government: The launch of the Project was seriously affected by the transition phase between political administrations. Shortly after the loan was negotiated and approved between the World Bank and the Government of Mexico in June 2000, a new political party won the presidential elections. The outgoing administration decided to postpone the loan signature until after the new administration took office. This decision, along with the change in the Project's implementing agency (see below), delayed the signature of the loan for 16 months. Consequently, the deadline for compliance with effectiveness conditions had to be extended until April 2002.

Change in Implementing Agency: The administration of President Vicente Fox, who took office on December 1st, 2000, decided to change the Project's implementing agency from SEDESOL to INMUJERES, which was created by the new government on March, 2001. This new agency was established as a decentralized entity directly under the President Office, which gave it a strong position within the new government. Since INMUJERES's functions were compatible with the Project's objectives and components, they did not change. However, they had to be adapted to the structure of this new agency. Moreover, it was necessary to modify the Project's implementation period from the original schedule, to January 2002 through December 2004.

Sources of Funding Change: During the first year of Project implementation, its budget was mistakenly classified as “federal budget” rather than “external loan.” This confusion, which took around six months to be resolved, delayed Project execution because it was not possible to have access to the budget. Once this situation was resolved it did not happen again.

5.3 Factors generally subject to implementing agency control:

Learning Process while Executing the Project: INMUJERES initiated its operations in March 2001 facing the responsibility to sign a new project and comply with effectiveness conditions. For a new institution without previous experience managing World Bank’s operations it was a challenge to coordinate simultaneously a variety of new programs and staff with the actions required to launch the Project. Thus, it took some time for the agency’s medium rank officers to take ownership of the Project and to learn the World Bank’s administrative and financial procedures required to execute the Project. This situation, together with the above-mentioned budgetary problems, caused delays in execution; as a result, the Project could not meet its operational target deadlines during the first year-and-a-half. The Project’s actions to provide institutional strengthening to INMUJERES helped to smooth this transition process. Once the Project Coordination Unit (PCU) was fully staffed and functional, the Project fulfilled its operational targets efficiently and effectively. However, due to the initial slow start to implementation, it was necessary to request a one-year extension to the Project’s closing date.

Qualified Human Resource Deployment and Management: The PCU staff, including the Project Coordinator, was very well qualified and for the most part, it has been with the Project from the beginning. This helped to speed the learning curve and to create an esprit-de-corp that facilitated the institutionalization of Project activities. The professionalism of the staff allowed for a very collegial work environment, which served as an incentive to attract highly qualified consultants and service providers to design and implement the different Project activities. All these factors contributed to a highly satisfactory implementation.

Use of Timely and Adequate Technical Assistance: The Project was highly receptive to, and quickly learned from, the technical assistance provided by the World Bank and NAFIN during the whole Project lifetime. Given the learning characteristics of the Project, this quick learning proved to be key for guaranteeing the Project’s good performance.

Participatory Monitoring & Evaluation Activities: The monitoring and evaluation activities carried out provided substantial and timely feedback information on the Project’s processes and outcomes to the PCU. The fact that the M&E system followed a participatory approach enhanced the effectiveness of this feedback by transmitting the opinions of beneficiaries and frontline providers to the Project’s direct executors and to higher decision-making levels.

5.4 Costs and financing:

The total cost of the Project, as estimated in the PAD, was US \$3.88 million, of which US \$3.06 million (79 percent) was funded by the World Bank’s loan, US \$0.71 million (18 percent) through the National Treasury, and the remaining US\$0.11 through the CONVIVE communities. By closing date on December 2005, 99% of the loan had been already disbursed. The GoM requested through NAFIN, the Project’s financial intermediary, a grace period, granted by the World Bank, to extend disbursement until April 2006. However, on March 15, 2006 the last disbursement was issued to fully use the loan.

6. Sustainability

6.1 Rationale for sustainability rating:

Highly Likely. The sustainability of the Project is rated as highly likely because of the quality of the sustainability program INMUJERES has sent to the World Bank, which consists of: (a) institutionalization of main policies, instruments and programs; (b) support provided to CSOs under the Project to continue executing key Project activities and/or have access to funding from other programs; and (c) the comprehensive integration of the two models processes and methodologies as learning instruments ready for replication. Currently, Inmujeres has already established a unit to continue implementing the GEM with its own federal budget. CONVIVE continues operating through the created community organizations, which in most cases have received additional financial aid. Moreover, the Mexican Government has requested the Bank to support a new project to continue promoting gender equity at the community level through small grants, technical assistance and leadership training, building on the experience of the CONVIVE Model.

- a. *Institutionalization.* In regard to institutionalization, there are already concrete agreements in place that demonstrate that the GoM and INMUJERES have political and institutional ownership of the Project outputs, namely: (i) The Public Function Secretariat has integrated the principles of the Gender Equity Model into the Professional Service Law, which guarantees equal opportunities in accessing the public sector based on professional merits for both genders and is mandatory for federal institutions; (ii) INMUJERES has requested the Secretary of Finance (SHCP) that all federal programs that will prepare or revise guidelines for community-based programs follow the Project's tested methodologies on integrating a gender approach in community-based interventions; and (iii) SHCP has endorsed preparation of a new project to promote gender equity at the community level, building upon the success of the CONVIVE Program, demonstrating the GoM's commitment to gender equity actions.
- b. *Sustainability in INMUJERES.* INMUJERES is already executing several actions to ensure Project sustainability. In relation to the GEM: (i) it has integrated the GEM within its regular functions and has a work program to continue the GEM in 2006, planning to enroll 50 more firms. For this purpose it has set up an administrative unit to operate the GEM staffed with the current Project's GEM specialists; (ii) it will support the Program to Institutionalize Gender into the Federal Public Administration by providing advice and training to federal agencies to integrate gender equity in its operations; (iii) given the requests from other countries in the region to replicate the GEM, INMUJERES will pursue the task of converting the GEM into an International Workshop Agreement, which is an intermediary stage in the process of converting the GEM into an international norm. In the case of the CONVIVE Model, INMUJERES has started the following activities: (i) it has provided additional technical assistance and funding to the 25 CSOs which have demonstrated the highest potential and interest in continuing work in community-based projects with a gender approach; 11 CSOs have already gained legal status thanks to this support; (ii) the 36 CSOs that already had legal status or upgraded their status as a result of the CONVIVE Model, are in the process of obtaining federal or other funding; (iii) it has designed a dissemination strategy for all the methodologies prepared and tested under the community-based component to be distributed among federal, state and municipal agencies including: (a) the Technical Assistance Handbook with a gender perspective; (b) the Guidelines for the Social Community Promoter; (c) the book: Community Experiences of Organized Women under CONVIVE and Generosidad Lessons Learned; (d) training methodologies such as leadership training have already been incorporated into INMUJERES's training strategy.
- c. *Learning Instruments.* The Project prepared a sustainability plan in which all Project outputs will be released to the public. A book based on the lessons learned from the Project prepared by the M&E

team has been published in December 2005. In addition, INMUJERES will release three books and a handbook of the methodologies and experiences of the CONVIVE Program in 2006. All of the Project's follow-up activities already have a budget allocation at INMUJERES, which guarantees their financial sustainability.

6.2 Transition arrangement to regular operations:

Section 6.1 already explains the arrangement to transition the Project to regular operations. Specifically discussed is the integration of the GEM as a regular INMUJERES program and the adoption of the gender equity program by federal institutions under the Public Function Secretariat.

7. Bank and Borrower Performance

Bank

7.1 Lending:

Satisfactory. The World Bank's performance in the identification, preparation, and appraisal of the Project was satisfactory. The identification process focused on addressing critical gaps and opportunities for introducing gender equity methodologies into public policies and programs. Preparation was carried out with broad participation of NGOs and delivered the LIL in a timely manner. The Project's consistency with the GoM's development priorities and the World Bank's CAS was solid. In addition, the World Bank acknowledged potential risks with clarity and sought to work out mitigating actions. Technical assistance introduced state-of-the-art expertise into Project design, with lessons learned from reforms in other countries, providing for flexibility and responsiveness to local needs. During preparation and appraisal, the World Bank took into account the adequacy of Project design in all major relevant aspects. Investments in equipment were focused, narrowed and adapted to proper requirements. Finally, the World Bank, promptly reviewed and evaluated the transfer of the implementing agency to INMUJERES.

7.2 Supervision:

Satisfactory. Throughout the execution of the Project, the World Bank's supervision provided technical support and built a solid partnership with the borrower. There was a high degree of continuity in task management – the same task manager was in place from the beginning of the implementation Project period until the end of the Project. World Bank technical assistance helped to overcome operational challenges throughout Project implementation from the start, for instance, by helping INMUJERES to comply with the loan effectiveness conditions and Project launching; technical assistance was particularly intense during the first implementation year in order to fully establish the PCU. This support helped the PCU to overcome the learning curve, as proved by the trend in disbursement growth, the quality of financial management, which the Financial Specialists rated as highly satisfactory, and the clean audit reports. Senior officials in NAFIN concurred with the quality of Bank's assistance as confirmed during interviews carried out during ICR preparation. They stated that the technical assistance provided by World Bank staff had a positive impact on Project implementation from operational procedures to financial and social aspects. Over the four years of Project implementation, there were 15 supervision missions, with an average of 3 missions per year. World Bank teams included specialists in gender and social analysis, evaluation systems, institutional development, operations processing, financial management and procurement. External consultants were used to provide support on specific aspects including international experts on gender mainstreaming who shared their experiences with the PCU and INMUJERES staff. The World Bank also responded to the reassured commitment and efforts made by the PCU and INMUJERES to successfully complete its implementation by granting one closing extension to the Project. Finally, the

World Bank organized, funded and executed two beneficiary workshops to evaluate the GEM and the CONVIVE Model as part of the closing process, in order to conduct a beneficiaries' survey and to gather further feedback on the Project's performance. These two events provided a forum for the beneficiaries to exchange experiences of achievements and challenges. In addition, the Project's stakeholders had the opportunity to further their knowledge on the Project and its outcomes, and to provide recommendations to INMUJERES and the World Bank for follow-up of the Project's activities. The participation of representatives from institutions such as BANSEFI, the Ministry of Economy, FONAES, the Office the President and municipal authorities in the workshops were very useful to further disseminate Project's outcomes.

7.3 Overall Bank performance:

Satisfactory. Overall, the Bank performance was satisfactory during Project preparation, appraisal and implementation.

Borrower

7.4 Preparation:

Satisfactory. The Borrower's performance during the preparation of the Project was satisfactory. The Borrower displayed the required level of commitment to Project objectives and adequately addressed the design of all major aspects. Several studies and consultations were carried out including a major stakeholders workshop to incorporate civil society and specialists into the Project design. SHCP and NAFIN participated in Project design and made a firm commitment to securing needed financing and all other arrangements required to launch the Project. The new Government fully collaborated to make all the necessary arrangements required to change the implementing agency and sign the loan documents. In addition, the conditions set forth for effectiveness were resolved in a timely and proper way.

7.5 Government implementation performance:

Highly Satisfactory. Government commitment, and institutional ownership were key for the Project implementation performance. The political support and autonomy granted to INMUJERES gave the Project leverage to introduce and scale-up gender equity interventions generated by the Project into federal agencies and link its activities to state women's institutions. One critical factor that contributed to the success of the Project was the authorization by SHCP, to allow INMUJERES to make direct transfers to CSOs, which is seldom granted. This permitted CSOs to directly execute their projects by relying on social control, transparency and due process in using the grants, which promoted ownership. In addition, SHCP and NAFIN accompanied the PCU during Project implementation, including World Bank missions, and helped to bridge the gaps between the World Bank and GoM procedures. Lastly, after sorting out the problem of counterpart funding in the first year of the Project, the Project was always able to count on adequate and timely funding.

7.6 Implementing Agency:

Highly Satisfactory. INMUJERES, and particularly its PCU, satisfactorily overcame the learning period; loan processing, auditing, procurement, disbursements, agreements and reporting were complied within the expected time-frame as were all the products and deliverables agreed upon in the annual operation plans. The Project Coordinator's management style promoted team participation in decision-making. The PCU established clear job descriptions and accountability frames, which facilitated teamwork between the staff and counterpart consultants. Regular meetings were held with Project and INMUJERES senior

management to address issues arising during implementation. Difficult tasks were addressed creatively; for instance to identify mechanisms and obtaining SHCP's endorsement to directly provide transfers to the grass-root organizations without legal status. The institutional arrangements and accountability mechanisms designed by INMUJERES to transfer funds to the CSOs proved to be very successful; there were no default cases, mismanagement or incomplete tasks arising from these organizations. Despite the lack of previous experiences in forging partnerships with private firms, the Project was very successful in convening a substantial number of firms to participate in the Gender Equity Model and creating lasting partnerships with them.

External financial audits confirmed the appropriate use and application of loan funds, as well as the satisfactory implementation of the audit recommendations from the World Bank's financial specialist. Review of procurement processes carried out during Project implementation showed satisfactory results. Legal covenants were respected and implemented. An independent procurement consultant carried out a review of subprojects accounts and corroborated they were in compliance with World Bank's regulations. The Project's Finance Specialist rated the Project's financial execution as highly satisfactory during the last year of implementation.

7.7 Overall Borrower performance:

Highly Satisfactory. The overall performance of the Borrower was *highly satisfactory*.

8. Lessons Learned

As a learning and innovation loan, the Project contributed to the enrichment of Mexico's gender work. The project developed methodological elements that were very useful in the discussions on how to mainstream gender equity into public policies in the region; the two models tested developed a set of instruments, manuals, methods and processing that can be easily adapted and replicated in other countries. This process also contributes to the Bank's knowledge in promoting gender equity as a factor of success in development policy, as explained below:

- a. The CONVIVE Model showed that incorporating a gender approach can enhance the quality and results of CDD interventions, therefore increasing investment payoffs. CONVIVE subprojects, for instance, increased investments yields, as measured by assets created and services delivered.
- b. The GEM demonstrated that the private sector is willing to incorporate a gender equity approach as a means of corporate responsibility that also has positive results within the firms' labor environment. Guatemala, Nicaragua and Chile have already requested technical assistance to adopt this model and INMUJERES is promoting the GEM to become an IWA, which is a first step to become an international norm.
- c. These two results indicate that there is an opportunity for the Bank to promote self-standing gender equity projects within communities and the private sector with the main objective of creating a new approach and the behavioral changes that are required to address gender bias for the establishment of a more inclusive development model.

8.1 Technical approach

Gender mainstreaming based on a gender equity approach. The LIL promoted a gender approach that values and accepts gender differences between men and women and the diverse roles they play in society, while at the same time combating stereotypes that degrade individuals and hinder the benefits that gender

collaboration produces. This perspective, as tested by the LIL in different cultural environments, is less confrontational and therefore more likely to build support for gender equity promotion, as demonstrated by the success of the Project's two models; the CONVIVE and the GEM. The participation by both men and women in the identification of gender issues and in the design and implementation of mechanisms and actions to address them, largely contributed to these models' success.

Social analysis and stakeholders consultation. The preparation of a social analysis, comprising quantitative and qualitative methods, was very useful in designing the components' instruments, particularly in selecting the Convive Cities. This proved useful in implementing the project nation-wide at a low cost and with a friendly-process for the private sector to incorporate and accept the GEM within their organizational structures. This analysis and the stakeholder consultations also helped to promote beneficiaries' ownership and build public legitimacy for the Project. Quantitative and qualitative data also provided a base-line reference for the establishment of the M&E System and the learning process.

The design of tools and techniques are critical factors to mainstream gender. A significant contribution of the LIL was the design of methods, instruments, and the training of specialists for the CONVIVE and the GEM models, as: (i) They comprised training materials with step by step methods and guidelines to assist communities and firms in pursuing the goal of gender equity; (ii) all of the methods and materials used in male and female leadership building and the technical assistance with a gender perspective emphasized consultation and participation, which facilitated the integration of gender equity. In addition, the beneficiaries' appropriation of this knowledge gave them the opportunity to build their own process for transforming gender relations while learning from the advice of gender experts. This process has had a multiplier effect that continues to generate good results.

To achieve concrete results and provide opportunities for replication facilitates gender mainstreaming. Two conditions are critical for scaling up pilot methodologies: (i) to show positive effects on the areas in which the methodologies are being applied; and (ii) to be able to replicate these results in different contexts. Both of these conditions are met by the GEM, which has had positive effects on human resource management, organizational climate, and integrates the process within the structure of the firms at a reduced cost. These positive effects have proved to be incentives for additional private firms to embrace this model. The adoption of the GEM by firms of various sizes, activities and geographical locations, indicates the great potential for replication of this approach with a minimum of adaptation.

Gender is a quality-enhancement instrument. The Project demonstrated that gender equity is a factor that can contribute to the quality of a project because it enhances beneficiary performance by focusing on their own advantages while facilitating collaboration among men and women. For example:

- i. When a gender perspective is integrated into technical assistance for productive projects, it increases women's access to productive opportunities, including access to credit, and the sustainability of their productive projects. As discussed previously, the gender perspective gives women the confidence and ability to decide, negotiate and control how to use the resources to achieve their productive goals. It makes women aware of their own knowledge and capacities, developing self-confidence as a factor of success.
- ii. The combination of training on gender awareness and technical assistance under a gender equity perspective proved to be highly favorable for reducing potential conflicts to women's empowerment. Women's new responsibilities from carrying out productive activities have the potential to conflict with their traditional roles. Training in gender biases provided them with the tools to harmonize and negotiate their responsibilities and decisions in these two spheres. Likewise, training male and female

leaders reduced tensions and increased understanding between genders.

- iii. Integrating a gender approach in community-based interventions benefits both women and their organizations. The CONVIVE Model not only promoted the participation of women, it also provided support during the project cycle, helping them to respond to execution difficulties and solving conflicts within the organization. This process not only empowered women but also encouraged them to broaden the scope of activities and to pursue additional goals.

Technical assistance that is collaborative, participatory, continuous, and covers the entire women groups' capacity building process proved to be effective in strengthening both women's organizations and their productive projects. Before the LIL, many women in the project's area, including those who had credit, did not receive technical assistance and their projects had either low productivity, were unsustainable, or both, resulting in a burden rather than an alternative. The situation improved when the Project provided technical assistance tailored to women groups' needs and challenges.

Gender awareness training, combined with leadership training, allows women and men to address power issues entailed in gender disparities. Because leadership training deals with the exercise of power and provides skills for human interaction it provides the elements to understand, identify and address gender inequalities. By enhancing women's self-esteem and potential, leadership training facilitates the process of women's empowerment and men's understanding of the advantages of this process.

Working with grassroots or community based-organizations on gender has a positive effect on their own ability and on their communities by strengthening social capital and their capacity to promote communities to discuss gender inequalities in a peaceful manner. By including organizations without legal status, the CONVIVE model increased the opportunities for community-based interventions, to address gender issues from a social perspective that promoted solidarity rather than confrontation, empowering organizations and community's social capital.

Partnerships with the private sector to mainstream gender equity are feasible when the firms have options to participate and lead the process of change and receive permanent advice to implement the model from the Project staff. The GEM followed these two principles and was able to attract an important number of firms (57 in three years promotion) to participate in the model and earn their accreditation. These two principles enhanced the firms' ownership of the GEM; they could move ahead at their own pace and make informed decisions along the process. The firms requested and received constant advice on how to implement the model and had easy access to the Project certification specialists who helped to build trust and ease the GEM implementation process.

8.2 Implementation

Through permanent and sound technical assistance, an organization with no previous experience in implementing World Bank projects can learn and succeed in their management. INMUJERES was a new institution in the process of establishing itself in the complex Mexican federal government administration and accepted the challenge of executing a World Bank project for the first time. The establishment of a capable PCU with good staff to execute the LIL adhering to the World Bank and the federal administration's rules, proved to be a challenging learning process. However, the technical assistance provided by the World Bank, NAFIN and other government agencies, substantially reduced the learning process period and helped to improve PCU's performance.

The schedule of project activities during project design should take into consideration the learning

curves of agencies without previous experience in managing World Bank projects. Since the capacity building process takes time, project activities should be programmed according to the real time required for the agency to acquire the capacity to operate the project, and not be overly optimistic. Although INMUJERES managed the delivery of outputs within the project's time-frame, it could have benefited from additional time to plan the project's interventions in greater detail.

Diagnostic studies of potential beneficiaries improved targeting and ownership. The Project was able to identify the areas in which the Project could have the most impact by conducting extensive studies on the socioeconomic characteristics of the population to be served, and their needs in terms of the project intervention. The selection of the CONVIVE Cities, the establishment of combined programs and the design and operation of the M&E system with a participatory approach facilitated project execution and enhanced the project's outcomes. In GEM design, a sample of firms willing to participate facilitated the definition of issues to address and priorities identification building on their own experience.

Performance evaluations are critical especially in learning efforts. The fact that the Project had a participatory monitoring and evaluation system enhanced its efficiency and effectiveness. The timely feedback from the M&E system permitted corrections during the operation of the project and allowed for the extraction of lessons learned from the project implementation process and outcomes.

In the case of Pilot projects, sustainability activities should be supported by the Project. Although INMUJERES prepared a sustainability plan, the project could have assisted INMUJERES to actively incorporate project activities within its regular programs and broaden support to community-based subprojects.

Gender mainstreaming projects that partner with other agents such as communities and firms could be highly effective. The fact that the LIL partnered with communities and firms increased the human and financial resources available, thus, improving the project's cost effectiveness. With the 600,000 dollars invested in the CONVIVE Program, the LIL benefited about 10,000 persons. Likewise, the 600,000 dollars invested in the GEM enhanced the organizational climate of 40 firms comprising 174,000 employees.

Major issues: Major issues identified during implementation are the following: In regards to Convive: (i) the limited influence and lack of coordination with financial institutions lowered the possibility to finance a greater number of women's projects; (ii) subproject selection criteria should be refined to better allocate grants; (iii) it was not always possible to engage local authorities to support the project. In regards to the GEM: (i) demand driven process should be more strategic to attract firms from sectors with greater impact on gender equity; (ii) insufficient resources to disseminate the GEM in mass-media was perceived as a drawback by private firms; (iii) it is necessary to split the cost of certification with the private sector to reach more firms in strategic sectors. Generosidad was a pilot project, to achieve the cultural changes necessary to promote gender equity at national level, it is necessary to scale up the project.

9. Partner Comments

(a) Borrower/implementing agency:

Provided by the Borrower in December, 2005.

Con el Proyecto Generosidad se diseñaron, probaron y evaluaron dos modelos para promover la equidad de Género.

El Modelo CONVIVE en el ámbito comunitario probó ser un instrumento de intervención eficaz para la generación y/o el desarrollo de organizaciones comunitarias que toman en cuenta la perspectiva de género y la pluralidad, promoviendo una sana convivencia y apoyando la gobernabilidad. Por medio de la acción de capacitación a líderes se probó una metodología que abre un espacio comunitario a la discusión de los temas de género, como los roles de mujeres y hombres o la violencia intrafamiliar. Además la asistencia técnica y capacitación para proyectos productivos demostró su importancia como elemento necesario para el desarrollo de microempresas de mujeres, que debe ir acompañado al financiamiento.

El Modelo de Equidad de Género, MEG, es un instrumento innovador que sumó las bondades de los sistemas de gestión con los aprendizajes en materia de equidad de género en el trabajo, para diseñar una serie de metodologías integradas que hacen posible insertar la agenda de género en los modelos administrativos de las empresas privadas, de los gobiernos, de las organizaciones de la sociedad civil y de las universidades. El MEG además estableció un incentivo denominado “Distintivo en Equidad de Género” que es otorgado a las organizaciones que demuestran haber incluido un compromiso a favor de la igualdad de género en sus operaciones regulares, después de una evaluación calificada e imparcial. Al cierre del Proyecto 57 organizaciones de diferentes tipos contaban con el “Distintivo”

La implementación del Proyecto inició junto con el desarrollo y consolidación del Inmujeres. En este proceso el apoyo del Banco fue muy importante para acelerar la curva de aprendizaje que permitiera a la Unidad Coordinadora del Proyecto y a las diferentes áreas del Instituto que se cumplieran y rebasaran la metas y se generarán importantes aprendizajes.

El Modelo CONVIVE generó importantes aprendizajes en sus diferentes acciones. Por haber probado su eficacia se han publicado metodologías para: i) la promoción comunitaria con equidad de género, ii) la asistencia técnica y capacitación en proyectos productivos con equidad de género, y iii) la promoción de liderazgos con equidad de género. El Instituto esta promoviendo estas publicaciones para que sean utilizados por instituciones con programas sociales en los niveles federal y estatal. Estas metodologías están siendo utilizadas por el Inmujeres en sus operaciones regulares.

El Modelo de Equidad de Género, se ha convertido en un programa regular que se ha sumado a los elementos de la política de equidad de género del Gobierno Federal de México, se ha establecido un equipo para su instrumentación con recursos suficientes y con metas definidas. Además se continúan con la promoción internacional del MEG para que su metodología sea transferida, en una primera fase, a países de Centroamérica. Para que posteriormente se promueva como norma de carácter internacional.

El apoyo del Banco Mundial fue muy positivo para el desarrollo adecuado del Proyecto con asistencia técnica en diversos temas, asesoría para el diseño de términos de referencia, capacitación, y apoyo para todos los procedimientos administrativos, financieros y de adquisiciones, entre otros. En este sentido el apoyo del Banco fue un plus para el desempeño altamente satisfactorio del Proyecto.

El proceso de diseño, instrumentación, evaluación y cierre del Proyecto fortaleció al Inmujeres, ya que sus productos y metodologías son y seguirán siendo útiles para la promoción de la equidad de género, que podrán ser replicadas en otros escenarios. Con esta intención y derivado de los excelentes resultados el Inmujeres preparó el “Libro Blanco del Proyecto Generosidad” que documenta las diferentes acciones, resultados y aprendizajes de los cuatro años de ejecución.

(b) Cofinanciers:

Not applicable.

(c) Other partners (NGOs/private sector):

Not applicable.

10. Additional Information

A. The Bank's ICR Team consisted of the following members:

Maria Elena Castro, Sr. Social Scientist, Task Team Leader
Andrew Morrison, Lead Economist PRMGE
Teresa Roncal, Operations Analyst
Olympia Icochea, Human Development Specialist, Consultant

B. List of Task Team Leaders of the Project in chronological order:

Maria Valeria Pena, Lead Sociologist
Maria Elena Castro, Sr. Social Scientist, Task Team Leader

C. List of people interviewed for the ICR:

The ICR preparation included an on-site visit to Mexico during November 14-25, 2005. This visit enabled the attendance to the beneficiaries and stakeholders' workshops and the conduction of in-depth interviews with different stakeholders closely related to the Project during its various phases. Included here were:

INMUJERES:

Patricia Espinosa, President of INMUJERES
Esperanza Morelos, General Director of Planning – INMUJERES
UCP:
Luis Barba, Project Coordinator – INMUJERES
Eva Ramirez, Project Evaluation Specialist – INMUJERES
Ruben Araujo, Project Community Development Specialist – INMUJERES
Diana Laura Arjona, CONVIVE Program Operator
Eduardo Baeza, Project Consultant

GoM Partners:

Timoteo Harris, International Director – NAFIN
Sergio Camacho, General Director of Administration – Secretary of Public Function
Carolina Morales, Coordinator of Productive Development for Women - FONAES

Former authorities:

Francisco Cos, former Director of Planning --INMUJERES

People interviewed in Washington DC or abroad included:

Maria Elena Castro, WB Sr Social Scientist and current Project Task Manager

Annex 1. Key Performance Indicators/Log Frame Matrix

Outcome / Impact Indicators:

Indicator/Matrix	Projected in last PSR ¹	Actual/Latest Estimate
Increase by 15% in women's participation in FONAES productive projects by EOP in the project's intervention areas.	15%	59%

Output Indicators:

Indicator/Matrix	Projected in last PSR ¹	Actual/Latest Estimate
Key management and technical personnel trained to incorporate a gender equity approach in INMUJERES.	100%	100%
Community leaders trained on the relationship between gender and development.	100 (30 men, 70 women)	434 (145 men, 289 women)
Certifications program designed and implemented.	40	57
Number of communities in which Fondo CONVIVE and productive subprojects have been implemented together.	40	69

¹ End of project

Annex 2. Project Costs and Financing

Project Cost by Component (in US\$ million equivalent)

Component	Appraisal Estimate US\$ million	Actual/Latest Estimate US\$ million	Percentage of Appraisal
1. Institutionalization of Gender Approach in Poverty Alleviation Programs	1.12	1.05	94
2. Community-Based Gender Development	1.82	1.66	91
3. Gender Awareness	0.91	0.84	92
2. Community-based Gender Development			
Total Baseline Cost	3.85	3.55	
Total Project Costs	3.85	3.55	
Front-end fee	0.03		
Total Financing Required	3.88	3.55	

Project Costs by Procurement Arrangements (Appraisal Estimate) (US\$ million equivalent)

Expenditure Category	Procurement Method ¹			N.B.F.	Total Cost
	ICB	NCB	Other ²		
1. Works	0.00 (0.00)	0.00 (0.00)	0.00 (0.00)	0.00 (0.00)	0.00 (0.00)
2. Goods	0.00 (0.00)	0.00 (0.00)	0.20 (0.17)	0.00 (0.00)	0.20 (0.17)
3. Services Consultants Services and Training	0.00 (0.00)	0.00 (0.00)	2.62 (2.24)	0.00 (0.00)	2.62 (2.24)
4. Miscellaneous Grants for CONVIVE Program	0.00 (0.00)	0.00 (0.00)	0.69 (0.63)	0.00 (0.00)	0.69 (0.63)
5. Operating Costs	0.00 (0.00)	0.00 (0.00)	0.00 (0.00)	0.33 (0.00)	0.33 (0.00)
6. Front-end Fee	0.00 (0.00)	0.00 (0.00)	0.03 (0.03)	0.00 (0.00)	0.03 (0.03)
Total	0.00 (0.00)	0.00 (0.00)	3.54 (3.07)	0.33 (0.00)	3.87 (3.07)

Project Costs by Procurement Arrangements (Actual/Latest Estimate) (US\$ million equivalent)

Expenditure Category	Procurement Method ¹			N.B.F.	Total Cost
	ICB	NCB	Other ²		
1. Works	0.00 (0.00)	0.00 (0.00)	0.00 (0.00)	0.00 (0.00)	0.00 (0.00)
2. Goods	0.00 (0.00)	0.00 (0.00)	0.20 ()	0.00 (0.00)	0.20 (0.00)

3. Services	0.00	0.00	2.29	0.00	2.29
Consultants Services and Training	(0.00)	()	(0.00)	(0.00)	(0.00)
4. Miscellaneous	0.00	0.00	0.62	0.00	0.62
Grants for CONVIVE Program	(0.00)	(0.00)	(0.00)	(0.00)	(0.00)
5. Operating Costs	0.00	0.00	0.00	0.33	0.33
	(0.00)	(0.00)	(0.00)	(0.00)	(0.00)
6. Front-end Fee	0.00	0.00	0.00	0.03	0.03
	(0.00)	(0.00)	(0.00)	(0.00)	(0.00)
Total	0.00	0.00	3.11	0.36	3.47
	(0.00)	(0.00)	(0.00)	(0.00)	(0.00)

^{1/} Figures in parenthesis are the amounts to be financed by the Bank Loan. All costs include contingencies.

^{2/} Includes civil works and goods to be procured through national shopping, consulting services, services of contracted staff of the project management office, training, technical assistance services, and incremental operating costs related to (i) managing the project, and (ii) re-lending project funds to local government units.

Project Financing by Component (in US\$ million equivalent)

Component	Appraisal Estimate			Actual/Latest Estimate			Percentage of Appraisal		
	Bank	Govt.	CoF.	Bank	Govt.	CoF.	Bank	Govt.	CoF.
1. Institutionalization of Gender Approach in Poverty-Alleviation Programs	0.88	0.24		0.88	0.24		100.0	100.0	
2. Community-based Gender Development Institutional Strengthening	1.46	0.25	0.11	1.38	0.35		94.5	140.0	0.0
3. Gender Awareness	0.69	0.22		0.78	0.06		113.0	27.3	
Front-end fee	0.03	0.00		0.03			100.0	0.0	
TOTAL	3.06	0.71	0.11				0.0	0.0	0.0

TOTAL

Annex 3. Economic Costs and Benefits

Not applicable.

Annex 4. Bank Inputs

(a) Missions:

Stage of Project Cycle	No. of Persons and Specialty (e.g. 2 Economists, 1 FMS, etc.)		Performance Rating		
	Month/Year	Count	Specialty	Implementation Progress	Development Objective
Identification/Preparation					
	09/10/1999	2	TASK MANAGER (1) SOCIAL SECTOR SPECIALIST (1)		
	11/08/1999	10	TASK MANAGER (1); SOCIAL SCIENTIST (1); PROCUREMENT ANALYST (1) SOCIAL SECTOR SPECIALIST (1); OPERATION ANALYST (1); CONSULTANTS (5)		
Appraisal/Negotiation					
	01/31/2000	6	TASK MANAGER (1); SOCIAL SCIENTIST (1); PROCUREMENT ANALYST (1) SOCIAL SECTOR SPECIALIST (1); OPERATION ANALYST (1); CONSULTANTS (5)		
	05/15/2000	10	TASK MANAGER (1); SENIOR COUNSEL (1); REGIONAL FINANCIAL MANAGEMENT ADVISOR (1); DISBURSEMENT OFFICER (1); SOCIAL SECTOR SPECIALIST (1); FINANCIAL MANAGEMENT SPECIALIST (1); PROCUREMENT ANALYST (1); OPERATION ANALYST (1); CONSULTANTS (2)		
Supervision					
	05/07/2001	2	TASK MANAGER (1); GENDER SECTOR MANAGER;	S	S
	8/28/2001	4	TASK MANAGER (1); PROCUREMENT ANALYST (1); FINANCIAL MANAGEMENT SPECIALIST (1); CONSULTANT (1)	S	S
	04/19/2002	4	TASK MANAGER (1); FINANCIAL MGMT. SPEC (1); CONSULTANT (1); PROCUREMENT (1)	S	S
	04/19/2002	3	TASK TEAM LEADER (1); PROJECT ANALYSIS (1);	S	S

ICR	08/02/2002	2	PROJECT DESIGN (1) TASK MANAGER (1); GENDER SPECIALIST (1)	S	S
	08/19/2003	2	TASK TEAM LEADER (1); FINANCIAL MANAGEMENT S (1)	S	S
	06/30/2004	1	TASK TEAM LEADER (1)	S	S
	09/13/2004	4	TEAM LEADER (1); OPERATION ANALYST (1); GENERAL OPERATIONS (1); EVALUATION AND GENDER (1)	S	S
	11/14/2005	3	TASK MANAGER (1); GENDER SPECIALIST (1); CONSULTANT (1)		

(b) Staff:

Stage of Project Cycle	Actual/Latest Estimate	
	No. Staff weeks	US\$ ('000)
Identification/Preparation	24.77	68.44
Appraisal/Negotiation	12.39	34.22
Supervision	55.30	178.69
ICR	5.02	18.06
Total	97.48	299.41

Annex 5. Ratings for Achievement of Objectives/Outputs of Components

(H=High, SU=Substantial, M=Modest, N=Negligible, NA=Not Applicable)

	<u>Rating</u>				
<input type="checkbox"/> <i>Macro policies</i>	<input type="radio"/> H	<input type="radio"/> SU	<input type="radio"/> M	<input type="radio"/> N	<input checked="" type="radio"/> NA
<input type="checkbox"/> <i>Sector Policies</i>	<input checked="" type="radio"/> H	<input type="radio"/> SU	<input type="radio"/> M	<input type="radio"/> N	<input type="radio"/> NA
<input type="checkbox"/> <i>Physical</i>	<input type="radio"/> H	<input type="radio"/> SU	<input type="radio"/> M	<input type="radio"/> N	<input checked="" type="radio"/> NA
<input type="checkbox"/> <i>Financial</i>	<input type="radio"/> H	<input type="radio"/> SU	<input type="radio"/> M	<input type="radio"/> N	<input checked="" type="radio"/> NA
<input type="checkbox"/> <i>Institutional Development</i>	<input checked="" type="radio"/> H	<input type="radio"/> SU	<input type="radio"/> M	<input type="radio"/> N	<input type="radio"/> NA
<input type="checkbox"/> <i>Environmental</i>	<input type="radio"/> H	<input type="radio"/> SU	<input type="radio"/> M	<input type="radio"/> N	<input checked="" type="radio"/> NA

Social

<input type="checkbox"/> <i>Poverty Reduction</i>	<input type="radio"/> H	<input checked="" type="radio"/> SU	<input type="radio"/> M	<input type="radio"/> N	<input type="radio"/> NA
<input checked="" type="checkbox"/> <i>Gender</i>	<input checked="" type="radio"/> H	<input type="radio"/> SU	<input type="radio"/> M	<input type="radio"/> N	<input type="radio"/> NA
<input checked="" type="checkbox"/> <i>Other (Please specify)</i>	<input checked="" type="radio"/> H	<input type="radio"/> SU	<input type="radio"/> M	<input type="radio"/> N	<input type="radio"/> NA
<i>Community Development</i>					
<input type="checkbox"/> <i>Private sector development</i>	<input checked="" type="radio"/> H	<input type="radio"/> SU	<input type="radio"/> M	<input type="radio"/> N	<input type="radio"/> NA
<input type="checkbox"/> <i>Public sector management</i>	<input checked="" type="radio"/> H	<input type="radio"/> SU	<input type="radio"/> M	<input type="radio"/> N	<input type="radio"/> NA
<input type="checkbox"/> <i>Other (Please specify)</i>	<input type="radio"/> H	<input type="radio"/> SU	<input type="radio"/> M	<input type="radio"/> N	<input type="radio"/> NA

Annex 6. Ratings of Bank and Borrower Performance

(HS=Highly Satisfactory, S=Satisfactory, U=Unsatisfactory, HU=Highly Unsatisfactory)

6.1 Bank performance

Rating

- | | | | | |
|--------------------------------------|-------------------------------------|------------------------------------|-------------------------|--------------------------|
| <input type="checkbox"/> Lending | <input type="radio"/> HS | <input checked="" type="radio"/> S | <input type="radio"/> U | <input type="radio"/> HU |
| <input type="checkbox"/> Supervision | <input checked="" type="radio"/> HS | <input type="radio"/> S | <input type="radio"/> U | <input type="radio"/> HU |
| <input type="checkbox"/> Overall | <input checked="" type="radio"/> HS | <input type="radio"/> S | <input type="radio"/> U | <input type="radio"/> HU |

6.2 Borrower performance

Rating

- | | | | | |
|--|-------------------------------------|------------------------------------|-------------------------|--------------------------|
| <input type="checkbox"/> Preparation | <input type="radio"/> HS | <input checked="" type="radio"/> S | <input type="radio"/> U | <input type="radio"/> HU |
| <input type="checkbox"/> Government implementation performance | <input checked="" type="radio"/> HS | <input type="radio"/> S | <input type="radio"/> U | <input type="radio"/> HU |
| <input type="checkbox"/> Implementation agency performance | <input checked="" type="radio"/> HS | <input type="radio"/> S | <input type="radio"/> U | <input type="radio"/> HU |
| <input type="checkbox"/> Overall | <input checked="" type="radio"/> HS | <input type="radio"/> S | <input type="radio"/> U | <input type="radio"/> HU |

Annex 7. List of Supporting Documents

1. Project Appraisal Document for a Gender Equity Project, dated May 26, 2000 (Report No 20041-ME)
2. Loan Agreement for the Gender Equity Project, dated October 25, 2001 (loan number 7022-ME.)
3. Aide Memoirs, Back-to-Office Reports and Implementation Status Reports.
4. Project's documents: (i) Preliminary Report of Outcomes, Performance and Lessons Learnt of the Project Component one; (ii) "Promoting the Gender Equity in Communities: The CONVIVE Model"; and (iii) Experiences in the Promotion of Gender Equality; (iv) Sustainability Plan for the Generosidad Project.
5. Borrower's comments to the ICR, February 22, 2006, included in Section 9.
6. Borrower's Evaluation Report included in Annex 8
7. Consultant Report on Impact Analysis of the Generosidad Project.

Annex 8. Beneficiary Survey Results

El proyecto Generosidad fue una iniciativa de aprendizaje e innovación (LIL) acordada entre el Gobierno de México y el Banco Mundial. Los objetivos fueron:

- Realizar estudios de investigación sobre las condiciones de vida de las mujeres, especialmente de quienes viven en condiciones de pobreza,
- Desarrollar acciones de base comunitaria para promover la igualdad de oportunidades para hombres y mujeres con estabilidad social, respeto al género, y origen étnico.
- Fomentar la sensibilización de la sociedad sobre las relaciones de equidad entre hombres y mujeres.
- Promover la incorporación de políticas de equidad de género en organizaciones públicas y privadas a través de un programa de certificación en equidad de género.

En la instrumentación del proyecto se lograron todos los objetivos considerados en los indicadores clave de desempeño como se da cuenta en la siguiente tabla.

INDICADORES CLAVE DE DESEMPEÑO			
Indicador	Metas alcanzadas	Meta definida para el final del Programa	Observaciones
Indicadores de la Parte A: Institucionalización del Enfoque de Género en el Alivio de los Programas para la Pobreza.			
Capacitar a los mandos medios y superiores del Inmujeres, en el diseño, formulación, gestión y evaluación de proyectos con enfoque de género.	66.10%	100%	Se elaboró la Propuesta Metodológica y el Programa de los talleres. Por acuerdo institucional se determinó que la capacitación del personal del Instituto recaería en la Dirección de Capacitación interna; por lo que no fue necesario proseguir con el programa de capacitación del Proyecto.
Indicadores de la Parte B: Comunidad Basada en Desarrollo de Género.			
Incremento de mujeres participantes en proyectos productivos de FONAES	<p>1. Incrementos dentro del gpo de 117 asistidos:</p> <p>a. En apoyos de Fonaes= 162.5%</p> <p>b. En total de apoyos: 58%</p> <p>2. Incremento en el Universo de localidades atendidas:</p> <p>a. En apoyos de Fonaes: 59%</p> <p>b. En total de apoyos= 24.2%</p>	15%	<p>* Total Gpos asistidos 2003-2004: 117</p> <p>2003: 52 grupos</p> <p>2004: 65 grupos</p> <p>** 22 grupos obtuvieron apoyo a raíz de la AT:</p> <p>13 de FONAES</p> <p>9 de otras fuentes</p> <p>*** Gpos que contaban con apoyo antes de la AT:</p> <p>a) Dentro de los 117 gpos asistidos:</p> <p>Fonaes: 8</p> <p>Otras Fuentes: 30</p> <p>b) Dentro de las 54 localidades atendidas (214 gpos):</p> <p>Fonaes: 22</p> <p>Otras Fuentes: 69</p>
Líderes comunitarios sensibilizados y capacitados en equidad de género	434 (145 hombres / 289 mujeres)	100 (30 hombres / 70 mujeres)	En 2003 se duplicó la meta programada para el final del proyecto y al final de 2004 se alcanzó 4.3 veces más de los programado.
Comunidades modelo funcionando (con asistencia técnica para proyectos productivos o Programa CONVIVE funcionando)	93 (39 Ciudades Convive y 54 localidades de asistencia técnica) **	40 comunidades	La meta se rebasó en 2.3 veces. Es decir, el Proyecto intervino con al menos una acción en 39 Ciudades Convive y en 54 localidades se brindó asistencia técnica. Además en el 2005 se apoyo a 24 subproyectos CONVIVE de 17 Ciudades para promover su sostenibilidad
Indicadores de la Parte C: Sensibilización en Equidad de Género			
Programa de certificación (organizaciones certificadas)	57 certificaciones	40 certificaciones	Las meta que corresponde a este subcomponente fue alcanzada y rebasada ampliamente. Además el Inmujeres decidió continuar con esta acción como un programa permanente y como un instrumento de la política de género.

Uno de los principales objetivos de un proyecto de aprendizaje es corroborar y/o contradecir hipótesis, identificar lecciones aprendidas, a la vez que identificar estrategias efectivas.

Uno de los aspectos clave fue corroborar la importancia de los diagnósticos sociales participativos (social assessments) para diseñar proyectos que respondan a las necesidades de los beneficiarios. El Proyecto buscó responder a las preguntas: ¿Contribuyen los diagnósticos sociales participativos a una mejor ejecución? ¿Contribuyen los diagnósticos sociales participativos a garantizar el impacto social del proyecto? Asimismo, en el proceso de diseño se establecieron metas ambiciosas para responder a preguntas tales como (a) ¿Cuáles son los métodos participativos que mejor contribuyen a fomentar el involucramiento de hombres y mujeres en asuntos claves de sus respectivas comunidades?; y (b) ¿Cómo desarrollar mecanismos para que los actores claves participen en el proceso de monitoreo y evaluación?

De igual manera, éste proyecto estableció metas, para determinar (a) ¿Cuáles podían ser los incentivos para mejorar la interacción de ambos géneros en sus respectivas comunidades y ámbitos de trabajo?; (b) ¿Cuáles eran los mecanismos para incorporar el enfoque de género en el sector público?; y (c) ¿Cuáles eran las formas más idóneas para fortalecer las capacidades de mujeres y hombres como actores claves en la gestión de la equidad de género y la buena gobernabilidad?

Lo más ambicioso del proyecto Generosidad es haberse planteado esos retos para ser desarrollados en distintos ámbitos: (a) las comunidades y las organizaciones sociales; (b) la empresa privada; y (c) el sector público. Para todos estos ámbitos de acción, diferentes entre sí, se utilizaron métodos participativos donde los beneficiarios identificaron: i) sus necesidades, y ii) soluciones prácticas para gestionar la equidad de género.

Desde el punto de vista operacional se planteó el reto de aprender si era una estrategia efectiva trabajar directamente con las comunidades, sus líderes y sus organizaciones de base comunitaria --sean estas formales o informales-- usando métodos participativos. También se planteó el reto de trabajar con el sector privado para instrumentar acciones que mejoraran las condiciones y el ambiente de trabajo de empresas transnacionales como WalMart, que es el mayor empleador privado de México o el Banco Banamex-Citigroup y otras de diversos sectores económicos.

A nivel de sector público el reto significaba que, mediante el mismo uso de métodos participativos, el Gobierno Federal considerará hacer de la equidad de género una política pública incorporada en el servicio público.

Componente I: Institucionalización del Enfoque de Género en Programas de Alivio a la Pobreza

En este componente la meta fue realizar los siguientes estudios: (a) Diagnóstico socioeconómico sobre la situación y condiciones de vida de la población, particularmente de las mujeres, su participación en el mercado laboral y en el hogar, así como en la estructura de la población; y (b) Estudio diagnóstico en las comunidades seleccionadas sobre las percepciones, actitudes y/o roles de hombres y mujeres, y su visión frente a la equidad.

I.- Diagnóstico Social Participativo (Participatory Social Assessment)

Para la preparación del Diagnóstico Social Participativo (Social Assessment) se realizaron dos actividades complementarias, i) con información censal se preparó una caracterización demográfica y socio-económica de la población objetivo. Esta caracterización se hizo a nivel nacional, ii) se elaboró un Índice de

Necesidades Basicas Insatisfechas (INBI), que sirvió de línea de base para la preparación y ejecución de cada uno de las actividades del componente 2. Esta actividad específica proporcionó cuatro resultados: (1) Diagnostico Demográfico y Socio-económico; (2) un INBI; (3) selección de una muestra estadísticamente representativa que identificó los Estados, las ciudades y las localidades más apropiadas para que el proyecto evaluara su estrategia de ejecución; y (4) Diagnostico Social Participativo (Social Assessment).

(1) Diagnostico Demográfico y Socio-económico.

Con información del Censo de Población y Vivienda del año 2000 como fuente básica de información se preparó el INBI que contribuyó a la selección de las localidades beneficiarias.

Como lo muestra la tabla N 1, el análisis llevó a la selección de 8 Estados correspondientes al 28% del territorio nacional, al 20% de la población total y al 46% del total de Municipios. La selección de los Estados posicionó al proyecto en una situación estratégica para su ejecución en el sur, centro y norte del país, cubriendo realidades sociales, económicas, políticas y culturales de diversa complejidad y disímiles entre sí. Esta selección permitió “evaluar” la correlación entre el entorno de tejido social y la efectividad de los instrumentos metodológicos y operacionales utilizados.

Tabla N 1. Estados Seleccionados Para Realizar el Diagnóstico Social y Participativo de los Beneficiarios con Enfoque de Género.

Entidad Federativa	Superficie km2	Población	Municipios	Localidades		
				Censo	Base Informe	Diferencia
Nacional	1,959,248	97,483,412	2,443	199,369	107,173	92,196
Región (8 Edos)	554,663	19,652,338	1,133	48,492	27,803	20,689
Campeche	57,727	690,689	11	3,099	724	2,375
Chihuahua	247,487	3,052,907	67	12,862	5,126	7,736
Hidalgo	20,856	2,235,591	84	4,596	3,836	760
Oaxaca	93,343	3,438,765	570	10,511	8,009	2,502
Puebla	34,251	5,076,686	217	6,556	5,006	1,550
Sinaloa	57,331	2,536,844	18	6,260	3,524	2,736
Tlaxcala	3,997	962,646	60	1,245	584	661
Yucatán	39,671	1,658,210	106	3,363	994	2,369

(2) Indice de Necesidades Basicas Insatisfechas (INBI)

Se construyó un INBI que incorporó los siguientes indicadores: (a) **ingresos**: porcentaje de mujeres que ganan hasta 2 salarios mínimos; (b) **educación**: porcentaje de población mayor de 15 años analfabeta y con primaria incompleta; (c) **salud**: porcentaje de población sin acceso a servicios de salud; (d) **vivienda**: porcentaje de viviendas particulares habitadas, sin sanitario privado (inodoro o letrina), sin agua potable, con piso de tierra y sin ningún equipo eléctrico (refrigerador, cocina) y (e) etnicidad.

(3) Selección de la Muestra

Con la aplicación del índice se seleccionó la muestra en los 8 Estados y en ellos las ciudades y localidades para ejecutar los programas de asistencia técnica y de CONVIVE, las dos actividades a nivel comunitario. Y se definieron los siguientes criterios de cobertura para cada una de éstas actividades.

i.- Asistencia Técnica:

- Selección de un total de 84 localidades y 16 de control.
- 33 localidades con muy alta intensidad de carencias (39.3%)
 - 51 localidades con alta intensidad de carencias (60.7%)
- 11 localidades con menos de 2,500 habitantes (de 649 a 2,369 habitantes)
 - 73 localidades con una población entre 2,500 y 9,458 habitantes

ii.- CONVIVE:

- Localidades con más de 15,000 y menos de 50,000 habitantes.
- Localidades con media, alta y muy alta intensidad de carencias.
- Las dos localidades urbanas con mayor población de cada Estado.

(4) Universo de Población Consultada en la elaboración de Diagnostico Social Participativo

Se utilizaron 3 instrumentos para consultar a la población beneficiaria: (i) encuesta socioeconómica con enfoque de género; (ii) entrevistas; y (iii) grupos focales. El total de la población consultada se refleja en la tabla N 2. Con la encuesta se obtuvo información de 1,265 hogares. El número promedio de miembros por hogar es 6 personas, se logró obtener información de aproximadamente 7,590 personas. Además se realizaron 16 entrevistas semi estructuradas a actores claves (autoridades municipales, líderes, jefes de hogar y otros) y 8 grupos focales a beneficiarios potenciales.

Tabla N 2. Total de Población Consultada por Estado según Instrumento Metodológico

ESTADO	Sitos Consultados	Encuestas	Entrevistas	Grupos Focales
Campeche	6	117		
Chihuahua	4	80	6	2
Hidalgo	6	119		
Oaxaca	11	219	4	2
Puebla	18	359		
Sinaloa	4	80		
Tlaxcala	7	136	1	2
Yucatán	8	155	5	2
Total	64	1,265	16	8

(5) Población Seleccionada a ser Beneficiada

El objetivo fundamental del Diagnóstico Social Participativo de Beneficiarios con Enfoque de Género fue determinar la realidad socio-económica de las localidades y de los hogares antes de la intervención. El proyecto contó con 3 actividades: (a) asistencia técnica, (b) Programa CONVIVE, y (c) capacitación a líderes. Mediante su combinación se definieron diferentes escenarios de intervención en los que la capacitación a líderes confluía con las otras dos, para medir el alcance de los resultados evaluando el impacto de la combinación de acciones. La Tabla N 3 muestra el número de localidades beneficiadas según el tipo o tipos de intervención usados.

Tabla N 3. Numero de Localidades Beneficiarias según Tipos de Intervención

Escenarios de Intervención	Total	Tipo de localidad
Asistencia técnica	77	Rurales
Asistencia técnica + Capacitación Líderes	7	Rurales
Capacitación Líderes + Programa CONVIVE*	15	Cd. CONVIVE
Programa CONVIVE **	38	Cd. CONVIVE
Localidades Control	16	Rurales

Nota: * Ciudades CONVIVE dentro de los 8 Estados

** Ciudades fuera de los 8 Estados.

Los criterios utilizados para definir los escenarios de intervención fueron los siguientes:

- Identificación de necesidades, perspectivas y posibles soluciones usando un método de análisis participativo.
- Identificación de necesidades y soluciones a cada población objetivo según su lugar de residencia, género y actividad productiva.
- Análisis y comprobación de hipótesis sobre el impacto de la combinación sostenida de intervención en las localidades.

Componente II: Desarrollo de Equidad de Género con Acciones Comunitarias

El objetivo de éste componente fue desarrollar acciones con el fin de: (a) impulsar un acceso más equitativo para el desarrollo de proyectos productivos generadores de ingreso pequeños y medianos; (b) promover la convivencia armoniosa, con pleno respeto a la diversidad étnica y de género; y (c) fomentar las oportunidades de liderazgo para hombres y mujeres en el contexto de su comunidad.

(1) CONVIVE

Con este programa se proporcionó apoyo económico a organizaciones civiles, comunitarias y a grupos de mujeres y jóvenes para realizar proyectos comunitarios que propiciaran la tolerancia y convivencia entre hombres y mujeres. La meta eran 40 proyectos, pero el Programa Convive permitió la ejecución exitosa de 69 subproyectos de participación comunitaria.

Los resultados más importantes del apoyo a los proyectos fueron los siguientes:

- i. Los proyectos con enfoque de género promovidos, estuvieron focalizados en los sectores más estratégicos (con carencias en infraestructura, salud, educación e ingresos), así como en ciudades donde el proyecto tuviera un alto impacto redistributivo para mujeres vulnerables (hogares de jefatura femenina, adultas en plenitud, con alta migración masculina, entre otras).
- ii. Los criterios para la priorización y selección de proyectos fueron sustentados en la importancia de acciones estratégicas para generar una cultura de igualdad de oportunidades para hombres y mujeres que permitieran superar estereotipos y formas de discriminación.
- iii. Para fortalecer la factibilidad económica y social, la estrategia del Programa priorizó proyectos sociales que además de considerar estrategias para el mantenimiento del proyecto después de recibir este apoyo, valoraran y cuantificaran la aportación de las mujeres en todo su desarrollo.
- iv. Las organizaciones sociales que recibieron apoyos del programa, contaron con arraigo en las

comunidades respectivas y posibilitaron la participación de las mujeres en la toma de decisiones con objeto de garantizar la promoción de sus intereses estratégicos y la reducción efectiva de las inequidades de género.

(2) Asistencia Técnica y Capacitación a Grupos de Mujeres

Se ofreció asistencia técnica a grupos de mujeres y mixtos que requirieran apoyo para la preparación de proyectos productivos, manejo financiero, capacidad administrativa y desarrollo de proyectos no tradicionales. El objetivo planteado fue realizar ésta actividad en un grupo de comunidades seleccionadas en las que opera FONAES, con el objeto de elevar la participación en los servicios que ofrece dicha institución.

Con el fin de proporcionar la asistencia técnica se realizó un Diagnostico Participativo para identificar Grupos Productivos Comunitarios con Enfoque de Género por Estado en 84 localidades, se identificaron 272 grupos en 71 de las 84 localidades, en 13 localidades no se registraron grupo productivos. Es interesante resaltar el alto porcentaje de participación femenina, la cual se refleja en el hecho de que el 61.4 % de los grupos eran solo de mujeres, el 32 % era mixto, mientras que solamente el 6.6 % estaban constituidos solo por hombres.

Tabla N 4. Grupos Productivos Identificados según Género por Estado

	Constitución del Grupo Según Género			Total
	Grupo Mixto	Grupo de Hombres	Grupo de Mujeres	
Campeche	9	1	19	29
Chihuahua	9	4	12	25
Hidalgo	6	0	14	20
Oaxaca	8	1	32	41
Puebla	15	0	40	55
Sinaloa	6	1	1	8
Tlaxcala	17	0	17	34
Yucatán	17	11	32	60
Total	87	18	167	272

La Tabla N 5 muestra la población beneficiada por la asistencia técnica. El 55% de los grupos productivos de mujeres y mixtos identificados recibieron asistencia técnica por parte del proyecto para mejorar sus capacidades y aumentar su productividad. Además, se observa un aumento en las capacidades operacionales del proyecto Generosidad al incrementar en un año no solo el número de localidades atendidas, pasando de 24 a 30, sino que también el aumento de grupos asistidos al pasar de 52 a 65, lo cual lleva al total de 117.

Tabla N 5. Número de Grupos Productivos que recibieron Asistencia Técnica por Estado, Localidades según Año

	2003		2004		Total de grupos
	No. Localidades	Grupos Asistidos	No. localidades	Grupos Asistidos	
Campeche	3	9	3	6	15
Chihuahua			5	8	8
Hidalgo	3	4	2	6	10
Oaxaca	4	16	3	8	24
Puebla	8	13	8	11	24
Sinaloa			2	7	7
Tlaxcala	3	4	3	9	13
Yucatán	3	6	4	10	16
	24	52	30	65	117

El 100% de los grupos asistidos prepararon proyectos productivos. De esos 117, un total de 22 recibieron financiamiento, 13 recibieron apoyo de FONAES y los 9 restantes lo recibieron de otras instituciones. Las otras instituciones piden menos requisitos para proporcionar financiamiento y responden más rápidamente. Campeche y Puebla fueron los 2 Estados que recibieron más financiamiento. En el caso de Campeche y Puebla predominó el programa de FONAES llamado Programa de Desarrollo Productivo de la Mujer. Este programa no exigía que los grupos estuvieran formalmente organizados. El otro factor es la calidad de la promoción que realizan las instituciones para desarrollar la demanda. Por ejemplo, se encontraron diferencias en la promoción de las gerencias de cada una de las oficinas regionales de FONAES. Por Estado se registró que con FONAES se ejecutaron 3 proyectos en Campeche, 6 en Puebla y 4 en Yucatán. Los otros 9 grupos financiados por otras instituciones, 7 fueron en Chihuahua, y 2 en Yucatán.

Tabla N 6. Numero de Subproyectos Productivos Financiados y en Proceso de Financiamiento

Estado	FONAES	Otras	En trámite	TOTAL
Campeche	3		4	7
Puebla	6		8	14
Yucatán	4	2	3	9
Chihuahua		7		7
Tlaxcala			1	1
Hidalgo			1	1
Sinaloa			3	3
TOTAL	13	9	20	42

Actualmente, en Campeche hay 4 subproyectos en trámite de financiamiento con SEDESOL con el programa opciones productivas. En Hidalgo 1, en Puebla hay 8, en Sinaloa 1, en Tlaxcala 3 y finalmente en Yucatán hay 3 en proceso. Todo este proceso ha tenido lugar en 54 localidades de los 8 Estados. La asistencia técnica fue muy exitosa porque de los 117 capacitados todos prepararon proyecto productivo o

fortalecieron el que ya tenían.

Generosidad ayudo a éstos grupos a superar las limitaciones en el acceso a financiamiento, aliviar las complicaciones de trámites, y a darles acceso a financiamiento a grupos que no estaban legalmente constituidos, muchos de los cuales están, actualmente, en proceso de constituirse.

El caso más exitoso es Yucatán y esto se debe a: (a) la conformación del tejido social y cultural de las comunidades (capital social) que se deriva de la tradición y cultura indígena Maya que facilita la formación de grupos. Tlaxcala e Hidalgo tienen un capital social más vinculado a la red familiar que a redes comunitarias de solidaridad social. En Sinaloa se encontraron localidades emergentes por actividades de empresas agrícolas que requieren mano de obra estacional.

El enfoque de género de la asistencia técnica facilitó cambios en aspectos tales como; (a) valoración de su trabajo; (b) auto reconocimiento de conocimientos y fortalezas, esto se logro con 2 actividades: (i) darles derecho a escoger al técnico de acuerdo con sus criterios; (ii) la metodología del técnico a tu servicio en lugar del técnico que te hace un favor. Otro aspecto es que las mujeres hicieron un diagnostico de evaluación situacional de su organización productiva y el resultado fue cercano a un plan de negocios con objetivos y metas.

(3) Fortalecimiento a las organizaciones y grupos que apoyan proyectos productivos sin Enfoque de Género

El objetivo fue capacitar a grupos y organizaciones para que incorporaran el enfoque de género en la: (a) asistencia técnica para proyectos productivos; (b) promoción y organización comunitaria; y (c) difusión.

Generosidad capacitó a instituciones públicas, privadas, ONG y profesionales (técnicos) independientes en enfoque de género. Puesto que el proyecto no contaba con los recursos humanos para proporcionar la asistencia técnica directamente se optó por construir las capacidades de éstos actores que ya proporcionaban asistencia técnica pero sin enfoque de género. Esta actividad se denominó “**Talleres Estatales a ONG y Técnicos para que incorporen el Enfoque de Género en la Asistencia Técnica**”.

Entre los impactos registrados se logró que la capacitación se diera a proyectos focalizados a las necesidades de cada región y localidad sumando el enfoque de género como elemento transversal. Concretamente se capacitaron 182 técnicos, 90 mujeres y 92 hombres.

Contratación de ONG para capacitar Grupos de Mujeres.

Para cumplir con la meta de capacitar a éstos actores se elaboro una guía metodología de Asistencia Técnica con enfoque de género. La capacitación contó con 3 módulos: (a) sensibilización en género, (b) elaboración de autodiagnóstico, (c) formulación de proyectos que inicia con el diseño y después traslada las necesidades del autodiagnóstico en propuesta, presupuesto y cronograma.

Uno de los impactos es que se desarrollaron cambios de conducta, que se evidenciaron en los siguientes aspectos: i) decidieron asociarse, ii) administración de tiempos y actividades domésticas, iii) búsqueda de financiamiento, iv) ampliación de capacidad de gestión, v) toma de riesgos sociales y financieros y vi) alternativas locales en relación a la violencia doméstica.

(4) Capacitación a Líderes

El objetivo de ésta actividad fue desarrollar un programa de capacitación para fortalecer a mujeres líderes y sensibilizar a hombres líderes para que: (a) desarrollen mejor su papel en las comunidades; (b) propiciar la reflexión y el cambio de actitud en los hombres líderes para promover la corresponsabilidad y la convivencia entre géneros.

(5) Estructura Operativa para la Ejecución de las Actividades del Componente 2: Asistencia Técnica a Grupos Productivos, Programa CONVIVE y Capacitación de Líderes

Para cubrir el territorio de intervención se diseñó una estrategia de ejecución que se basó en la agrupación de los 8 Estados en regiones de intervención. Se le asignó una región a cada promotor(a) y en cada Región se asignaron un número de localidades a intervenir. La tabla N 7 muestra las actividades que desarrollaron cada Promotor(a) por Estado, localidad y actividad específica.

Tabla N 7. Estructura Operativa de la Ejecución de Asistencia Técnica a Grupos Productivos, Programa CONVIVE y Capacitación de Líderes

Equipo Operativo	Estado	No. Localidades	Grupos Atendidos o Apoyados			
			Ciudades CONVIVE	Asistencia Técnica	Líderes	Grupos CONVIVE
Región Norte 1 Operadora	Sinaloa	6	2	7	16	2
	Chihuahua	5	1	8	6	0
Región Centro 1 Operadora	Hidalgo	6	2	10	4	4
	Tlaxcala	10	2	13	4	2
Oaxaca 1 Operadora	Oaxaca	15	2	24	16	1
Puebla 1 Operadora	Puebla	24	2	24	23	3
Región Sureste 1 Operadora	Yucatán	11	2	16	16	12
	Campeche	7	2	15	19	5
5 Personas		84	15	117	104*	29

* Incluye a organizaciones CONVIVE, grupos de Asistencia Técnica y otras organizaciones de la comunidad.

Componente III: Sensibilización en Género

Este componente tuvo dos grandes actividades, la campaña promocional y el Programa del Modelo de Equidad de Género (MEG).

(a) Campaña Promocional.

El objetivo fue realizar una campaña de difusión para sensibilizar a la población objetivo sobre la convivencia entre hombres y mujeres, la igualdad de oportunidades en el ámbito laboral y el valor del respeto en la familia y la comunidad.

Para cumplir con los objetivos de esta actividad se realizaron las siguientes actividades: i) manual de Imagen Corporativa, ii) trípticos y folletos promocionales, iii) folleto de Modelo de Equidad de Género, iv) Videos del MEG y de CONVIVE, v) Cuadernillos Infantiles para colorear, vi) 53 spots de radio para la difusión de la convocatoria CONVIVE, vii) asunciones en revistas especializadas y periódicos.

Además se prepararon boletines de prensa, Convenios con DICONSA y LICONSA para distribuir folletos divulgativos de Generosidad, carteles y cuadernillos para colorear a los niños.

(b) Programa Modelo de Equidad de Género MEG:2003 del Proyecto Generosidad

El objetivo de este programa es apoyar el proceso de incorporación de políticas de equidad de género en empresas privadas, instituciones públicas y organismos de la sociedad civil para promover la igualdad de oportunidades de mujeres y hombres en el acceso al empleo, remuneraciones equitativas, capacitación, desarrollo profesional y participación en la toma de decisiones.

Como parte de éste programa se desarrolló el **Modelo de Equidad de Género MEG:2003**, que es un sistema de gestión que puede ser adoptado e implantado de manera voluntaria por organizaciones públicas y privadas, como muestra de su compromiso con la igualdad de oportunidades para mujeres y hombres. Una vez que se haya verificado el uso correcto del modelo en las políticas y practicas de las organizaciones evaluadas, el Instituto Nacional de las Mujeres les otorga el “Distintivo en Equidad de Género” junto con la autorización para que lo usen en sus productos, servicios, imagen institucional y/o áreas de intervención.

Para su diseño se realizaron las siguientes actividades:

Estudio Diagnostico 20 empresas. Se realizó estudio diagnostico de equidad y género para apoyar en la determinación de los criterios o requisitos del modelo y obtener indicadores que reflejen de manera concreta y cuantificable las problemáticas de equidad de género que se presentan en instituciones y organizaciones.

Consulta a líderes de opinión. Se realizó una consulta a través de entrevistas en profundidad complementadas por los Grupos de Enfoque de la cual se obtuvieron recomendaciones para el diseño y desarrollo del MEG: 2003.

Elaboración del MEG:2003: Guías de Implantación. Paralelamente a la realización del estudio se elaboró el modelo de equidad de género, así como la guía de implantación del mismo. Este documento es la base del programa ya que dicta los lineamientos y criterios mínimos que deben adoptar e implantar las organizaciones.

Elaboración del proceso de evaluación. El proceso de evaluación incluye los pasos a seguir para atestiguar la implantación del Modelo de Equidad de Género MEG:2003 y con ello poder otorgar el Distintivo de Equidad de Género a las organizaciones interesadas y esta compuesto por varios formatos y documentos de apoyo que incluyen: i) diagramas de flujo, ii) metodología para la evaluación, iii) formatos, guías y listas de verificación, iv) perfil del equipo auditor, y v) documento de preguntas más frecuentes.

En el MEG participaron 57 firmas privadas y organizaciones públicas que ya recibieron el distintivo, superando ampliamente las meta prevista (40). Es importante notar que en estas 57 firmas se incluye a las que lo recibieron en 2003 y en 2004 que continúan después de haber sido auditadas anualmente. Además hay 3 organizaciones que recibieron el Distintivo en 2003 que solicitaron la reprogramación de su auditoría para el primer trimestre de 2006, por lo que el número aumentaría a 60.

El MEG:2003 es una iniciativa para poner los temas de equidad de género e igualdad de oportunidades en la agenda de las organizaciones. La realización de esta tarea proporciona: i) una evaluación independiente y confiable a través de un proceso de auditoría, ii) un seguimiento del cumplimiento a través de una visita anual durante un periodo de dos años, iii) el establecimiento de las bases para crear el hábito de respetar y cumplir con los compromisos adquiridos de una organización socialmente responsable, iv) la oportunidad de comunicar a la sociedad que cierta organización ha sido evaluada y reconocida por un organismo independiente, mejorando la imagen y la confianza de los clientes y empleados respetando el entorno laboral y mejorando las condiciones de igualdad para hombres y mujeres, v) detectar las brechas existentes entre hombres y mujeres y las oportunidades de mejora, vi) el personal se ve motivado y reacciona a favor de la organización, y vii) la mejora continua de su organización y del sistema de gestión.

Impacto. Entre los beneficios, bondades y fortalezas del MEG:2003 se encuentran las siguientes:

- a) suprimir o contrarrestar los efectos perjudiciales de los estereotipos en la inserción laboral femenina y masculina;
- b) alentar la participación de las mujeres y hombres en las ocupaciones con mejores posibilidades de desarrollo económico y profesional y en los sectores o puestos en los que está subrepresentada/do y a los/as empleadores/as para que reciban e estas personas favorablemente;
- c) diversificar las opciones profesionales femeninas y masculinas al brindarles la capacitación más pertinente;
- d) asegurar que las áreas de reclutamiento y selección cuenten con suficiente personal calificado que conozca los problemas de los trabajadores en relación a los roles que juegan en la sociedad;
- e) adaptar las condiciones de trabajo y ajustar la organización del mismo y los horarios a las necesidades de las mujeres y los hombres;
- f) velar por que los hombres y mujeres compartan más las responsabilidades laborales, familiares y sociales,
- g) divulgar ampliamente las disposiciones que regulan el trabajo femenino y asegurar su pleno conocimiento por parte de las beneficiarias;
- h) impulsar el desarrollo de políticas de recursos humanos en las empresas privadas y públicas en pro de la igualdad de oportunidades y trato;
- i) impulsar la incorporación sistemática en la negociación colectiva de la perspectiva de género.

El Modelo de Equidad de Género es un documento en dónde se especifican los requisitos mínimos que una organización tiene que cumplir para asegurar que cuenta con condiciones de equidad de género e igualdad de oportunidades para hombres y mujeres en los siguientes 8 temas:

Reclutamiento y selección de personal	Vida familiar y laboral
Capacitación	Ambiente laboral y salud en el trabajo
Desarrollo profesional	Hostigamiento sexual
Igualdad de oportunidades y compensaciones	Sensibilización en Equidad de Género.

Los puntos anteriores se enmarcan dentro de un sistema de gestión relacionado al diseño, desarrollo e

implantación de acciones afirmativas y acciones a favor del personal. Para el diseño de estas acciones se requiere la realización de un diagnóstico de las condiciones de equidad de género y de igualdad de oportunidades para el cual se promueve la obtención de datos segregados por sexo así como el uso y desarrollo de indicadores para la toma de decisiones. Los indicadores son tres: 1. Indicador de Segregación Ocupacional, 2. Indicador de Salario Promedio, y 3. Índice de Hostigamiento Sexual.

La adopción del MEG:2003 es de carácter voluntario y aplica tanto en empresas de manufactura y servicios, como en entidades o instituciones públicas de los tres niveles de gobierno que quieran demostrar su compromiso con la equidad de género.

El impacto en las mujeres empleadas es positivo pues les ofrece oportunidades de desarrollo laboral y profesional al posibilitarles:

- contratación no discriminatoria y prácticas de promoción,
- pago igual por trabajo de igual valor,
- oportunidades de capacitación,
- apoyos para la atención de las responsabilidades familiares.
- generación de un ambiente laboral libre de hostigamiento sexual.

Impacta a los varones empleados, pues los oficios tradicionalmente desempeñados por ellos y los considerados femeninos quedan abiertos para ser elegidos de acuerdo a la preferencia personal y sin peligro de menor retribución económica. A los hombres les permite una revalorización de su participación en el ámbito privado posibilitando tener un rol más fuerte como padres al otorgarles permisos por paternidad.

Plan de apoyo para la implantación del MEG:2003.

Para cumplir con los objetivos se desarrolló un plan de apoyo para la implantación que incluye la capacitación del personal de las organizaciones participantes a través de cursos de capacitación y ejecución de talleres teórico-prácticos de sensibilización en equidad de género. Además incluye un acompañamiento a cada organización con las siguientes actividades:

Capacitación. Los talleres de capacitación impartidos fueron los siguientes:

- Taller de sensibilización “Construyendo la Equidad”
Objetivo: Fortalecer las capacidades de mujeres y hombres para favorecer la igualdad de oportunidades y la equidad de género, promover el cambio en la cultura de las empresas y organizaciones especialmente para las personas líderes de las mismas.
- Taller de sensibilización en torno a Masculinidad y Acciones Afirmativas.
Objetivo: Promover el cambio en la cultura de las empresas y organizaciones; dar a conocer diversos conceptos sobre la equidad y perspectiva de género, relacionándolos con el concepto de masculinidad, a través de ejemplos prácticos; incorporar la idea de que la adopción de medidas especiales (acciones afirmativas), de carácter temporal encaminadas a acelerar la igualdad entre hombres y mujeres.
- Taller de Interpretación e Implantación del Modelo de Equidad de Género .
Objetivo: Conocer, identificar, e interpretar los requisitos de un sistema de gestión de equidad de género, basado en el Modelo MEG: 2003, así como su aplicación dentro de sus organizaciones, además de desarrollar la dinámica para la realización de las evaluaciones internas para asegura el cumplimiento del sistema de gestión de la organización y conocer la metodología de la evaluación externa hacia el modelo de equidad de género.

Diagnóstico inicial. La segunda fase del plan de apoyo inicia con un diagnóstico de la organización con respecto al Modelo de Equidad de Género MEG:2003.

Asesoría, seguimiento y apoyo continuo para la implantación del Modelo. Esta tarea consiste en la revisión de los compromisos de los cronogramas particulares de cada organización para la implantación del Modelo de Equidad de Género, a través de la programación de visitas semanales con una duración aproximada de dos horas, en estas visitas también se busca resolver dudas y responder cuestionamientos que puedan surgir para lograr la correcta implantación del MEG.2003.

Pre auditoria. Este trabajo consiste en una evaluación previa a la evaluación final que funcionará como un ensayo, es un evento que no está dentro del proceso formal de evaluación, pero funcionará como una evaluación similar a la final. A partir de este trabajo se elabora un reporte enunciando los problemas y las áreas de oportunidad que se sugerirá atender para que en la visita de la auditoria final.

Consolidación de la Unidad Coordinadora de Proyecto (UCP)

La consolidación de la UCP, que logró conformar un equipo estable de alta capacidad técnica, que se capacitó y adoptó el enfoque de equidad de género que, luego de superar la curva de aprendizaje, logró manejar con eficiencia todas las fases de la ejecución del préstamo.

Cumplimiento con todos los reportes de supervisión financiera, en tiempo y forma, incluyendo tres reportes anuales de auditoria sin novedad y el cumplimiento, cuando fue el caso, con las recomendaciones recibidas.

Se ha logrado comprometer el 100% del préstamo, el total del préstamo se desembolsará a inicios del 2006.

Desempeño del Banco

El Banco Mundial fue un excelente socio durante la ejecución del proyecto. Hizo muy importantes contribuciones para el diseño de los instrumentos de intervención de los componentes del proyecto. Su apoyo fue muy trascendente para acelerar la curva de aprendizaje de la Unidad Coordinadora del Proyecto para que ésta instrumentara todas las actividades y se cumplieran y rebasaran las metas.

La ejecución del proyecto inicio paralelamente con la creación y consolidación del Inmujeres, el Banco apoyó en todo momento la construcción de las capacidades para la adecuada elaboración de términos de referencia y el manejo adecuado de los recursos de acuerdo con los lineamientos establecidos para la selección de firmas de consultores, consultores individuales, en la adquisición de equipo y en los demás procesos de contratación, así como en la presentación de información financiera. El procesamiento de no objeciones fue expedito y en los casos que se requirió ofreció siempre la asesoría necesaria para la adecuada presentación de solicitudes.

Desempeño de Nacional Financiera

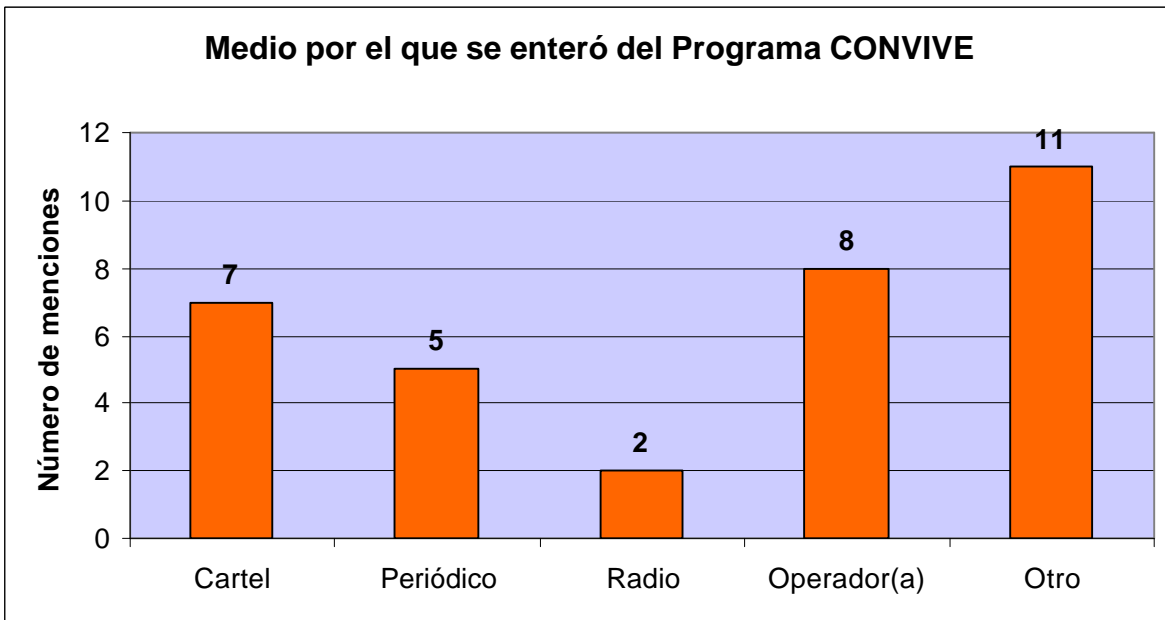
El apoyo de Nacional Financiera fue siempre constante y de calidad en todos los procesos relacionados con la tramitación de no objeciones, desembolsos, presentación de informes, entre otros. La asesoría estuvo siempre a disposición de los responsables de la administración financiera del proyecto y su apoyo se amplió siempre que fue solicitado con gestiones ante la Secretaría de Hacienda y Crédito Público para el adecuado desarrollo del proyecto.

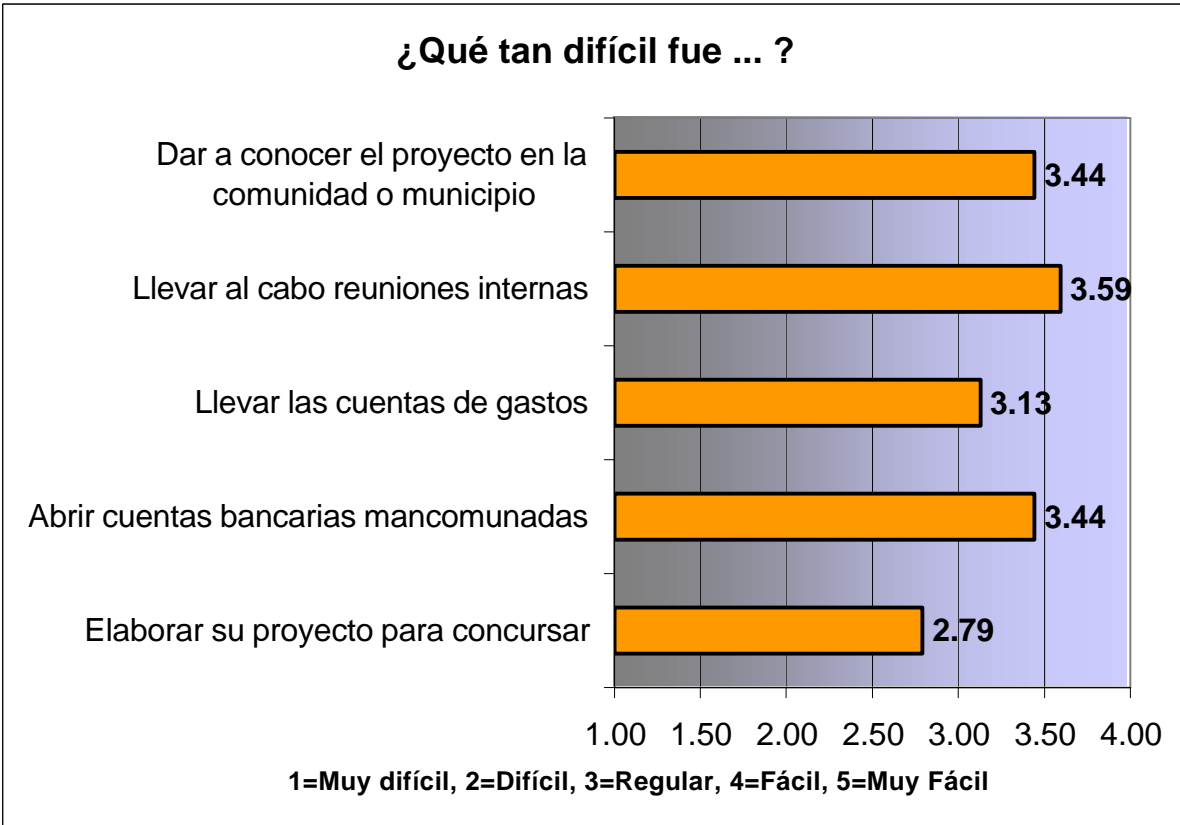
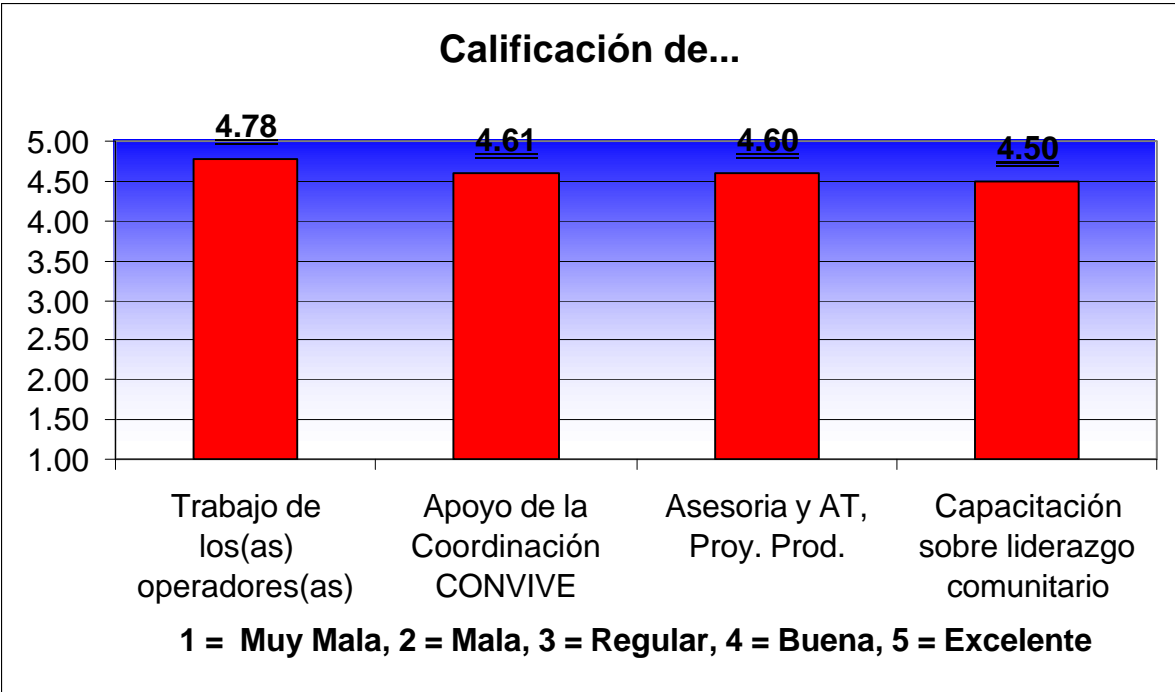
Annex 9. Stakeholder Workshop Results

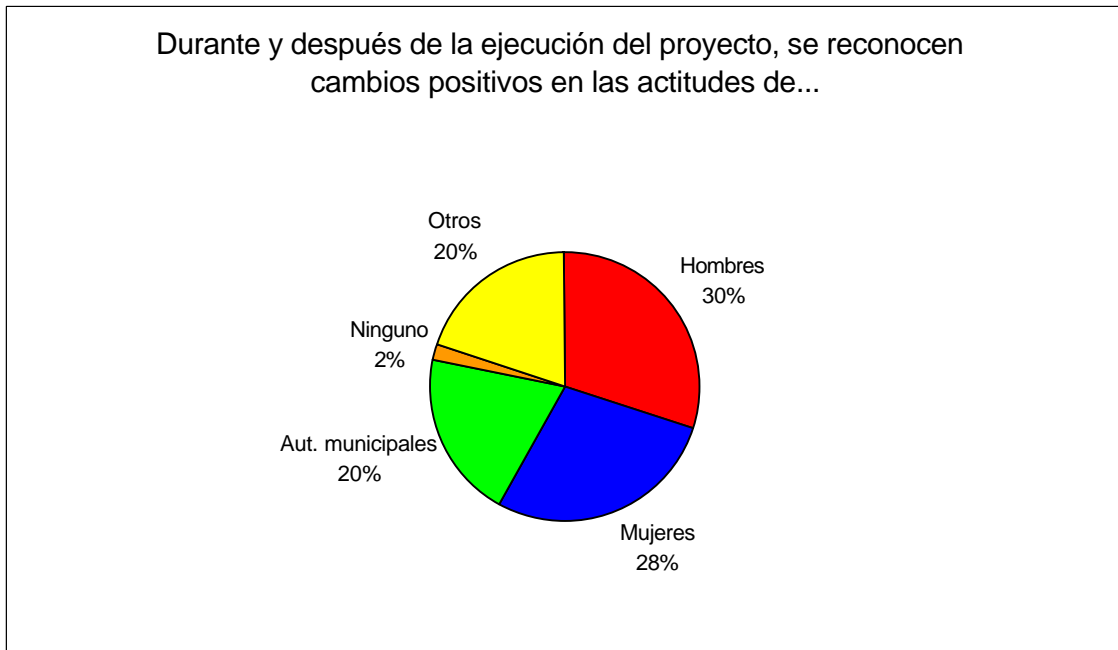
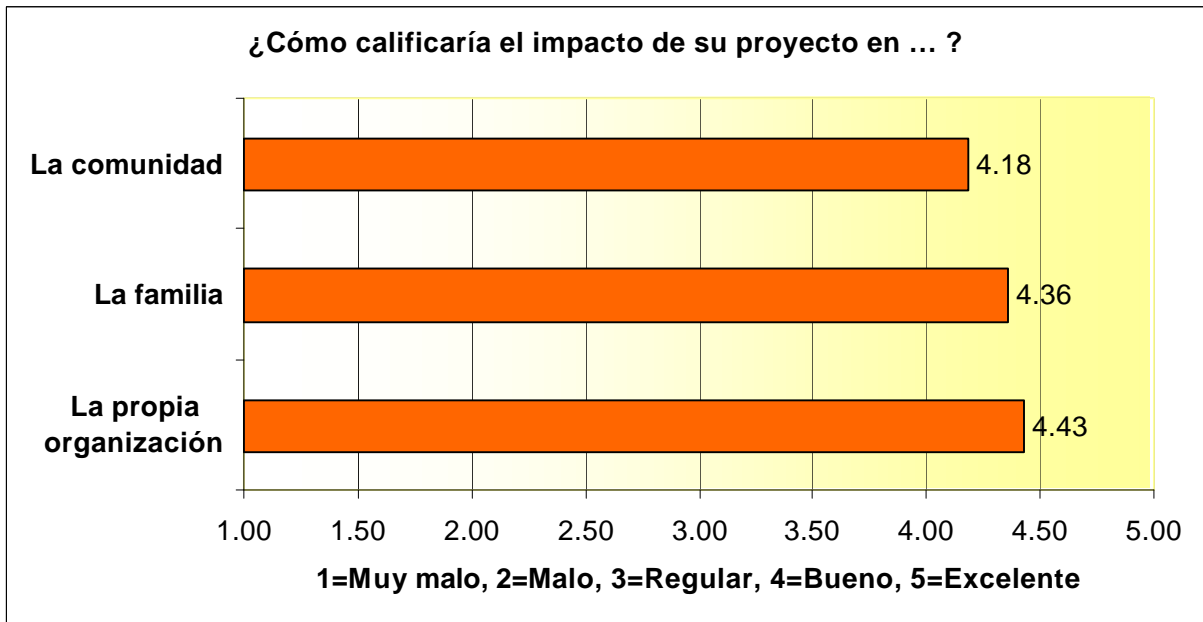
Reporte de Taller de Diseminación y Evaluación del Modelo Convive Telchac Puerto, Yucatán - 16 y 17 de noviembre

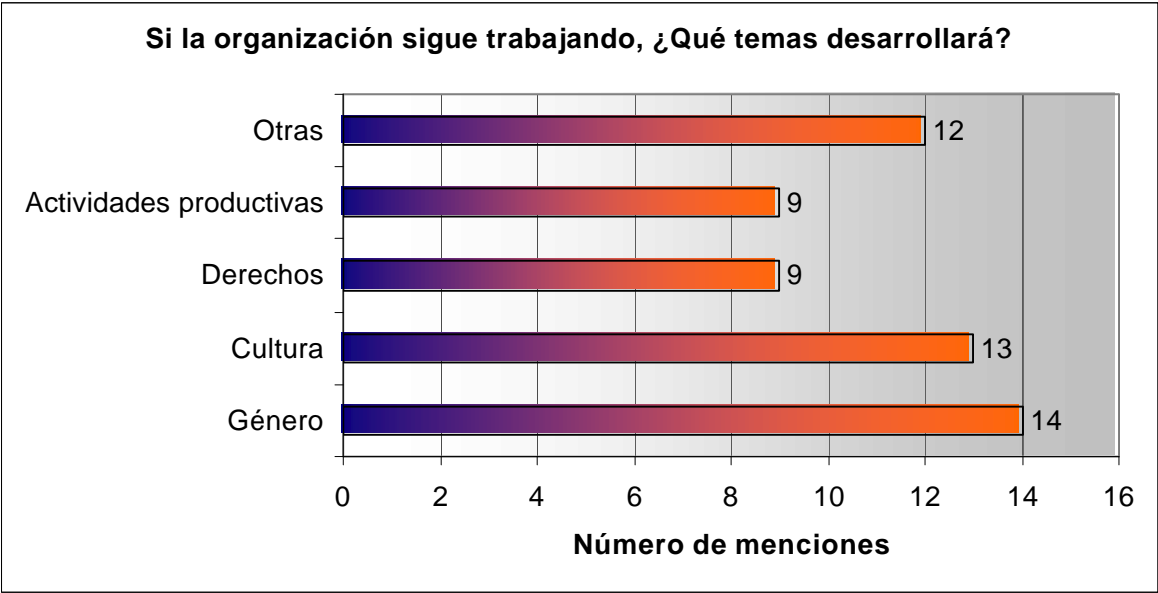
Resultados de Encuesta a Beneficiarios

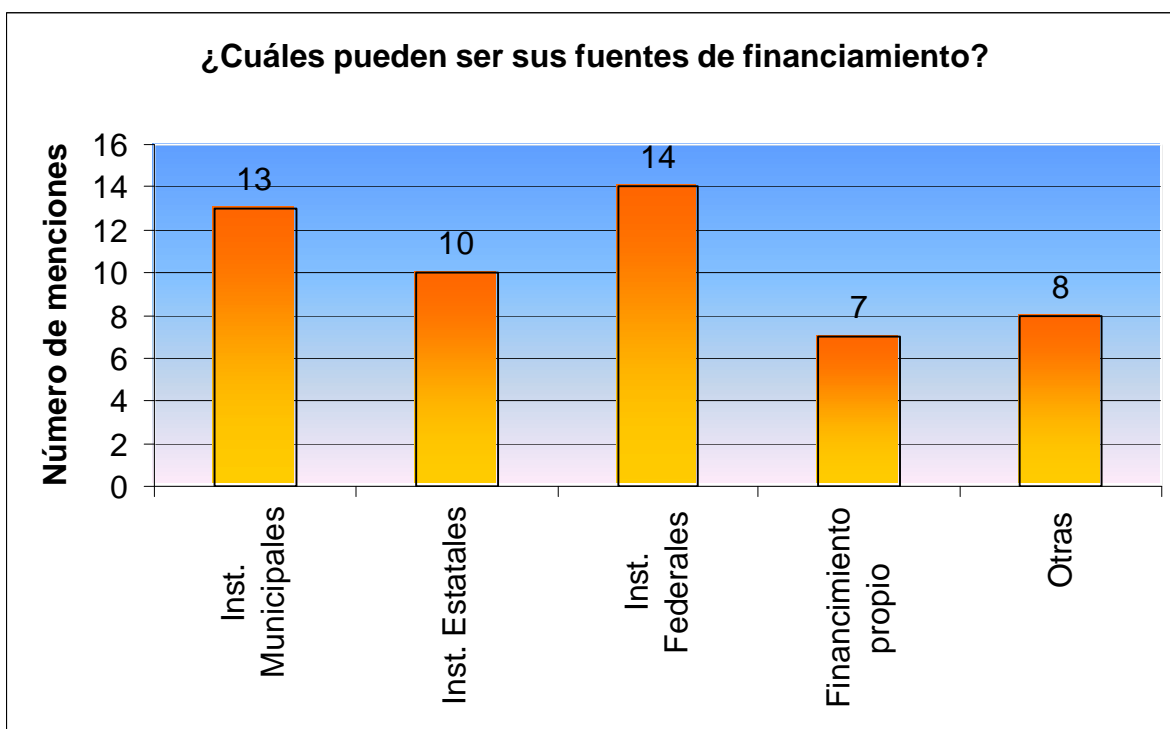
Las siguientes gráficas muestran las frecuencias o calificaciones de 29 personas beneficiarias que respondieron el cuestionario establecido en el Plan Metodológico, para conocer su apreciación sobre el proceso de implementación del Modelo CONVIVE, así como el desempeño de la Coordinación CONVIVE del Inmujeres y el Banco Mundial.











**Reporte de Taller de Diseminación y Evaluación del Modelo de Equidad de Género, MEG:2003
Ciudad de México - 14 de noviembre de 2005**

El lunes 14 de noviembre de 2005 se llevó al cabo el taller de evaluación y diseminación de los aprendizajes del Modelo de Equidad de Género, MEG:2003, con el objetivo de evaluar la instrumentación del Modelo a través de sus acciones de promoción, difusión, capacitación, apoyo para la realización de diagnósticos iniciales, asesoría para la implantación, preauditorías, auditorías y apoyos para la preparación de los seguimientos y evoluciones finales.

Este informe da cuenta de los resultados obtenidos entre los que sobresalen un desempeño muy satisfactorio de los procesos del MEG con recomendaciones para perfeccionarlos, cambios significativos a favor de la equidad de género y en el clima laboral en las organizaciones públicas y privadas, y una preocupación por ampliar la cobertura de la difusión.

En este taller participaron 26 representantes de las organizaciones que han adoptado el MEG y de quienes están en proceso de adoptarlo. Participaron representantes de todos los tipos de organizaciones, y de las 3 promociones anuales, 2003, 2004 y 2005. En total estuvieron representadas 18 organizaciones públicas, privadas, de la sociedad civil y una educativa.

Además participaron invitados especiales que enriquecieron los resultados con sus aportaciones y recomendaciones, en el anexo 1 se encuentra la lista de participantes.

Para propiciar el diálogo y obtener los resultados de los participantes se desarrollo un plan metodológico que contiene los instrumentos de recolección de información. Anexo 3.

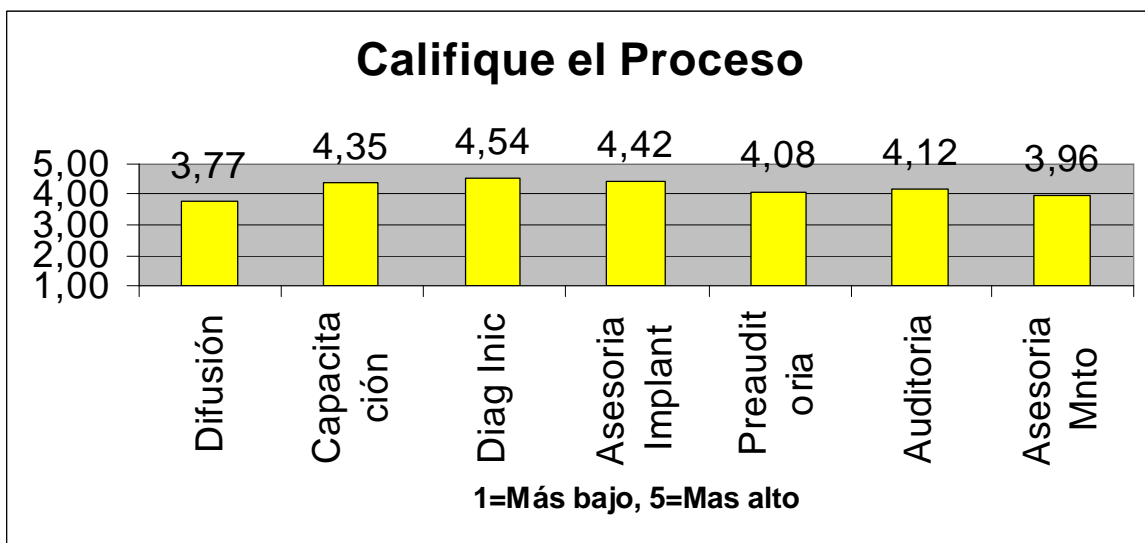
Los temas abordados fueron los siguientes:

- i) Califique el proceso
- ii) Mida los cambios
- iii) Impactos del MEG
- iv) ¿Qué sigue?
- v) ¿Qué incentivos nos recomienda?
- vi) ¿Cómo promover el MEG?

Por su parte a los invitados especiales se les solicitaron recomendaciones para las organizaciones MEG, el Inmujeres y el Banco Mundial.

1. Califique el proceso

En la siguiente gráfica se pueden ver los promedios de las calificaciones que obtuvieron cada uno de los procesos del MEG, los participantes evaluaron calidad, oportunidad y pertinencia de acuerdo con su experiencia.



2. Mida los cambios

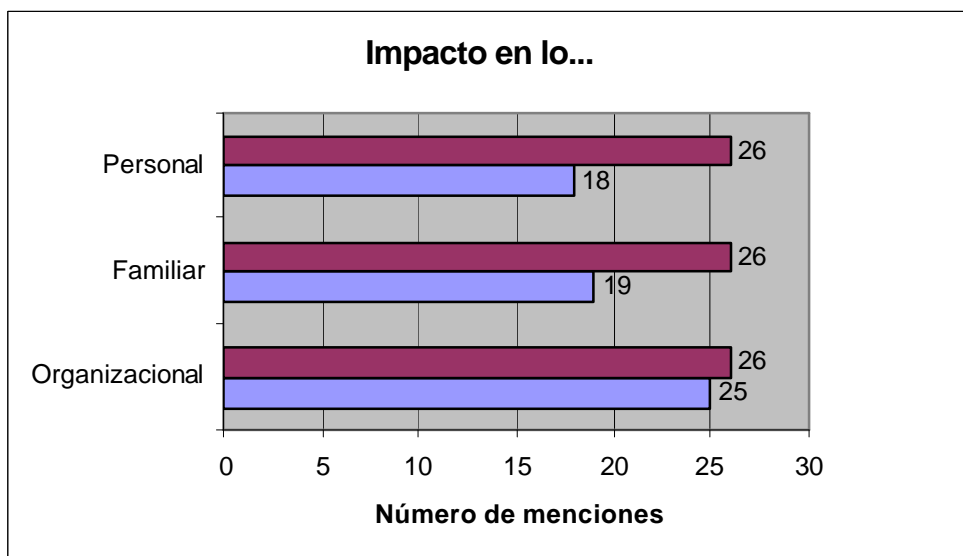
Los participantes escogieron indicadores para medir los cambios que se produjeron en las organizaciones a partir de la adopción del MEG, en la siguiente gráfica se aprecian los resultados.

Indicadores de cambio en las organizaciones



3. Impactos del MEG

En esta sección se solicitó que señalarán si hubo impactos en la equidad de género en tres ámbitos: i) organizacional, ii) familiar y iii) personal. En la siguiente gráfica se muestra la frecuencia de respuestas para cada una de las tres opciones.



4. ¿Qué sigue?

En esta sección se les solicitó informar si sus organizaciones tienen un programa definido respecto al futuro del MEG, en la siguiente gráfica se muestra los resultados.



5. ¿Qué incentivos nos recomienda?

En el marco de la sostenibilidad del MEG los participantes hicieron recomendaciones sobre los incentivos que el Inmujeres, el Banco Mundial u otras instituciones pudieran aplicar para que más organizaciones se sumen al MEG.

Sobresalieron las recomendaciones al Inmujeres para ampliar y fortalecer la difusión, se mencionaron las siguientes alternativas:

- i) Difundir a las empresas que tienen el MEG.
- ii) Crear centros de difusión en los estados.
- iii) Impactos publicitarios a nivel nacional.
- iv) Reconocimiento a nivel nacional en foros universitarios, privados y estatales.
- v) Difusión en eventos deportivos masivos y a través de oficinas oficiales.
- vi) Inserción de anuncios en medios sobre los casos de éxito.
- vii) Financiamiento a organizaciones sociales para divulgar, impulsar y promover el modelo.
- viii) Difusión relacional del MEG con encuestas y organismos como “Great Place to Work” o Encuesta Hewitt.
- ix) Mayor visibilidad del distintivo en los medios.
- x) Disseminación a través de las organizaciones que cuentan con la certificación.
- xi) Que se promueva en los medios de comunicación: TV, radio, periódicos.
- xii) Seguir difundiendo y promoviendo el material promocional que ha sido muy bueno.
- xiii) Hacer campañas en medios un poco más masivos para que las personas en común sepan que significa

el Distintivo.

- xiv) Crear directorios y difundir a las empresas certificadas.
- xv) Capacitar a organismo certificadores para mayor difusión.
- xvi) Grabar testimonios de las organizaciones con Distintivo y difundirlos.
- xvii) Hacer desayunos o cenas de gala invitando a altos directivos que puedan ayudar a que más empresas adopten el Modelo.

Otras recomendaciones al Inmujeres fueron:

- Establecer un programa de reconocimiento no sólo al obtener la certificación sino mantenerla cada año
- Formalizar la propiedad intelectual del MEG tanto a nivel nacional como internacional
- Contar con asesoría y apoyo de organismo internacionales interesados en el avance de las mujeres como la ONU.
- Diferentes niveles de certificación.
- Ampliar el número de empresas por año que puedan obtener el Distintivo
- Hacer metodología para medición de resultados cuantitativos
- Que se establezcan periodos de capacitación permanentes
- Traducir los documentos del MEG a otros idiomas y promoverlo en empresas transnacionales
- Que el gobierno federal apoye a que instituciones estatales se certifiquen
- Estímulos fiscales a empresas
- Organizar foros de retroalimentación y compartir mejores prácticas
- Dar continuidad al finalizar el sexenio, cumplir con lo que se ofrece
- Crear una red con todas la empresas MEG para promover la intercomunicación
- Urge generar una revisión del MEG:2003 para adicionar conceptos y suplir otros.
- Hacerlo compatible al implementar ISO 9001:2000 como norma
- Organizar la feria de equidad de género para retroalimentar las actividades

Las recomendaciones al Banco Mundial fueron:

- Continuar apoyando al Inmujeres y darle seguimiento
- Dar reconocimiento a empresas
- Ampliar la cobertura, llevarlo a otros países
- Realizar una convención internacional sobre el tema de género con diferentes sedes
- Difusión a nivel internacional
- Explotación de indicadores de género (INEGI, Gartner, etc.) y difusión
- Evaluación del impacto
- Promover reuniones anuales de seguimiento
- Que en los foros mundiales de cooperación económica se difunda el MEG.
- Promover la diseminación del MEG en la lógica que sea vendible
- Brindar mayor apoyo presupuestal al Inmujeres
- Difundir el MEG como una metodología que generó México en equidad de género, flexible de ser adaptada a otros países
- Formar un comité de mantenimiento del programa, compartiendo resultados y mejores prácticas en otras partes del mundo.
- Reconocimiento a las empresas participantes y estatuilla, ampliar la cobertura a nivel latinoamericano, promover una convención anual.
- Realización de estudios en México con “datos duros” del beneficio a la empresas del Modelo de Equidad de Género

6. ¿Cómo promover el MEG?

Se les solicito a los participantes que diseñarán un mensaje o slogan para promover el MEG, los mensajes seleccionados en el trabajo en mesas fueron:

- “Uno + una = equidad y mayor productividad”.
- “Danos oportunidad y verás que todos y todas juntos podemos más”.
- “Todas y todos construimos la equidad”.
- “Equidad para mejorar”.
- “Equidad de género, compromiso con la mejora de la calidad de vida”.
- “¿Porqué eliges quedarte en la discriminación laboral, si el MEG te permite erradicarla?”
- “Aceptar que somos diferentes es una decisión individual: COMPROMETETE CON LA EQUIDAD”.
- “Hombres y mujeres somos diferentes pero somos una sola voz por la igualdad de derechos y oportunidades”.
- “MEG: un modelo para todos y todas”.
- “El MEG me secó el cerebro y ahora soy puro corazón”.
- “Problemas de desigualdad: El MEG tiene la solución”.
- “En la familia y en la empresa mujeres y hombres nos desarrollamos con respecto a nuestras diferencias”.

Recomendaciones de los invitados especiales.

Los invitados especiales en el taller emitieron recomendaciones para las propias organizaciones con Distintivo, para el Inmujeres y para el Banco Mundial.

Recomendaciones a las organizaciones:

- Integrarlo en su sistema de gestión o tomarlo para implementar sistema de gestión (calidad, ambiental, responsabilidad social).
- Hacer difusión en TV, radio, periódicos, etc.
- Reconocer el valor de todos los individuos como parte integral de la organización buscando siempre al mejor candidato(a) en base a sus habilidades y competencia para desarrollar la actividad.
- Por medio de presentaciones a todo el personal buscar romper los paradigmas que hay en cuanto a que cierto sexo es para un puesto o función en particular.
- Implantación de procedimientos, manuales, guías, formatos, etc. que incorporen la perspectiva de género y que permitan la medición del programa con ayuda del Inmujeres.
- Continuar con su compromiso hacia el modelo.
- Asegurar que la alta dirección apoye en la medida de lo posible y se involucre en las acciones de equidad.
- Difundir el MEG con las empresas con las que tratan.
- Establecer y mantener al comité intra-organizacional involucrado en la instalación, implementación, seguimiento y evaluación del modelo.
- Informar a su personal y a su clientela de los beneficios del modelo, tanto en su ámbito profesional como en el personal/familiar.
- Revisar y evaluar de manera permanente sus propios procesos para rescatar bondades y debilidades.

Recomendaciones al Banco Mundial y al Inmujeres:

- Hacer revisiones al MEG cada 3 años para estar acorde con la evolución de las empresas.
- Reconocimiento oficial o presidencial y difusión como empresa certificada a través de los medios de difusión utilizados por el Inmujeres y presidencia.

- Que el Banco Mundial siga participando y apoyando el proyecto.
- Buscar siempre el apoyo del gobierno y de las organizaciones que ya lo implantaron para que no pierda su impacto.
- Difundirlo a nivel internacional.
- Buscar patrocinadores.
- Mantener un fondo para ayudar a las organizaciones en la implantación, desarrollo y mantenimiento de los modelos.
- Publicar los resultados obtenidos de aquellas organizaciones que ya han implantado el modelo.
- Campañas publicitarias a nivel mundial sobre el valor de las persona (sin importar su sexo u orientación sexual) para el desarrollo de las actividades de su puesto.
- Establecer un programa más agresivo para la difusión del MEG.
- Buscar mecanismos para otorgar mayores recursos económicos para el funcionamiento del MEG.
- Buscar un mayor acercamiento con las empresas e instituciones certificadas y con las que estén por hacerlo.
- Seguir difundiendo el modelo en empresas que aún no lo han adoptado.
- Difundir entre las empresas y en la sociedad las buenas prácticas que han logrado las empresas al adoptar el modelo.
- Hacer cabildeo en el legislativo para que se genere legislación y políticas públicas a favor de la igualdad de oportunidades y a favor del balance entre el ámbito laboral/profesional y el ámbito personal/familiar.
- Generar material didáctico e información que apoye el cambio de prácticas al interior de las instituciones y/o de organizaciones que ayuden a visualizar la problemática de discriminación, de hostigamiento sexual, etc.
- Extender su marco de acción y adoptar más estrategias de difusión, a través de los diferentes medio de comunicación.

También se les preguntó que habían aprendido del MEG, estas fueron las respuestas:

- El interés que el gobierno y el Inmujeres tienen por mejorar nuestra sociedad.
- El apoyo que ofrece esta siendo aplicado con éxito, pero falta difundirlo más.
- Ampliar el criterio, en cuanto a que se trata de un proceso de cambio en el cual las organizaciones se tienen que ir adaptando poco a poco para buscar romper con los paradigmas de la sociedad, y a través de acciones buscar mejoras en el interior que eventualmente se convertirán en un beneficio para la sociedad.
- Es un programa que permite mejorar las condiciones laborales y de productividad en las empresas y que tiene un impacto positivo en mejorar la calidad de vida personal.
- Me permitió darme cuenta que la lógica de la empresa no es solo de ganancia, sino también de compromiso social. Muchas de las buenas prácticas que se están logrando en las empresas son dignas de imitarse por parte de las instancias gubernamentales a nivel nacional e internacional.
- Es un modelo de reciente implementación en las empresas y que permite mejorar el status de las mujeres al interior de las mismas y con ello favorece la interrelación de todos sus miembros. En consecuencia la actividad productiva mejora sus resultados.

