

# ITC SheTrades Initiative

## SHETRADES GENDER TOOLKIT FOR AGRICULTURAL VALUE CHAINS



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# Abbreviations

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<b>AFA</b>	annual general meeting
<b>ETI</b>	Ethical Trading Initiative
<b>FLA</b>	Fair Labor Association
<b>FNC</b>	Colombian Coffee Growers Federation
<b>GALS</b>	Gender Action Learning Systems
<b>HRNS</b>	Hanns R. Neumann Stiftung
<b>IFPRI</b>	International Food Policy Research Institute
<b>ITC</b>	International Trade Centre
<b>KTDA</b>	Kenya Tea Development Agency
<b>NASFAM</b>	National Smallholder Farmers' Association of Malawi
<b>SME`s</b>	small and medium-sized enterprises
<b>SWOT</b>	strengths, weaknesses, opportunities, threats
<b>UCoFAT</b>	Union des Coopératives des Femmes Agricultrices et Transformatrices
<b>UGAM</b>	Union des Groupements des Agriculteurs Mowossokpo
<b>WEAI</b>	Women's Empowerment in Agriculture Index
<b>WIEGO</b>	Women in Informal Employment: Globalizing and Organizing
<b>WTO</b>	World Trade Organization



# Introduction

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Addressing gender inequalities is essential to achieving sustainability in agriculture.

Agricultural value chains, and export commodities in particular, are often characterized by large imbalances between women and men in access to and control of land and assets, access to income, production roles and tasks, and decision-making over agricultural business and household expenditure.

Gender norms, attitudes and behaviours perpetuate these imbalances. They have far-reaching impacts along the value chain, from households through to exporters and processors.

Gender equality can increase the social well-being and income of women and farming families, have a positive impact on community livelihoods, and increase resilience to external shocks and market disruptions.

Context-specific approaches across the whole value chain are necessary to achieve sustainable and significant changes, especially in export-oriented value chains. An integrated approach using household methodologies, adapted service delivery mechanisms, and amended policies for producer organizations and processing or exporting companies can improve gender equality and women's participation.

The International Trade Centre (ITC) is the dedicated United

Nations and World Trade Organization agency that aims to internationalize small and medium-sized enterprises (SMEs) through sustainable and inclusive trade. It implements many export-oriented agricultural value chain projects targeting SMEs and producer organizations, often by partnering with private entities.

Increasingly its projects address inclusiveness, women's income and improved livelihoods.

SheTrades, the ITC flagship programme on women and trade, has developed the Gender Toolkit for Agricultural Value Chains as a guide to understanding gender inequalities and improving women's livelihoods and resilience in global supply chains.

The toolkit includes best practices, tools and practical guides for the private sector, producer organizations, cooperatives, SMEs, policymakers and trade support institutions to address inequalities.

The approach reflects the broader ITC strategy of reaching farming households by working through institutions and enterprises that are already working with farmers, such as cooperatives, traders, processors and exporters, rather than supporting farmers directly

# Glossary

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## Gender

Gender comprises the social attributes and opportunities associated with being male and female, relationships between women and men and between girls and boys, and relationships between women and women and between men and men. These attributes, opportunities and relationships are socially constructed and learned through socialization processes. They are context-specific, time-specific and changeable.

Gender determines what is expected, allowed and valued in a woman or man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control of resources, and decision-making opportunities.

Gender is part of the broader sociocultural context. Other important criteria for sociocultural analysis include class, race, poverty level, ethnic group and age (UN Women, n.d.)

## Gender equality

Gender equality describes the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean women and men become the same. Rather, it means women's and men's rights, responsibilities and opportunities do not depend on whether they were born male or female.

Gender equality implies the interests, needs and priorities of women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a 'women's issue' but should concern and fully engage men and women.

Equality between women and men is seen as a human rights issue. It is a precondition for and indicator of sustainable people-centred development (UN Women, n.d.).

## Gender equity

Gender equity is the process of being fair to men and women. To ensure fairness, measures may be in place to compensate for historical or social disadvantages that prevent women and men from operating on a level playing field.

Equity is a means. Equality is the result.

## Inclusive business

An inclusive business is a commercially viable model that benefits low-income communities by including them in a company's value chain on the demand side as clients and consumers or on the supply side as producers, entrepreneurs or employees.

'Inclusive business models include the poor on the demand side as clients and customers and on the supply side as employees, producers and business owners at various points in the value chain. They build bridges between business and the poor for mutual benefit. The benefits from inclusive business models go beyond immediate profits and higher incomes. For business, they include driving innovations, building markets and strengthening supply chains. And for the poor, they include higher productivity, sustainable earnings and greater empowerment' (UNDP, 2009).

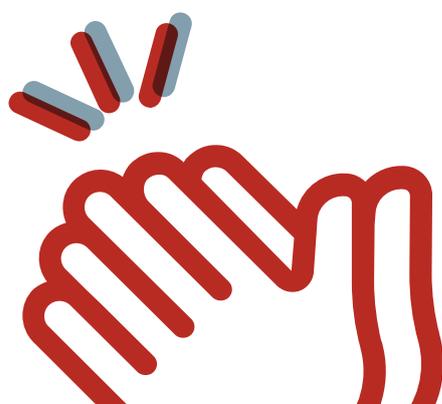
'Inclusive businesses bring people living at the base of the economic pyramid – those who are poor or underserved – into value chains as suppliers, distributors, retailers, or customers. The dual focus of the inclusive business approach – achieving both commercial viability and development impact – fosters opportunity and expands access using private-sector solutions that are sustainable, replicable and scalable' (World Bank International Finance Corporation, 2020).

## Inclusivity

Inclusivity is the practice or policy of including people who might otherwise be marginalized or excluded, such as women, young people, people with disabilities, or people from minority ethnic, class, age or sexual orientation groups.

## Women's empowerment

Women's empowerment is the process by which women gain power and control over their own lives and the ability to make strategic choices (European Institute for Gender Equality, n.d.).



# Best practices: Improving women's livelihoods in export-oriented value chains

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## Introduction

This chapter highlights lessons learned and best practices in developing a framework and toolkit for SheTrades for women's economic empowerment within agricultural value chains. It includes approaches to:

- Assess producer organizations' and companies' gender policies and business practices that impact women's livelihoods;
- Influence senior managers' concepts of gender equality in producer organizations and companies;
- Carry out gender assessments of farming households;
- Train personnel on gender sensitization and inclusive practices to deliver services to farmers.

We chose the case studies for their relevance to the value chains and geographical areas where SheTrades is active. We chose ongoing initiatives that have been active long enough to demonstrate positive impacts.

The research is guided by the aim of improving women's livelihoods through trade. This means including women and determining how to facilitate their involvement in trade to benefit them and their families. This requires changes in mindsets and practices.

The interventions range from gender-sensitive to gender-transformative. Some initiatives aim to integrate women by addressing barriers that stop them participating in or benefiting from trade. Other initiatives address the underlying structures and relationships that lead to gender inequality. Gender-transformative interventions can involve working with both men and women – for example, through training on masculinities and male identity, and household approaches that aim to balance gender relations within farming families.

The appetite and resources for gender-transformative approaches do not always exist, particularly if the business case is not understood. Such approaches are important, however, because they produce the conditions for women to benefit by engaging in trade. For example, without recognizing and redistributing household work, interventions to empower women can lead to women being overburdened with longer working days and more responsibilities.

## Key areas of intervention

This section summarizes the key issues for women's inclusion and analyses best current and recent practices in improving women's livelihoods in export-oriented value chains.

### Gender assessment

Gender assessment enables supply chain actors and partners to engage more effectively with women and men smallholder farmers and workers. It gives a picture of gender dynamics in several interrelated areas, including women's and men's roles on and off the farm; access to and control of resources; gender dynamics in decision-making, time use and activities; and perceptions of benefit from economic activity.

Gender assessment usually analyses gender dynamics at the household, community and institutional levels – for example, representation of women as members and leaders of producer organizations.

Gender assessment uses a combination of methods, including surveys, key informant interviews, focus groups and desk research. Depending on time and resources available, some aspects of gender assessment may be integrated into other activities such as baseline surveys.

### *Best practices: Define clear objectives*

Gender assessment may be carried out to inform the design of interventions, to gather baseline data, to assess risks and opportunities, or to develop a business case for investment. It may be a routine part of business operations or a one-off exercise.

The aim and intended audience shape the resources available and the methods and approaches used. More complex approaches generally require greater investment than simple assessments. Approaches used for one purpose may not translate easily to another.

## Nestlé and the Fair Labor Association

In 2012 Nestlé became the first food company to affiliate with the Fair Labor Association (FLA). In late 2013, FLA conducted several external assessments of working conditions in cocoa farms supplying Nestlé in Côte d'Ivoire. Prompted by the Oxfam Behind the Brands campaign, Nestlé commissioned FLA (2014) to carry out an independent gender assessment of the Nestlé Ivorian cocoa supply chain.

The assessments aimed to:

- **Map women's roles in the context of cocoa communities, including women's economic roles as:**
  - Farmers, employees, traders, entrepreneurs and members of cooperatives;
  - Caregivers in the home responsible for family well-being, homemaking, sourcing and preparing food, healthcare and childcare, and in some cases paying for school fees and materials;
  - Hosts and event managers at community events or when welcoming guests;
  - Village councillors, community advisors, or heads of local associations or non-governmental organizations;
- **Map women's and men's activities, including yearly and daily calendars of women's and men's work and a detailed map of the tasks carried out by women in cocoa and in the production of other food crops;**
- **Assess the risks facing women, including:**
  - Risks related to women's health and long working hours
  - Workplace-related risks, such as awareness and use of personal protective equipment when using pesticides, women's participation in training, and the degree to which women are financially compensated for their work on family cocoa farms;
  - Abuse and exploitation, in terms of the time women spend working on their husbands' farms or on land they do not own, and the risk of men taking another wife or of being in an informal marriage where inheritance rights are not protected;
  - Discrimination, in terms of women's exclusion from cocoa marketing and control over income, exclusion from decision-making in the community, and exclusion from leadership of cooperatives;
  - Land access within a customary system where women are

expected to access but not own land through marriage;

- Economic risks related to market access, lack of diversification of crops and lack of time or resources to dedicate to their businesses;

The process took a year and resulted in a detailed report with recommendations for the company and the Ivorian Government.

The study had four phases:

- **Desk-based research and tool development (4 months);**
- **Stakeholder engagement through qualitative interviews, and meeting local stakeholders, gender experts and field practitioners for an overview of gender issues in cocoa farming (2 months);**
- **Gathering information in the field through a series of tools, including community profiling through interviews with community members and local governing bodies; use of the internal monitoring system with additional questions on gender (e.g. on women's membership of cooperatives and participation in training); gender assessments through interviews and focus groups with women in a variety of settings; and assessments of over 200 farms, including interviews with farmers and workers, observation and review of documentation (3 months);**
- **Analysing the data and writing the report (3 months).**

The team comprised one FLA staff member based in Côte d'Ivoire and another based in Geneva, and an independent gender expert, independent statistical analysis expert and two independent researchers based in Côte d'Ivoire.

The assessment involved quantitative and qualitative methods, including interviews with women and other key stakeholders, focus group exercises with women and men, and a quantitative survey. The assessment methods and approach were discussed with local experts and stakeholders and field tested.

The assessment led to 17 recommendations to Nestlé to improve women's access to resources and services, improve their status within farmer organizations, and protect them from violence. It also led to recommendations to the Ivorian Government to raise the status of women in the cocoa sector.

## International Finance Corporation

The toolkit developed by the World Bank International Finance Corporation (2013) is a much leaner exercise. It aims to gather enough information to put together a proposal to an agribusiness company of how they could work together on gender issues. It comprises a series of focus group exercises, followed by analysis and report writing.

In its work with agribusiness clients, the International Finance Corporation integrates gender considerations into desk research and analysis to identify the gender dimensions of a potential intervention or investment within smallholder value chains.

If the client is interested to explore this further, the International Finance Corporation carries out a gender mapping exercise with women and men producers to understand the constraints and opportunities within a particular sector, value chain and geographical context.

Gender-related questions are included to gather quantitative information.

Information from the gender mapping exercise is used to analyse gender gaps and opportunities and to reveal potential gender interventions to address these gaps or capture the opportunities.

## Nespresso

To achieve the objectives laid out in its gender equality strategy for the AAA Sustainable Quality Program™, Nespresso developed its survey tool (Nespresso & TechnoServe, n.d.) based on a tool from the International Food Policy Research Institute (IFPRI, 2012).

In 2014 Nespresso began to develop a gender strategy and approach for its AAA programme. It measured the numbers of women agronomists in each country, a practice that it now does annually.

There were higher numbers of female agronomists working with the AAA programme in Kenya and Ethiopia because the AAA partner TechnoServe had adjusted the recruitment processes to enable and encourage more women to participate.

Realizing that women may lack the confidence to apply for formal interviews or not perform well in interviews, the AAA programme in east Africa offered candidates an agronomy training course over several days.

By removing the pressure of a formal interview process, this change significantly lowers the barriers for women and enables them to participate. During the training course, women gain confidence and can demonstrate their skills on an equal footing with men.

Childcare facilities are provided so breastfeeding women can take part.

The AAA programme continues to increase the number of women agronomists in the 15 countries where it is active. The World Bank estimates that women account for about 15% of agronomists worldwide, but over 30% of the AAA programme's agronomists are female (FAO et al., 2019).

<sup>1</sup> IFPRI describes using probability to proportional size sampling, which ensures all individuals have an equal chance of being selected, irrespective of whether they are from a large or small group.

<sup>2</sup> The IFPRI framework defines a household as a group of people who live together and 'take food from the same pot'. A household member is someone who has lived in the household for at least six months and for at least three days of each week during that period.

<sup>3</sup> In the WEAI framework, this is conceived of as 'leadership' and consists of two indicators – women's participation in community groups and their ability to speak in public.

### *Best practices: Decide who to include*

Gender assessment does not attempt to be statistically representative of the population as a whole but aims to show gender relations within a particular group or community to inform understanding and the design of interventions. Gender assessment is about sampling enough households to carry out meaningful analysis without reaching a statistical minimum in relation to overall population size<sup>1</sup>.

It is important to take into account practical considerations when selecting locations for interviews and focus groups. Accepted good practice is to select groups at random within a defined list or area, usually determined by the scope of the project or intervention, such as a list of farmers working with a company or in geographical areas where a project is active.

In the Nespresso survey, farmer groups with particular logistic or security challenges were omitted. The International Finance Corporation assessment approach includes communities with significant sociocultural differences, such as religious or customary practices.

Depending on the importance of analysing gender parity, gender assessment might deliberately include a certain percentage of women and men in the same household and a certain percentage of female-headed households, or it may allow this to be determined by random selection.

The Nestlé study interviewed women farmers as primary informants. It included men as additional key informants. The Women's Empowerment in Agriculture Index (WEAI), on which the Nestlé survey tool is based, was designed to survey women. To understand intra-household gender parity, however, it was developed to include adult women and men within the same household. During pilots of the WEAI a larger percentage of interviews involved a man and a woman in the same household, and 20-30% involved women-headed households<sup>2</sup>.

The Nespresso study selected participants randomly. It oversampled women to ensure adequate representation. It invited the spouses of married women and men to be interviewed, but the percentage of married couples interviewed varied between locations.

The International Finance Corporation approach included equal numbers of women-only, men-only and mixed focus groups. It carried out time-use analysis with couples to allow comparison.

It is worth considering the different life stages of women and men and how their needs and situations change over time.

For example, deliberately including young unmarried women or older widows as differentiated groups could give information about how interventions or companies can engage effectively with women farmers at different stages of life. The frameworks included in the report by Colina et al. (2019) are a useful reference.

It may be helpful to interview other key informants to give a contextual picture of gender relations. Key informants in the Nestlé study included experts with a range of perspectives on women within cocoa value chains in Côte d'Ivoire, such as a national women's association, local and international non-governmental organizations, certifiers and government ministers.

### *Best practices: Consider scope and framing*

The programme's needs, intended scope or areas of intervention determine the design of the questions. The following elements may be important:

- **Community roles:** the Women's Empowerment in Agriculture Index (WEAI),<sup>3</sup> the IFC mapping exercise and the FLA/Nestlé study take into account women's roles within the community. This is an important dimension that is sometimes overlooked. Women's community relations are also a key resource in terms of their ability to engage in trade, save money and access information. These can be sensitively cooperated with or harnessed by companies looking to include women in export-oriented value chains.
- **Aspirations:** the FLA/Nestlé study and the Nespresso analysis included information on women's and men's aspirations, either broadly or in relation to the crop in question. This enables interventions to respond and align with aspirations of women and men farmers.
- **Existing skills and resources:** assessments tend to look at deficits rather than assets, which informs programme thinking. This is an opportunity to take stock of areas of resource or power that women have that can be developed further.

### *Best practices: Choose an approach*

Gender assessment can involve surveys with individuals or small groups, focus group exercises using visual or participatory exercises, and qualitative case studies. The approaches have complementary strengths and limitations, so it is ideal to use a combination of approaches.

### **Best practices: Choose an approach**

A survey can gather quantitative and qualitative data. It can combine multiple-choice and open-ended questions to gather greater detail.

IFPRI guidance on the WEAL suggests combining objective and subjective indicators because 'empowerment has both objective and subjective dimensions'. An example of an objective indicator of women's leadership in the community is membership of a community group. An example of a subjective indicator is whether women feel comfortable speaking in public.

The reliability of data gathered through surveys depends on adequate field testing and training. It is important to adapt the survey to the local context and agricultural activity. It is good practice to start with questions that build rapport and are easy to answer, and then move to more in-depth or sensitive topics. The survey should ask men and women the same questions as far as possible, although some questions may need to be tailored to each gender.

### Focus group exercises

A focus group lets participants talk in a semi-structured way. It gives autonomy and leadership to the participants, sometimes giving them priority over the immediate needs of the programme. A focus group gives contextual nuance, which quantitative questioning alone does not. Focus groups allow internal group discussions, which give information on important differences and similarities, agreements and disagreements between group members.

If time is short and the aim is to get an overall picture, an approach like that of the International Finance Corporation study, which consists of a series of visual participatory exercises, can be effective and give useful insights.

If well facilitated, focus groups can be valuable to the participants by engaging them in reflection on gender disparities and what they would like to change. The experience can be part of building relationships between participants and producer organizations and companies.

### Case studies

The WEAL guidance recommends gathering qualitative case studies as a complement to the survey because they are 'important in capturing what people experience in their own words and understanding what empowerment means within different contexts'.

The WEAL pilots selected men and women from different household compositions and with different scores (high, medium, low). Case studies were selected after the survey results had been analysed. The quantitative portions of the data were entered and scored in the same way as the pilot data. Scores were checked to see whether they agreed with the general narrative and local perceptions of a person's empowerment, including self-perceptions and the perceptions of local leaders.

### Field testing

Field testing with enumerators and participants is important to check the way meaning is conveyed and understood in the local language. Field testing helps enumerators understand what settings are most culturally appropriate.

The Nespresso report describes how field testing in Aceh, Indonesia showed women felt more comfortable answering questions in small groups than individually. self-perceptions and the perceptions of local leaders.

### Pitfalls to avoid

Focusing on opportunities and women's and men's aspirations, rather than gaps or risks, is important. This allows interventions to build on women's existing strengths and resources and align with women's and men's priorities and ambitions.

It is important not to raise people's expectations of the scope of a programme to respond to all of the needs and interests expressed.

In household interviews, it is usually necessary to separate women and men to allow more open discussion. This must be done sensitively to avoid. One possibility is to separate women and men into small groups to respond to a survey. Another way is to engage men in an activity while interviewing women. For example, a member of the survey team can ask the man to show them the farm, while another member of the team talks to the woman.

It is important to avoid bias where possible:

- **Response order bias** is the risk of answers being influenced by answers already given by other participants. One way to prevent this is to change the order of questions in different interviews.
- **Real perception bias** is the belief that something untrue is true. Using a combination of objective and subjective indicators and using additional data (e.g. on training attendance) can prevent this. Sometimes differences in perceptions between men and women arise in gender assessments. For example, men may think they make decisions alone, but women may think they share the decisions. These differences can be useful discussion points in mixed-gender focus groups.
- **Right response bias** is trying to tell enumerators what they want to hear. Using certain phrasing can prevent this. For example, rather than asking a personal question, ask about what happens in general. The BSR guidance on

gender equality in social auditing has some useful recommendations (Barraja, n.d.).

- Recall bias is being unable to recall correctly. Data triangulation and field testing can reduce this. For example, a woman may not recall how much she earns in a year from a certain business activity, but she may recall what she earns in a week or a month. Field testing can explore the phrasing that produces the most reliable answers.

### Complementary tools

Oxfam has detailed guidance on tools to assess the distribution of care work and how it can be reduced or redistributed. These exercises can be adapted to context and included within gender assessments (Kidder & Pionetti, 2013).

The Gender Action Learning Systems (GALS) gender balance tree enables a group of people to discuss gender dynamics in the distribution of paid and unpaid work, personal and household expenditure, ownership of assets and decision-making. It generates active discussion of how women and men perceive gender dynamics and what they would like to change. Its visual nature makes it appropriate for people with low literacy levels and it can be completed in one to three hours (Ochieng, 2019).

The Ladder of Power and freedom can be used as part of an interview or focus group to analyse women's and men's perceptions of their own agency. Agency is the ability to make important decisions in life. The exercise compares the situation now with 10 years ago to elicit information about changes in

norms or perceptions over time. Women-only and men-only groups carry out the exercise separately and results can be compared (Petesch & Bullock, 2018).

### Developing gender policies and strategies

For producer organizations and companies within value chains, developing an internal gender policy, strategy and work plan gives a focal point and opportunity to raise awareness and capacity within the team. To bring everyone on board and capitalize on learning opportunities, the process of developing a policy or strategy is as important as the final outputs.

#### *Best practices: Create support from leadership*

Developing a gender policy or strategy requires a dedicated resource. To create the opportunity and lay the ground for its adoption and implementation, it is important to secure the internal will and motivation of the producer organization or company's leadership. This may be prompted by a combination of external factors and internal advocacy.

Explaining to senior leaders why they should invest resources in the process – for example, that they need to take action in this area to remain competitive and relevant in the marketplace and to respond to market demand and expectations – may be helpful.

Sensitizing the leadership may help to create the space to develop a gender policy, as demonstrated at PRODECOOP.

## PRODECOOP

PRODECOOP is a union of 38 base cooperatives and 2300 members in Nueva Segovia in northern Nicaragua. It was one of the first coffee producer organizations in the country to develop a gender policy (PRODECOOP, n.d.). The driver for this was internal and pushed forward by the (female) general manager.

The general manager encountered resistance at first from the (mainly male) board of the organization due to the wider political climate and resistance to the public discourse around feminism. Discussions continued at this level, until there was some openness from the board to investing time and resources in the process of developing a gender policy. PRODECOOP formed a steering committee of a member of

staff, a representative of the gender commission (a structure of gender committees at cooperative and union level), a member of the technical team and an external consultant.

The steering committee held discussions at the community level with gender-disaggregated and mixed groups of cooperative members, young people and cooperative leaders. Together, they analysed gender gaps and determined which the organization could address. The discussions were also an opportunity to sensitize the members and leaders of the organization on the value of having a gender policy.

The steering committee created a gender policy based on analysis of the discussions. It submitted the policy to the

board for revisions and then to the annual general meeting (AGM) for formal adoption in 2008.

Since its approval, the policy has formed the basis for the development of annual work plans by the gender commissions within each cooperative and the union. With support from Women in Informal Employment: Globalizing and Organizing (WIEGO), the organization has produced materials to support internal communication of the policy and training. Sensitization of members and leaders by the gender commissions is ongoing.

A percentage of the Fairtrade premium PRODECOOP receives from coffee sales is invested each year in gender activities.

During implementation of the gender policy, the need for greater sensitization of men, in particular male field staff, became clear. PRODECOOP recruited an external consultant to carry out 'deep-dive' training for its male staff team. The plan is to extend this to male board members and lead

farmers in 2020.

This training involves three sessions of three days each. The sessions allow men to reflect critically on masculine identity and their own experiences, including of sexual harassment and gender-based violence. The approach uses experiential learning, role play and sharing of personal experiences.

Alexa Marin, who leads the gender commission within PRODECOOP, believes the training has led to greater openness from the mainly male technical team towards engaging on gender issues, and to positive changes in the ways they interact with their own families.

One of the larger member cooperatives of PRODECOOP, Jose Alfredo Zeledon, was inspired to carry out its own masculinity training and contracted an external consultant to train 60 members and leaders.

### *Best practices: Form a team*

It is good practice to create a core team to lead the development of a gender policy. This is illustrated in the cases of PRODECOOP and Union des Groupements des Agriculteurs Mowossokpo (UGAM) in Benin.

The team should include men and women staff, members and leaders. Using an external consultant to support and guide the

process ensures the perspectives of all internal stakeholder groups are represented.

Within the organization, there may be one focal person who is employed or contracted to lead the work, as at James Finlay Kenya. This person needs the support of the senior management to secure the help buy-in from other senior managers and teams.

## **Union des Groupements des Agriculteurs Mowossokpo**

UGAM is a cooperative union of 2560 producers (1200 women, 1360 men) organized into 14 cooperatives and, more recently, 45 women's cooperatives in the Bantè and Savalou communes. It was created in 2010. Members produce and process cassava, maize, soya, cashew nuts and yams.

UGAM offers services in six areas: access to finance; provision of high-quality fertilizer; collection and marketing of maize; provision of certified seeds; technical assistance on farming as a family business, and agro-environmental training.

Women represent 47% of UGAM members but only 18% of the members who regularly access and benefit from

its services. In 2017 UGAM created a parallel structure for women of 45 cooperatives and a women's union (Union des Coopératives des Femmes Agricultrices et Transformatrices, UCoFAT).

In 2018 UGAM began to develop a gender equality policy. It formed a steering committee of UGAM board members, UCoFAT representatives from different regions, and one staff member. It held meetings with women members in 28 cooperatives in 5 locations, focusing on women's rights and their practical and strategic needs.

The steering committee carried out a SWOT (strengths, weaknesses, opportunities, threats) analysis in four areas:

- **Policy:** how the people who lead the organization communicate and demonstrate their commitment to gender equality and their capacity to inspire the commitment of others;
- **Methods:** formal mechanisms put in place by the organization to realize the commitment towards gender equality;
- **Culture:** norms, customs, beliefs and codes of conduct encouraged by the organization;
- **Practices:** actions, services and results within the framework of projects or programmes that contribute to gender equality and equity.

The steering committee presented the policy and an action plan to the board and general assembly.

The action plan had two aims – to mainstream gender equality across the organization and to take targeted actions. It was organized into four levels – mainstreaming gender equality within UGAM; strengthening UCoFAT; supporting the 45 women’s cooperatives; and sensitizing the community on a range of issues related to gender equality and women’s rights. The plan for each level specified the activities, steps, responsible people, time period and indicators.

## James Finlay Kenya

James Finlay Kenya is part of Finlays, a leading independent business-to-business manufacturer and supplier of tea and coffee to beverage brand owners worldwide. James Finlay Kenya owns and operates tea farms and factories in Kenya.

In 2014 James Finlay Kenya launched Project Athena. This comprised a gender audit of all work processes and practices and the design of measures to eliminate discrimination. The project had five pillars:

- Policies, procedures and practices;
- Gender quotas to increase women’s representation in decision-making at all levels;
- Skills training and personal development for women;
- Gender capacity-building;
- Promoting inclusive workplaces by eliminating all forms of direct and indirect discrimination.

In January 2015 James Finlay Kenya employed a gender empowerment manager to lead the development of a gender equality and diversity policy. The policy was based on the analysis carried out during the audit and accompanied by a gender strategy and accountability system.

Gender structures were formed from the community level to the executive level. All senior managers received gender-related deliverables. The company carried out a review of all organizational policies, operation manuals and guidelines to ensure they were gender transformative. It carried out a gender needs assessment and developed a curriculum for gender capacity-building of all employees.

The policy has led to several changes:

- A trainee management programme supports young women to move up the hierarchy to junior management;
- An apprenticeship programme for women in technology enrolls women in training courses such as masonry, mechanics, plumbing, electrical and carpentry;
- A talent development programme allows women and men to advance their careers;
- Leadership training for women is in place;
- Ongoing gender awareness training for all employees is in place to ‘change perceptions of being gender blind or gender neutral to being positively gender inclusive and transformative’;
- Family-friendly policies such as childcare and breastfeeding breaks allow mothers to return to work.

James Finlay Kenya also buys from tea outgrowers organized into cooperatives. Part of the work of local welfare and social workers is to give training on topics related to gender-based violence. James Finlay Kenya initiated a gender-inclusive project with its outgrower farmers to promote access to and control of proceeds from tea by all family members (not only men) in partnership with government officers and community opinion leaders.

According to the Women Working Worldwide (2019) study of the James Finlay Kenya gender and diversity policy:

‘This gender and diversity policy and the interventions put in place are an excellent example of good policy development.

The policy is built on a comprehensive understanding of how gender sits within the company, Kenya and the traditional patriarchal environment, and how it interacts with wider human and labour rights and sustainability objectives. It sets out clearly what is expected of staff and management, and how the company will implement and reinforce this agenda. What also sets this policy apart, and makes it a leader in its field, is that it addresses equity; affirmative positive action; zero tolerance on sexual harassment; unconscious bias; direct and indirect discrimination; and sets targets and quotas.'

The James Finlay Kenya 2016 sustainability report highlights

the importance of ongoing work on sensitization. It states the development of a policy is the starting point for change and an important milestone in itself:

'Since the project began in January 2015, progress has been slower than initially hoped, which has highlighted the amount of work needed to ensure full equality. Simply having a policy and strategic framework in place does not always translate into automatic equality between women and men in the workplace. It has highlighted the need to consider as part of the process issues such as socialization, education, and changes in business strategy in the face of global competition.'

### *Best practices: Use a consultation process*

All the examples of good practice of gender policy development follow a similar structure of research, analysis of findings, drafting, approval and adoption. A good starting point is to gather existing data on women's membership, leadership and participation, and note any current good practices that can be scaled up. It is important to include temporary and seasonal staff in the assessment.

At James Finlay Kenya, the research phase was structured as a comprehensive internal audit of policies and practices.

At PRODECOOP, the research was based on focus group discussions that included women and men. This was also an opportunity to sensitize people on the importance of developing a gender policy, which helped to increase its acceptance among men.

UGAM used focus group discussions to ask women about their strategic and practical needs and interests.

Focusing on women may create a perception that the gender policy is 'for women' and that initiatives arising from it will benefit only women. The consultation should have dual aims to listen to women and to bring men on board. Holding some men-only meetings allows men to freely express any concerns they have.

### *Best practices: Draft a policy*

Different structures can be used to frame the analysis and draft the policy.

The AgriCord & Farmers Fighting Poverty Network (2018) guidance, based on Twin's experience of developing gender policies with producer organizations, uses a four-level structure to identify issues and strategies related to households, organizations, markets and advocacy.

UGAM framed its analysis around policy, methods, culture and practices, and used a SWOT analysis to draw conclusions in each area.

The analysis at James Finlay Kenya had five areas of focus: policies, procedures and practices; gender quotas to increase women's representation in decision-making at all levels; skills training and personal development for women; gender capacity-building; and promoting inclusive workplaces by eliminating all forms of direct and indirect discrimination.

The frame helps to organize the analysis and identify the strategic areas of work. Support from an external consultant can be helpful, but the analysis and drafting should be equally led by an internal team to ensure ownership. The coaching approach used by AgriProFocus (2017) at Kyalanyi Coffee supported the organization to carry out its own analysis and develop strategies.

## Kyagalanyi Coffee

Kyagalanyi Coffee, part of the Volcafe group, is the leading coffee exporter in Uganda. It buys coffee from 17,000 households in the Mbale, Rwenzori and West Nile regions. As part of its business, it has set up 4 sustainable coffee schemes that provide a range of services to 21,000 certified households in the Masaka, Mount Elgon, Rwenzori and West Nile regions.

In 2013 Kyagalanyi took part in a gender trajectory with AgriProFocus. This was a tailored programme of mentoring over 12 months. The mentor worked with Kyagalanyi to help it address specific gender-related issues and concerns and find a way forward. As part of the process, Kyagalanyi developed a gender action plan that aimed to increase the number of female staff and board members and to increase participation of women in good agricultural practices training.

The management encouraged field staff to change their focus from registered members to households. This resulted in husbands and wives being trained in farm visits and more women attending group training sessions.

In 2017 Kyagalanyi began its Gender for Growth project. As part of this initiative, two gender officers were recruited in Mbale and West Nile. Alongside the project, all staff received training on how to mainstream gender in their activities.

Kyagalanyi now runs various Gender for Growth initiatives with the support of several donors and roasters. In 2020

these initiatives will reach about 20% coffee households through a network of change agents and field staff. Each agent is responsible for 20 households, who together form a gender cluster. Each cluster receives support to set up a village savings and loans association that meets weekly. Clusters also meet regularly for a range of gender and good agricultural practices training.

Each household completes a set of five tools based on GALS methodology, including a household vision, a farm vision and a farm budget. The change agents regularly visit the households to follow up on progress and commitments made. To inspire others, the best-performing households and clusters are rewarded with farming inputs or hand pulp-ers and farmer exchange visits are organized.

The gender programme has led to increases in productivity, good practices and incomes, through access to finance, joint visions, and greater transparency and harmony at the household level. This is reflected in the increased ability of families to buy cattle, diversify their incomes, construct permanent houses and send their children to school.

Kyagalanyi has also designed an innovative game, Gender Harvest, which combines household decision-making on investments, agronomy messages and record-keeping. The game is facilitated by the change agents and played by four couples. The winners are those who make the best decisions and earn the most profit.

### *Best practices: Create an implementation plan*

Without an implementation plan, a policy is only a statement of intent. Implementation is effective when appropriate structures and a budget are in place.

At James Finlay Kenya, gender structures were formed from the village level to the executive level. At PRODECOOP, the structure of gender committees at the cooperative and union levels has allowed progressive implementation of the policy over 11 years.

In producer organizations, voluntary structures such as committees are likely to be more sustainable over the long term as they do not depend on project funding. In companies, employing gender professionals, such as the senior-level

gender empowerment manager at James Finlay Kenya and gender officers at Kyagalanyi, gives focus and momentum to gender work.

Mainstreaming gender work across the organization should be a priority. James Finlay Kenya gave all senior managers gender-related deliverables and reviewed all organizational policies, operation manuals and guidelines to ensure they were gender-transformative. At Kyagalanyi, the sustainability manager led the work on gender, ensuring it was integrated into the work of the farmers services unit.

### *Best practices: Run training and sensitization activities*

Training and sensitization activities are likely to form part of any gender strategy. It is also important to raise awareness of the gender policy itself.

Within a producer organization, regular training and sensitization are needed due to the turnover of board members every few years. At James Finlay Kenya, part of the implementation included a gender needs assessment and curriculum development for gender capacity-building of all employees.

The training programme should aim to ensure all staff internalize gender concepts and recognize how they are responsible within their particular roles for implementing the policy and changing culture and attitudes.

At PRODECOOP, implementation of the gender policy revealed the work needed to sensitize the all-male technical team. PRODECOOP contracted a consultant to deliver training on new masculinities to the team, and is now extending this to male leaders and farmers.

### **Pitfalls to avoid**

Support from an external consultant can be helpful but is not essential if there is internal will and capacity. For the process to be sustainable, the internal team should undertake its own analysis and develop its own strategies rather than rely on an external consultant.

The policy should include specific objectives and strategies and should be accompanied by a work plan. A producer organization or company cannot respond to all needs and interests raised during consultation and should be clear which ones fall under its scope.

Developing a gender policy entails focused work and resources. The gender policy document itself is not a complete solution. The opportunities for change lie in the development of the policy and its implementation plan.

### **Complementary tools**

AgriCord & Farmers Fighting Poverty Network (2018) have produced a guide for producer organizations to develop a gender policy. It offers a structure for drafting the policy, and looks at issues and strategies related to households, organizations, markets and advocacy.

Trias (2018) has developed a phased approach to institutionalizing gender-equitable approaches within producer or-

ganizations. Trias sees this as the first of three pillars, which together form a three-year journey towards greater gender equity within producer organizations. The other two pillars are empowering women and building alliances between women and men. The pillars are implemented concurrently rather than sequentially. The institutionalization pillar has 20 steps, including self-assessment processes, dialogues and monitoring activities.

AgriProFocus (2017) trains local gender and value chain coaches to carry out the gender trajectory process described in the Kyagalanyi case study. This combines coaching theories, gender mainstreaming theories and tools, and systemic approaches to value chain development.

### **Gender awareness-raising, sensitization and training**

Gender-transformative approaches within supply chains imply that gender inequalities need to be considered and strategies identified at each level in the chain. Gender audits can be used at any level to generate internal awareness and commitment to addressing gender inequality. Gender training and sensitization are also important processes to raise awareness and stimulate changes in perception, attitudes and behaviours.

### *Best practices: Carry out a gender audit*

Gender audits can be led internally or externally. They can be used as part of gender policy development, as at James Finlay Kenya, or they can support implementation of the gender strategy by assessing internal capacity and identifying gaps, as at the Ethical Trading Initiative (ETI).

In the UN Women (2017) toolkit, the first step for businesses is to conduct an internal self-audit, looking at pay, employment, leadership, procurement, corporate social responsibility and suppliers from a gender equality perspective.

### *Best practices: Gender training and sensitization*

Gender training and sensitization are important at every level in the supply chain. They should inspire a bold vision of change while also working on changing norms from within.

The best gender training is fun, engaging, thought-provoking and insightful. Gender training facilitators should have experience of running participatory, bottom-up development processes. They should be enthusiastic and believe in people's ability to change.

Male facilitators must review their own gendered attitudes to avoid transmitting patriarchal ideas in an unconscious way. Women facilitators should have the confidence and skills to challenge attitudes of men within the group. If working as a team, it is helpful to include a gender expert (Farnworth & Badstue, 2017).

The IDH (2017) manual is a compendium of resources for gender sensitization. It can be used with a variety of audiences, including managers and workers on plantations, young people and children, and smallholder farmers.

The Kyagalanyi Gender Harvest game is a practical engaging way to promote joint decision-making at the household level.

Nespresso worked with KIT to develop a tailored programme for its agronomist team in nine countries, supporting them to become catalysts of gender transformation in their work. The approach uses three phases – learning for action, learning in action and learning from action – over six months. It is adapted to regional context and includes elements of self-reflection, knowledge acquisition and skills development.

### Ethical Trading Initiative

ETI began work on its gender strategy in 2016. The imperative to drive gender equality is embedded in its overall strategy. ETI (2018a) highlights five strategic areas of work for direct action.

To support its gender strategy, ETI used external experts to carry out an internal gender audit in 2017. The experts reviewed ETI literature and ran focus groups with different teams to identify areas with a need for capacity development. This led to the creation of unit action plans and an internal gender working group.

The gender audit stimulated greater support for gender work across the staff. Mainstreaming gender within the secretariat continues to be a priority within ETI's gender strategy.

The internal gender audit also led to the development of the ETI (2018b) guidance on gender equality to help companies assess and respond to gender-related issues in their supply chains.

### Best practices: Build a movement

Fostering networks of women, men, or men and women can help to change cultural norms and build momentum towards greater gender equality.

### Starbucks

Starbucks is a multinational chain of coffeehouses and roastery reserves headquartered in Seattle in the United States. Starbucks Corp. is the world's largest coffeehouse chain and produces, markets and retails speciality coffee. Starbucks has developed 'affinity networks' for its staff. Each network has direct access to a member of the Starbucks executive team and is responsible for implementing part of the Starbucks strategy. Each network has autonomy to organize its own events and training. Employees can access courses and leadership training through the network. Many of these networks have a diversity focus, such as the Women's Impact Network.

The company has addressed issues of gender as part of its strong focus on diversity and inclusion. By working to address the gender pay gap, it now has 100% pay equity across gender and race in the United States, and is addressing the issue in Canada, China and India.

Starbucks has increased the number of women in its executive team and on its board and now has one of the most diverse company boards from a gender and race perspective. It also has a large number of women in senior leadership positions.

### CAFENICA

CAFENICA is a consortium of 10 smallholder coffee associations and cooperatives in Nicaragua. In 2006 it created a network, Las Flores de Café, of women members and workers in its member organizations.

Las Flores de Café has its own board and defines itself as a movement that promotes gender equality within each producer organization. Six of 10 member organizations have now developed a gender policy. The network increased the percentage of women taking part in training activities and meetings with each organization from 27% to 75% after 5 years (Twin, 2013).

## Complementary tools

The International Labour Organization (ILO, 2012) manual on participatory gender audits guides facilitators carrying out gender audits within organizations. It is a helpful reference to understand how audits can be carried out.

The Women's Empowerment Principles (n.d.) gender gap analysis tool generates information on a company's performance in relation to the United Nations Global Compact Women's Empowerment Principles. It suggests areas for improvement and enables comparison with other companies worldwide.

## Including women as members of cooperatives and producer associations

Producer organizations can facilitate women smallholders' access to technical training, inputs, finance and higher-value markets. They give women a platform to articulate their needs and develop partnerships with buyers and civil society organizations. Producer organizations also offer opportunities for women to speak and be heard, to participate in meetings and to take on leadership roles.

These outcomes are not automatic, however, as some barriers to inclusion may remain, such as social norms and women's time burdens.

There are also barriers to women joining producer organizations as members in their own right. For example, membership may relate to land ownership, or family membership may be represented by a male head of the household.

Some mixed-gender producer organizations have addressed gender constraints to women's participation.

### *Best practices: Promote land sharing*

Encouraging men to share land and productive trees with their wives and daughters can encourage women to join producer organizations. This requires a change of mindset in men, who may need to be convinced of the business case at the household level of giving women greater control over assets. It needs to be accompanied by sensitization.

At Mzuzu the promotion of land sharing was integrated into good agricultural practices training over a three year period. At Kokoo Pa, it became obligatory for any man joining the organization to register some land in his wife's name, but this was supported by training for women and men, including on legal literacy (family, marriage and inheritance law) and gender issues related to business and marketing, such as recognizing women's labour as part of the costs of production.

## Mzuzu Coffee Planters Cooperative Union

Mzuzu in Malawi analysed stagnation in production volumes and found women and young people were withdrawing their labour from coffee because men were controlling the benefits. To counter this, Mzuzu began its Women in Coffee campaign in 2011, encouraging men to share coffee trees with their wives so that women could register as members.

Mzuzu began by sensitizing its staff on the importance of encouraging women to participate. It included messages on land sharing within families in good agricultural practices training. It organized separate men's and women's delivery days so that women who registered as members were able to deliver their coffee and receive payment directly.

In 2012 Mzuzu marketed 'women's coffee' to international buyers with an additional premium. Women members agreed on the use of this premium – some went to individual women, some to a microcredit scheme targeting women with lower volumes of coffee, and some to funding the activities of women's groups at a cooperative and union level.

Women's committees took on the role of advocates on their cooperative boards and at washing stations to encourage other women to join. More women are now planting coffee with a view to joining when they begin to harvest.

In 2015 Mzuzu began delivering GALS training to households, which has further stimulated land sharing. Men have reported benefits, including greater harmony in their households during coffee harvest periods. Men also recognize that women make investments that benefit the whole family, including improvements to the home, investment in education and better nutrition (FAO et al., 2019).

### *Best practices: Allow individual membership*

Disaggregating membership from land ownership and promoting individual rather than family membership can increase women's participation in producer organizations.

Phata Sugar cooperative in Malawi registers household members as individuals. This has increased the number of women members, who receive dividend payments directly (AgDevCo, 2018).

Gulu Agricultural Development Company in northern Uganda has increased outreach to women by employing women buying agents and trainers, and developing audiovisual training materials to overcome literacy constraints that affect women in particular. Gulu has a policy of contracting individual women and men within the same household rather than men as household heads. This has resulted in just under half of registered farmers being women.

### Kokoo Pa

Kokoo Pa was established in 2009 by cocoa farmers in 10 communities in the Ashanti region, with support from Solidaridad West Africa.

It began with 352 members, of whom 11% were women. Land ownership is a requirement for membership, which restricted women's participation. Over the next few years, membership grew steadily and expanded to new geographical areas. The low numbers of women members, however, perpetuated a situation in which women's work on cocoa farms was not properly remunerated and their participation in good agricultural practices training was limited.

In 2014 Kokoo Pa decided at its AGM to change the registration process for membership. All men joining the organization had to allocate some of their land to their wives and register their wives as members. Men could choose which land to share and did not have to legally register the change in land ownership. Women now form 35% of members of Kokoo Pa.

Kokoo Pa began gender sensitization and training for women and men, including on family, marriage and inheritance law and on gender issues related to business and marketing, such as recognizing women's labour as part of the costs of production. It formed women's groups, provided leadership training to women representatives, and offered training on income-generating activities and forming village savings and loans associations (FAO et al., 2019).

### Gulu

Gulu sources and processes agricultural products. It is active in cotton, sesame, chilli, sunflower, maize, sorghum, oil milling and maize milling. It offers services to 75,000 farmers in the region, including training in agronomy, organic principles, post-harvest handling, numeracy and basic financial literacy and local seed banks.

Gulu has developed several strategies to reach women farmers, including using mobile video viewing units carried on motorbikes, which are particularly accessible to non-literate trainees. Gulu recruits women buying agents and trainers to reach women farmers. Gulu contracts with women and men as individuals within the same household, resulting in just under half of its registered farmers being women.

Gulu is the largest organizer of village savings and loans associations in northern Uganda, a service used mainly by women (Agdevco, 2018).

### National Smallholder Farmers' Association of Malawi

The National Smallholder Farmers' Association of Malawi (NASFAM) offers individual membership. Members of households are required to join different clubs (the first level within the organizational structure) and contracts are made with individuals for delivery of crops.

In 2016 NASFAM designed awareness-raising sessions for member couples on the benefits of women taking on leadership roles. NASFAM invited existing women leaders, and their husbands, to speak about their leadership pathways and the inspiration, challenges and opportunities of their roles. They also spoke about how they combine leadership roles with their domestic and community responsibilities. Their husbands then spoke about how they support their wives.

The women and men had an open discussion about the support women need from their husbands and other men to take on leadership roles, why this support does not always exist, and how women taking on leadership roles represent an opportunity for the whole family.

### *Best practices: Form first-tier women's group*

Forming women-only groups at the grassroots level can encourage women to join producer organizations. These can be groups of women members that form the first level of a producer organization or women's committees. Such groups may include women members and non-members,

as in the work of Sustainable Growers in Rwanda.

It is important that these groups are well integrated into the organization as a whole and that a parallel women-only structure is not created.

Women's groups have been used by FTAK, Mzuzu and UGAM.

#### **Sustainable Growers**

Sustainable Growers began as a joint initiative of Bloomberg Philanthropies and United States-based company Sustainable Harvest to increase economic opportunities for women and their families. It was originally named the Relationship Coffee Institute.

The initiative has developed women-focused programmes for coffee farmers in the Democratic Republic of the Congo and Rwanda. It enrolls women farmers as representatives of households. The women may be members or non-members of cooperatives. The women form teams of 20–30 farmers, who receive training for a year on best agricultural practices, gender mainstreaming, and coffee roasting using locally and traditionally available materials. Sustainable Growers encourages the women to join or create savings and lending groups.

The women receive rewards for adopting and implementing Sustainable Growers' training in their own farms and for adopting government initiatives such as school enrolment, sanitation and using a kitchen garden. Participants choose their rewards, depending on their scores. They may include mobile phones, clothes, radio, solar chargers, livestock or tools.

The Sustainable Growers approach focuses on sustainability. It uses multi-stakeholder forums at three levels. At the national level, it brings together model farmers, cooperative leaders, buyers, and women from different government ministries. At the provincial level, it brings together governors, district mayors and other stakeholders. At the district level, it brings together 200–300 people with a focus on coffee and related social issues, including gender mainstreaming.

These forums create awareness, promote gender inclusiveness and encourage coffee farming as a family business. The aim is to foster relationships to ensure the work continues beyond the training programme.

#### **FTAK**

FTAK is a producer association of over 4000 members in northern Kerala, India. It was established in 2006 to offer its members an alternative to fluctuating commodity prices. FTAK focuses on organic agriculture. It sells Robusta coffee, spices, coconut and cashew to international and national markets.

In 2012 FTAK developed a three-pronged strategy on gender justice, biodiversity and food security.

The gender justice element was prompted by visits from Equal Exchange UK and a presentation in 2011 at the members' annual seed festival about Equal Exchange's focus on women's coffee. It was also a response to the strength of women's participation at the local level in two areas.

FTAK realized women needed more space and opportunities within the organization to increase biodiversity and food security, as they play a traditional role in seed conservation and food cultivation and preparation.

FTAK encouraged women to form 'cells' that meet to save together, carry out joint agricultural projects, share seeds and exchange agricultural knowledge. It invited women to apply for roles at all levels of the organization and them to put themselves forward as managers of coffee and cashew depots. FTAK ring-fenced a portion of the premium fund for projects proposed by and managed by women.

FTAK decided not to create a separate structure for women at all levels because it feared a two-tier system would result. Instead, it integrated women into the organization and set minimum quotas for women's representation at board level (currently a third).

### *Best practices: Include women from the start*

Establishing a new mixed-gender farmer organization can attract women members.

#### **Gaura Cocoa Farmers Association**

Gaura Cocoa Farmers Association is a loose association comprising 446 farmers (22% women) from 13 communities of the Gaura chiefdom.

Twin and its partner organizations aimed to increase the inclusivity of Gaura Cocoa Farmers Association in Sierra Leone in 2015 by:

- Inviting women and men to sensitization meetings within the community to explain the purpose and aims of forming a farmers association;
- Using visual materials such as posters that featured women and men farmers, and referring to case studies of other producer organizations with a strong track record on gender inclusivity;
- Including women and youth as a topic in meetings to establish farmer groups and elect leaders;
- Establishing a by-law stipulating each village-level group should be jointly chaired by a woman and a man;
- Developing a set of gender principles through discussion with village-level groups, as the first step towards developing a gender policy;
- Encouraging women to stand for non-traditional roles as cocoa recorders;
- Carrying out a gender assessment using GALS tools, and delivering GALS training to develop a network of community gender champions;
- Holding consultative discussions with women and men farmers together about the move from individual to collective processing and highlighting women's crucial role in safeguarding cocoa quality (FAO et al., 2019).

### **Working with men: gender sensitization**

Working with men to change their mindsets and behaviour is central to introducing and sustaining positive changes in gender relations. This change can take place as part of household-level approaches or as targeted men-only train-

ing within organizations, communities and workplaces, as described in the PRODECOOP case study.

Divine Chocolate is planning to use the approach of the Husband School in its upcoming projects with cocoa-growing communities in Sao Tome and Principe and Sierra Leone (Aljazeera, 2019).

#### **Men's campfire conference approach**

Developed by the Zambia Men's Network and later extended to Tanzania and Malawi, the Men's Campfire Conference (MCC) brings men together in the evenings around a campfire, where a trained facilitator guides discussion on the impact of men's attitude and behaviour on women. Men with different professional backgrounds (e.g., from farmer groups, churches, teachers, police, government workers) are encouraged to attend, so that they can be champions within different networks. Volunteer facilitators are selected from the community.

Following a series of discussions over a six month period, the participants in the MCC then develop an action plan to address the important issues, which is shared with community leaders and followed up on by the Men's Network. The kinds of impacts are attitudinal changes of men, increased appreciation for women's unpaid work and sharing of tasks, increased access by women of reproductive health services (due to male support and increased time to do so), and increased awareness and action to combat GBV.

<https://www.ifad.org/en/web/knowledge/publication/asset/39410625>

### **Developing inclusive approaches to leadership training**

Promoting women's leadership is an effective strategy to ensure producer organizations and companies understand and respond to women's strategic and practical needs.

There is a mutually reinforcing relationship between changes in household dynamics and women's participation within producer organizations. It is difficult to meaningfully increase women's leadership in producer organizations without also addressing constraints at the household level, such as wom-

en's time burden and the attitudes of men towards women.

Businesses benefit from diversity on boards (Hunt et al., n.d.). There is a direct link between greater gender and racial diversity on executive teams and improved financial performance. Women's presence at a strategic level helps producer organizations be more responsive to women's needs, and allows women to be heard and represented at the national and international level. Women leaders attract other women to join producer organizations as members and employees, which reinforces inclusivity.

Successful approaches to leadership development often involve opportunities for women to learn about facilitation and group dynamics, and practise taking on roles of facilitators and trainers within community groups – for example, through household methodologies such as GALS at Muungano, or women's groups at the local level at Mondelèz. A leadership pathway for women can begin at this local level and extend to other community roles or elected positions within producer organizations.

The case studies show how a combined approach is effective, addressing psychological aspects (women's self-perception, men's attitudes to women as leaders), strengthening women's skills and capacities (technical knowledge, planning and management of projects), and offering opportunities for practical application.

Divine Chocolate is planning to use the approach of the

### Designing gender-sensitive buyer practices

Buyers can have a positive impact on women's livelihoods and gender equality through their sourcing and pricing practices – for example, ensuring women are paid directly, buying directly from women farmers or women-owned processors, and structuring pricing to include women's premiums.

#### *Best practices: Design gender-sensitive pricing and payment models*

Gender-sensitive payment models consider valuing women's work and paying women directly. Both are emerging areas with promising initiatives.

Digital payments offer opportunities for women farmers and workers to be paid directly, even if they do not have bank accounts. This offers greater security and can give women more autonomy over the income than if they are paid in cash.

Part of the work of the Ethical Tea Partnership (n.d.) in Kenya has been on enabling women smallholders to register to

## The Body Shop International

The Body Shop International is a British cosmetics, skin care and perfume company founded in 1976 and based in the United Kingdom. It operates in 69 countries, with approximately 3,000 stores, two-thirds of which are franchisees. It has 8,000 direct employees. The Body Shop is part of Natura &Co, a global, multi-channel, multi-brand cosmetics group committed to generating a positive economic, social and environmental impact.

The Body Shop International has included the value of women's unpaid work in its pricing model for sesame, in collaboration with its long-term supplier in Nicaragua the Cooperativa Juan Francisco Paz de Silva, and exporter Ético.

The initiative emerged from discussions about how a Fairtrade pricing system could take into account women's unpaid work, including:

- Work that contributes directly to cash crop production, such as preparing the soil and harvesting;
- Work that contributes indirectly to cash crop production, such as laundering and cooking for the family and workers;
- Work in the home, such as childcare, food production, fetching water and fuel, and contributing to the stability of the household and the community.

The initiative aimed to value unpaid work as an important direct and indirect input to production. The cooperative proposed a method for calculating the value, and an additional premium was included in the sesame price.

The initiative has been successful in empowering women, but it has not had a significant impact on reducing or redistributing household work (Butler, 2014).

collect payments for tea themselves rather than having to go through their husbands.

The BSR (n.d.) HERfinance model could be transferred to a smallholder context. It combines supporting companies to instil digital payment systems with financial management training for women.

### *Best practices: Source from women farmers*

Sourcing from women farmers can take different forms:

- Sourcing from women-run farms or estates on an individual basis;
- Sourcing from women smallholder farmers who lease, own or have user rights to land;
- Sourcing from women who have been given a portion of land or some trees by their husbands so they can join producer organizations or farming schemes.

There are socioeconomic factors to take into consideration when comparing buying from individual women with buying from women in groups.

Women estate owners or business owners are important from the point of view of increasing the visibility of women within a sector or industry – but not all women can be estate owners or intermediaries, so buying from women in collective enterprises is an important part of any sourcing strategy.

Belonging to collective enterprises offers women additional tangible and intangible benefits. Buyers can engage with women farmers through mixed-gender or women-only cooperatives or associations.

### *Best practices: Source from women's cooperatives*

Sourcing products through women-only groups directly supports these structures. Women's cooperatives may be within value chains traditionally controlled by women, such as shea, where they offer added value through collective investment in processing and marketing. Or they may be within traditionally male-controlled value chains, such as coffee, where they offer a specific space for women's organization and increase their visibility and direct market linkages.

As with any collective enterprise, focusing on business sus-

tainability and diversification of buyers, and developing long-term relationships with buyers where possible, are important.

### *Best practices: Source from women within mixed-gender cooperatives*

Buying women's coffee can be a strategic tool to increase women's participation within producer organizations, when combined with other interventions such as household methodologies, inclusive governance training and gender policy development, as in the examples of Muungano and Mzuzu.

Buying women's coffee can stimulate interest and provide incentives for resource sharing and for women to join producer organizations for the first time. It can also play a part in changing household dynamics around decision-making and control over income.

It must be accompanied by sensitization at the household and organizational levels for the change to be meaningful and sustainable, and for it not to depend solely on a market or price incentive.

A traceability system should be in place, and the women themselves must make decisions about how any premium is invested.

Marketing coffee or other products grown by women can provide a good basis to form women's groups and to design and manage joint projects. In turn, these can strengthen women's leadership skills and build solidarity between women.

## Muungano Cooperative

From 2012 to 2019, non-governmental organization and trading partner Twin worked with coffee cooperative Muungano in the eastern Democratic Republic of the Congo to strengthen market access, sustainable agriculture, coffee quality, governance and gender inclusivity.

At the start of the project, Muungano was a newly established producer organization with an entirely male board. A combined approach promoted women's participation in the

producer organization as leaders. In 2016, two women were elected to the board (24%).

The approach included:

- **Training in household methodologies (GALS) in one sector and developing a team of six farmer trainers to extend this training to other areas: at community-level forums, women developed the confidence to speak, facilitate**

meetings and develop personal visions. Men began to change their attitudes towards sharing domestic work and making decisions with their wives;

- Marketing coffee grown by women: women invested the premium from selling their coffee to rear and distribute goats among the women members of the producer organization. This was a practical opportunity to develop leadership skills through initiating and managing their own project;

- Training for women with leadership potential or interest: women reflected on their life experiences and identified where they were already demonstrating leadership skills in their own lives. This helped them see how their life experiences were relevant to the producer organization and reduced their psychological barriers to standing for election (Twin, 2018).

### Applying gender-sensitive investment to extension and services

Gender-neutral or business-as-usual service delivery often results in lower percentages of women accessing training, inputs and financial services.

Gender-sensitive service delivery has the potential to deliver win-win outcomes to businesses, service providers and farming families. For example, involving more family members rather than only the male household head gives a better match between the people who receive the training and the people who work on the farm.

Central to the case studies in this chapter is changing service delivery so that women and men can access and benefit from services. This includes financial services, such as savings and credit, and technical services, such as training on good agricultural practices and climate-smart agriculture.

Taking a gender-responsive and inclusive approach to service delivery means understanding women's and men's different needs in the context of their rural livelihoods. It also means tailoring service delivery to the constraints that women in particular face, such as in their mobility and time burdens.

For women who engage in multiple livelihood activities, we need to look beyond the primary cash crop to understand how activity in that value chain relates to other income-generating activities over the course of the year, and to discover women's and men's relative control over productive resources. A whole-family focus helps us understand intra-household dynamics.

#### *Best practices: Recruit women agronomists*

Recruiting more women field officers and agronomists can reach more women farmers and provide employment to rural women. It is helpful for producer organizations and companies to set targets and quotas to increase the number

of women service providers and to aim for a 50/50 split. To reach these targets, it is important to understand the constraints and be prepared to change recruitment processes.

#### *Best practices: Promote women's participation in training events*

Inviting family members to training evenings, even if the male adult is the registered farmer, is a simple way to encourage more women to attend.

Cultural norms may still be a barrier, however, and further action may be needed to encourage women to take part. Sensitization and participatory research activities with women and men farmers that demonstrate the roles of each household member in producing and processing the cash crop can explore the rationale for women attending training.

In contexts where women are not usually invited to training, directly inviting them is important. It may be necessary to send the invitation several times using different media, and to visit households to overcome resistance from men and clarify any doubts. Inviting women through existing women's groups and organizations is another effective route.

Women may have literacy constraints, which must be taken into account when designing training methods. Given women's time constraints, training should be engaging and relevant to them, and content should be tailored based on their input and feedback.

Planning the training time, duration and location in consultation with women farmers increases the likelihood of them attending. It may be necessary to organize transport and to budget for the cost of accommodation and food for chaperones. Childcare and breastfeeding arrangements should be made to help women attend.

### *Best practices: Work with women lead farmers*

The lead farmer approach at the community level can have a wide remit, as at Mondelèz. In this example, women act as intermediaries and organizers, amplifying the reach and impact of training and services offered and feeding back women's perspectives into the design of future training.

### Facilitating women's access to market and technical information

Gender-sensitive solutions include using radio and mobile phone technologies. Access to mobile phones is not gender-neutral, but there is still good potential to use phones as a tool for women to access market and technical information if these constraints are taken into account.

## Mondelez Cocoa Life

Mondelez Cocoa Life was launched in 2012 to ensure a sustainable future for chocolate. It works with communities in six key cocoa-growing origins – Brazil, Côte d'Ivoire, the Dominican Republic, Ghana, India and Indonesia (Mondelez International, 2016).

It focuses on three strategic areas: increasing productivity and income, and working with cocoa farmers to make cocoa a business of choice; empowering men, women and youth in cocoa communities to lead their own development and improve their livelihoods; and protecting and restoring the forests where cocoa is grown.

Cocoa Life recognizes that empowering women is critical. It created women's empowerment action plans for Côte d'Ivoire, the Dominican Republic, Ghana and Indonesia. The action plans set out how Cocoa Life will empower more women and how this will contribute to the sustainability of cocoa production.

As part of its Cocoa Life programme in Ghana, Mondelez International developed the concept of women extension volunteers in 2009.

In Ghana, Cocoa Life is implemented through a public-private partnership in 15 districts in the Ashanti, Brong Ahafo, Central, Eastern and Western regions. It engages 447 cocoa-growing

communities and more than 47,000 cocoa farmers.

Women extension volunteers have several roles. They mobilize women to form women's groups, encourage them to attend training, and support them to put in practice what they have learned, including joint business ventures and the cultivation of food crops. Women extension volunteers give feedback and input to service providers for the design of future training, based on women's current needs and interests.

Care International (2016) highlighted women extension volunteers as one of the most innovative and promising initiatives of the Cocoa Life programme in the area of women's leadership. Following this review, this concept has been combined with Local Cocoa Facilitators and renamed Community Animators, of which there are two per community, one woman and one man.

Women extension volunteers have played a crucial role in allowing the Cocoa Life programme to reach large numbers of women with village savings and loans association services and training. Participation in women's groups has also encouraged women to join cooperatives.

Many women extension volunteers are younger women with the potential to take on other leadership roles in their communities.

## Farmerline

Communication by text message may exclude women due to their lower levels of literacy. Farmerline in Kumasi, Ghana developed an information service that sends 30-second voice messages in local languages direct to users' mobile phones. The service informs farmers about best practices,

weather and regional market prices. It has launched a tailored approach called Women Advancing Agriculture, which adds messages on financial literacy, maternal health and family planning (FAO, 2018).

## Amplio

Amplio (previously Talking Book) is a non-governmental organization founded in 2007 that aims to improve the health and livelihoods of rural communities in hard-to-reach areas in western and eastern Africa.

Amplio developed a portable battery-operated device that lets listeners select and listen to relevant content in their local language. Recordings cover topics relevant to agricultural production, financial literacy, gender and children.

The Amplio approach builds on the accessibility of radio but with added dimensions, including the ability to listen to content again and to give direct feedback to inform the development of future broadcasts. This feedback enables the team to tailor information to women and men, according to needs and interests.

In Ghana, increasing numbers of listeners, including women, have won awards in the Ministry of Agriculture National Farmers' Day and credit their success to information gathered through Amplio (FAO, 2018).

## Mars

Mars, Incorporated was founded in 1911. It is one of the largest food companies in the world. The company operates six business segments: chocolate, pet care, food, Wrigley, drinks and symbioscience. The chocolate division has 29 brands, including Milky Way, Snickers, M&Ms and Twix. The company is still owned by the Mars family and employs 720,000 people in over 70 countries.

Mars has worked for a number of years in cocoa-growing communities in Côte d'Ivoire. From 2015 to 2018 it piloted a village savings and loans association programme with Care International. This has led to financial growth and stability in farming households through increased income and savings, and positive changes in gender dynamics. This includes women developing confidence to take on leadership roles within VSLA groups; women being able to diversify

and increase their family income by investing in businesses through microloans; and changes in household gender dynamics through coaching for couples. This coaching enables men to understand the aims of the VSLA groups and encourages them to support their wives' involvement and to make livelihoods decisions together.

The programme comprises six modules of group training sessions, including training on management of village savings and loans associations, family business management, and gender awareness-raising. Participants form gender committees, which follow up on couples in the community and select male champions as community role models. The VSLA approach is now being scaled up with investment from Mars and aims to reach 50,000 more women and men in Ghana and Cote d'Ivoire by 2025.

### Promoting women's access to finance

Rural women are often not reached by mainstream financial services, due to a range of constraints. Village savings and loans schemes play an important role as a stepping stone between traditional savings schemes and access to formal banking services.

The work of Mars with Care International in Côte d'Ivoire is a successful example of how village savings and loans associations can change household gender dynamics.

Training is the gateway to reaching women farmers. Opportunity International carried out training on farming as a family business and the use of women farming business advisors. The Rwenzori Sustainable Trade Centre in Uganda used group-based business management training to reach women.

An interesting model explored by Starbucks is including women's expertise in good agronomic practices as part of the collateral for loans.

## Lorna Young Foundation Farmers' Voice Radio

The Lorna Young Foundation Farmers' Voice Radio brings together men and women farmers in community-based listener groups to discuss their challenges on the radio. Other market actors contribute their expertise, and together they find practical solutions. The discussions are broadcast to hundreds of thousands of farmers in local languages. Listeners can contribute to discussions and ask questions.

The Lorna Young Foundation partnered with chocolate and conservation company Original Beans in North Kivu in the Democratic Republic of the Congo to establish the region as an origin of high-quality organic cocoa. The project targeted 10,000 female cocoa smallholders based in the protected Virunga National Park to develop the supply chain for an eco-positive chocolate.

It used radio and text messages to support address issues of deforestation and agricultural practices. The weekly radio programmes reached a million listeners. Agricultural officers attended workshops on agroforestry cocoa, conservation and extension methods. Over two years the project:

- Increased demand for cocoa and shade tree seedlings;
- Set up private nurseries;
- Improved understanding by cocoa farmers of market needs regarding quality and volume;
- Increased the volume of Virunga cocoa purchased, with a quality premium, by Original Beans;
- Led to positive changes in household and community perceptions of women as growers of cash crops.

## Opportunity International

In 2016 Opportunity International partnered with the Exxon-Mobil Foundation on an action research initiative to increase women's empowerment through agricultural finance in rural Mozambique. The project was delivered in partnership with International Development Enterprises (IDE).

The project engaged women who manage their own farms, and women and men who manage family farms together.

The programme trained farm business advisors, who deliver a combination of financial services, farming inputs, irrigation equipment, market linkages and practical training. The farm business advisors delivered training on farming as a family business, a financial education approach developed in Kenya.

The training curriculum focused on how to do farming as a family, recognizing the roles each family member plays and emphasizing the business case at the household level for empowering women and youth. The programme paid particular attention to recruiting female farm business advisors, who by 2017 made up 44% of trainers.

In its first year, the programme reached out to over 800 women farmers. Of the participating farms, 74% were managed or co-managed by a woman.

A whole-family approach to training and financial services helps to understand the client base. It enables a more nuanced analysis of eligibility criteria and collateral – for example, identifying a woman as a co-decision maker in a family business means she can receive a loan even if assets are in her husband's name (Opportunity International, 2017).

## Rwenzori Sustainable Trade Centre

Rwenzori Sustainable Trade Centre is a locally owned company in western Uganda set up to continue a project funded by an international retailer. It markets coffee, cocoa, cotton and crafts internationally. The centre works closely with five cooperatives set up by the project in four of the eight Rwenzori districts.

Community-level women's handicraft production groups were established in 12 communities to help women build skills and confidence to take on leadership roles. The project supported women through training and access to loans to diversify their

incomes through group projects in agricultural business.

A local partner, Caritas, set up a revolving fund and provided training on identifying business opportunities, planning and sharing roles and rewards, managing money and building trust.

In the cooperatives, women represent 40% of members and 50% of the leadership. Treasurers from the women's groups are particularly well represented in the cooperative governance structures.

### *Pitfalls to avoid*

Rural financial services for women often focus on credit, but savings are just as important to build women's financial resilience and economic empowerment. Any financial service should give equal weight to facilitating women's savings and supporting women to access credit.

Relying on quotas for a credit portfolio to reach women is not a guarantee that women will use and benefit from loans, as family members may use loans taken out in women's names. Greater sensitization, a whole-family approach, and women's group approaches are more effective.

### *Investing in household approaches*

Addressing intra-household gender dynamics is a powerful way to change the way women participate in and benefit from export value chains.

Household approaches address women's time burdens and access to and control over resources. They encourage recognition of each household member's contribution. Household approaches create space and opportunity for communication and negotiation on use of time and choice of income-generating and other activities.

Household approaches are gender-transformative because they address power relationships and explore win-win solutions with benefits for women and men.

### *Best practices: Combine household training with good agricultural practices and village savings and loans associations*

Combining GALS and good agricultural practices training has cost efficiencies and can have a sustaining impact by strengthening good agricultural practices training and grounding the work on household dynamics within the context of production.

At producer organizations where GALS has been used, such as Kyagalanyi and Muungano, groups have formed village savings and loans associations. This gives a practical focus to regular meetings and builds trust and solidarity. The village savings and loans associations meet weekly and have periodic training on GALS and good agricultural practices.

### *Best practices: Use a mentoring approach*

GALS can work through voluntary peer sharing. Kyagalanyi used a more structured system, allocating 20 target families to each change agent with support from field staff.

This is similar to the household mentoring approach used at Hanns R. Neumann Stiftung (HRNS), which ensures a minimum level of reach and can facilitate monitoring.

## Hanns R. Neumann Stiftung

HRNS is an independent non-profit foundation promoting sustainable livelihoods of coffee farming families. It has developed a household approach that promotes greater co-operation and joint decision-making and planning between household members.

The foundation began its programme on climate-smart agriculture as a separate area of work. It found that without addressing gender dynamics at the household level, it could not achieve the results it wanted in adoption of practices.

HRNS developed a two-pronged programme that combines household training and mentoring with training on climate-smart agriculture through community-level farmer field schools. Using climate-smart technologies such as rainwater harvesting and fuel-efficient stoves frees up women's time to attend training and helps to conserve resources. As a result, more women can implement what they have learned and families can share decisions about investing in their farms.

### *Best practices: Reward and incentivize progress*

Recognizing and rewarding progress can maintain momentum and motivation.

The GALS approach suggests identifying the strongest champions and rewarding them with the status of GALS trainers, material incentives, and opportunities to travel and work with different communities.

At Kyagalanyi, the households that achieve the most in applying good practices and gender changes receive material rewards.

### **Pitfalls to avoid**

If not using a voluntary sharing model, where champions are self-selected and choose who to share with, the element of continuity of the programme may be lost. The concept of voluntary sharing is designed to motivate people to share their knowledge, and for their trainees to share with others. However, within project timelines and with specific deliverables, structuring the peer sharing can be a practical option.

Household approaches may focus on couples but exclude other household types. GALS tools also have value for female-headed households and youth, so it is important to consider how to include these.

### **Complementary tools**

Oxfam (n.d.) offers analysis tools for household impacts and strategies when considering interventions that promote women's economic leadership.

### **Gender-sensitive approaches by business support organizations**

Business support organizations can be partners in gender initiatives.

The Colombian Coffee Growers Federation (FNC) is a business support organization that works with commercial partner Procafécol. The Kenya Tea Development Agency (KTDA) is a business support organization owned by and offering services to a group of private companies.

Close commercial ties enable business support organizations to work closely with business partners, taking a support role within projects as implementers or trainers. Business support organizations can raise the profile of women within industry, for example through events, speakers, networks and forums. They also ensure women are represented on their boards and within their membership.

## Procafecol

The Colombian Coffee Growers Federation (FNC) is a partner in a women- and gender-focused coffee project with Procafecol (the company behind the Juan Valdez brand), Solidaridad and the Fundacion Bancolombia. The project began in 2019 and will run for two years.

The project builds on the work of Procafecol, which began sourcing coffee from women farmers and developing women-only products for the national market in 2017. Accompanying activities aim to raise the profile of women coffee farmers, strengthen their representation at the local level, and promote sustainable agricultural practices through the distribution of organic fertilizer. The coffee receives a quality premium.

Women represent 30% of Colombian coffee farmers and work on 26% of the land, but they face many structural and cultural gender inequalities. This project focuses on sourcing coffee from women farmers, but with a broader gender-inclusivity remit. It aims to increase women's participation in producer organizations and local representative bodies and positively influence gender dynamics within coffee farming households. It also continues a focus on promoting good agricultural practices, including ecological production techniques, and monitoring and improving coffee quality.

The project works with 22 women members of the Asociación de Mujeres Cafeteras de Viotá y Tequendama and with 150 household and community members.

Each project partner has a distinct role. Procafecol is the project manager. FNC has the main operational role. The

Fundacion Bancolombia offers economic support to financial education activities for project beneficiaries, focusing on managing personal and household finances.

Solidaridad brings its expertise on its gender integration approach and leads gender training for different target groups. This includes:

- Support for technical field staff on working with women farmers, such as timing and location of training, raising awareness of gendered attitudes and beliefs, engaging with children during training, and helping women who attend with young children;
- Empowerment and self-perception workshops for women;
- Family workshops to encourage recognition of the roles of all family members and equitable distribution of work, using the metaphor of a football team.

The approach aligns with the three focus areas in Solidaridad's global gender inclusivity strategy: address barriers to participate, balance gender relations, and create togetherness, with a particular emphasis on working with farming families<sup>4</sup>.

Alongside this work, FNC promotes representation women within its membership structure. In the September 2018 elections, the proportion of women representatives increased from 16% to 24% at the municipal level and from 8% to 15% at the departmental level.

<sup>4</sup> For a summary of the tools and lessons learned from the work of Solidaridad Colombia on gender in coffee, see <https://agrolearning.com/genero/>

## Kenya Tea Development Agency

KTDA emerged from the privatization of the Kenya Tea Development Authority, a parastatal agency created in the 1960s to support small farmers. KTDA was established in 2000 and is owned by 54 tea companies, which in turn have 550,000 smallholder tea farmers as individual shareholders. KTDA offers services to farmers, including extension, transportation and marketing.

The Ethical Tea Partnership is a non-profit organization that convenes the tea industry, development partners, non-governmental organizations and governments to improve the lives of tea workers, farmers and the environment in which they live and work. The Ethical Tea Partnership has worked with KTDA for many years.

The Ethical Tea Partnership runs training programmes on gender and social issues in 68 smallholder-owned tea factories affiliated to KTDA. It has trained 1000 KTDA staff and 800 farmers on gender. It has helped set up gender committees at KTDA factories allowing workers to address gender issues. It has developed gender-sensitive recruitment policies to increase the number of women in non-traditional roles, and all tea factory boards must now have women's representation.

KTDA and the Ethical Tea Partnership form part of the Gender Empowerment Platform, an industry-wide initiative addressing gender-based violence in the Kenyan tea sector.

## Twin, Marks & Spencer, Mathew Algie and Taylors of Harrogate

In 2015 Twin, Marks & Spencer, Mathew Algie and Taylors of Harrogate, all with a strategic interest in Peruvian coffee, began to discuss the increasing challenge of securing sustainable coffee from this unique origin.

Twin, as one of the first exporters of certified coffee from Peru, knew about the severity of issues facing its Peruvian partners: leaf rust (roya) had decimated up to 80% of production in certain areas and erratic weather patterns were increasing.

For UK retailer Marks & Spencer, this was a key risk as single-origin Peruvian coffee formed a significant part of its retail and café offering.

The discussions led to the development of a three-year holistic and collaborative programme that addressed climate

change as a critical issue alongside the interrelated issues of gender justice and youth engagement.

These focus areas were identified as priorities through a process of participatory and open programme design that enabled the producer organization and the members to visualize and define the issues they faced.

The work was delivered through the cooperative staff and lead farmers, building their capacity to carry on the work in the future. Work on gender justice used a combination of GALS tools, reaching 680 women and men with support of field staff, and invested in a revolving fund for women enabling them to make investments in their farms.

The project also worked to increase the number of women in lead farmer roles, from 3 to 31.

# Gender assessment of producer organizations and companies: interview guide

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The gender assessment tools are designed for use with producer organizations and companies working in partnership with SheTrades. The aim is to gain insight into the inclusivity policies and practices of the producer organization or company, with emphasis on the inclusion of women. This informs the selection and design of interventions designed to strengthen the inclusivity of the producer organization or company.

The tools gather data on the participation of women as members or registered farmers, employees, leaders, participants in training, lead farmers and agronomists. They review the work done so far on gender, inclusivity, and measures or investments to promote active participation of women, including gender training and sensitization, targeted programmes, sourcing and marketing practices, and inclusive approaches to service provision.

The toolkit consists of the following:

- **Advance questionnaire:** ask the producer organization or company to determine the most appropriate people to interview, based on the focus of each section of the questionnaire. In a small organization, one person may respond to all questions. Email the advance questionnaire to the main contacts before the interview.
- **Interview questionnaire**, with the following three parts:
  - Questions for a general manager or gender or inclusivity focal person about inclusivity, including gender and inclusivity policies; participation of women as members, registered farmers and leaders; advocacy, training and sensitization carried out so far; and programmes and investments made to promote greater inclusivity;
  - Questions for a commercial or procurement manager about inclusivity within sourcing and marketing practices;
  - Questions for a farmer services manager about inclusive approaches to technical services.

The interview is a chance to review the advance questionnaire, complete any missing information, and clarify any doubts. You can share the interview questionnaire in advance, but explain that interviewees do not need to respond to it in writing. The interview should take about two hours, depending on

the experience of the producer organization or company. The more advanced the producer organization or company in this area, the more information you will need to discuss and capture.

If not taking notes on a computer, you can print the interview questionnaire in advance so you can capture in writing the main points during the interview. Then use the electronic version to type up the main points afterwards.

Read the introduction at the beginning of the interview questionnaire to each interviewee to explain its background and purpose. Some producer organizations and companies will not be familiar with work on inclusivity and gender, and you may need to clarify some terms.

Gender assessment is part of relationship-building so it is important not to imply that the producer organization or company should have done more or is failing. The aim is to help them be more aware of their policies and practices, to see where they are making progress, and to learn what they can do better. The producer organization or company should finish the assessment with a greater understanding of what they do and do not know and feel motivated to move forward.

Some people may be resistant to talk about gender. They may have a sense of fatigue if they believe the issue is driven externally by governments, funders or external partners, and they do not understand the relevance of the topic to the producer organization or company. Try to express sympathy and understand the reasons for any resistance.

Explain that one of the aims of SheTrades and this assessment is to highlight where action towards gender inclusivity can align with the aims of the producer organization or company. The assessment can identify gaps, how they impact on business, and how to address them.

Highlight that gender is only one element of a wider focus on inclusivity. Promoting greater inclusivity can maximize business potential now and strengthen sustainability in the longer term. This includes finding solutions that benefit farmer members, suppliers, workers, producer organizations and companies.

Explain that gender inclusion is gaining increasing importance internationally, such as in the following examples:

- The United Nations Sustainable Development Goals, in particular Goal 5, call for gender equality and empowerment of women and girls;
- Over 2770 companies, including 130 food companies, have signed up to UN Women's Empowerment Principles;
- Large food companies, notably Mars, Mondelez International, Nespresso and Unilever, have demonstrated changing practices;
- Sustainability standards such as Fairtrade include gender dimensions;
- There is a proliferation of guidance for businesses on gender-inclusive practices, such as from the World Bank International Finance Corporation (2013) and BSR (n.d.);
- There is growing interest in gender lens investing in agriculture by AgDevCo (2018), the International Finance Corporation (2013) and others.

Explain that proactively addressing inclusion and gender equity, and communicating this externally, can make producer organizations and companies more attractive to, and strengthen relationships with, partners, funders, clients and consumers. It can create new market opportunities by offering services and inputs to women farmers. Conversely, not addressing these issues can pose a risk in terms of sustainability of supplies and good supplier relations.

# Gender assessment of producer organizations and companies: advance questionnaire

This questionnaire gathers data about inclusivity to support the gender assessment being carried out for the SheTrades programme. The data will help your producer organization or company understand their current inclusivity policies and practices and identify areas of collaboration to strengthen existing good practices and respond to gaps or risks.

The questionnaire gives you time to gather data relevant to the assessment. We will treat the information provided as confidential.

We would be grateful if you could complete this form with the information you have and return it to

\_\_\_\_\_ *[insert name and contact]*

by \_\_\_\_\_ *[insert date here]*.

## Gender-disaggregated data

Please complete the information below, indicating the number of men, number of women and total number of people for each question. If the question is not applicable (N/A) or you do not know the answer, please indicate this by ticking the relevant box.

### Membership and registration

Please complete A if your farmer membership or client registration is for individuals:

A.	Men	Woman	Total	N/A	Not known
Number of members or registered farmers					

Please complete B if your farmer membership or client registration is for farms or companies owned by families:

B.	Men	Woman	Men and women jointly	Total	N/A	Not known
Number of member or registered family owned farms or companies represented by men, women, or men and women jointly as heads of household						

Please add any comments:

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Please complete C if you are a marketing company with smallholder clients grouped into associations or cooperatives (this can be based on an average or a sample – please specify if this is the case)

### C.

Number or % of female and male members of registered associations/cooperatives

### Volumes of Coffee Deliveries

Please indicate the volumes of deliveries in the most recent three seasons – please indicate the unit if giving volumes, or use percentages:

A	Individual named clients	Men	Woman	Total
	2019/20			
	2018/19			
	2017/18			

B	Company clients	Men	Woman	Total	Woman & men jointly
	2019/20				
	2018/19				
	2017/18				

C	Cooperative or association clients	Men growers	Woman growers	Total
	2019/20			
	2018/19			
	2017/18			

Comments on above

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## Staff and executive

A.	Men	Woman	Total	N/A	Not known
Number of staff in management or supervisory roles					

B.					
Number of permanent employees					

C.					
Number of temporary or seasonal workers					

D.					
Number of current board or committee members or elected leaders at company level					

E.					
Number of board members in client associations/cooperatives					

Please add any comments:

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## Agricultural service provision

A.	Men	Woman	Total	N/A	Not known
Number of lead farmers (volunteer peer trainers)					

B.					
Number of field staff or agronomists					

C.					
Average number or percentage of men and women who attend good agricultural practices training or farmer field schools					

Please add any comments:

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Do you have any other gender indicators not mentioned above? Please list them here:

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## Inclusivity policies and approaches

This section is about current policies related to gender inclusivity.

Who in your producer organization or company is responsible for work on gender and inclusivity? Please give their name, role and contact details:

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Do you have a gender or inclusivity policy in place?

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Please indicate whether you have any policies in the following areas:

Yes      No      In process      No policy, but it is happening in practice

Equal opportunities or affirmative action in recruitment

Equal pay for equal work

Combating sexual harassment in the workplace

Career advancement for women (e.g. taking steps to enable women to progress from temporary to permanent worker, or from worker to supervisor or manager) or employing women in non-traditional roles

Shared parental leave

Policies for women who are breastfeeding or have young children, such as crèches and childcare support

Separate toilets and changing facilities for women and men

Do you have any other gender-related policies? Please give details here:

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As far as you know, do women and men casual labourers on member and supplier farms work for the same pay and under the same conditions? If not, are you willing and able to take steps to change this?

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Please add any information here on current or past initiatives and programmes that promote women's inclusion within farming households, your producer organization or company, or the market:

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Do you work with any producer organizations or companies to support your work on inclusion? Please give details of external partnerships and support:

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Please feel free to send materials or copies of policy documents, such as existing gender policies, or other policy documents with gender-related dimensions or sections (e.g. HR or employment, bylaws etc.

Thank you for your participation. This is the end of the advance questionnaire but we look forward to meeting when we carry out the in-person interview(s).

# Gender assessment of producer organizations and companies: Interview questionnaire

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## Introduction

Thank you for being available to answer these questions. The interview should take about two hours.

This interview is part of the gender assessment being carried out in your producer organization or company's work with SheT-rades. The aim is to gain an overall picture of your producer organization or company's strengths and existing areas of good practice in inclusivity and gender equality, and to help identify areas of further work.

Were you able to complete the information on the advance questionnaire?

## Questions for general manager or inclusivity or gender focal person

Name and role:

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### General questions

Question

Answer

1. Tell me briefly about the producer organization or company and its history, such as when and how it was founded and its values and goals.
2. What is your role, and how long have you worked here?
3. Have you considered inclusivity in the way you conduct your business – for example, in your membership policies, employment practices or work culture? If so, please describe what has been done so far and the main drivers of any initiatives or policies.
4. Within this, have issues of gender equality or women's empowerment been a focus? What practices or approaches have you found most effective?
5. Where do you think gender equality fits within your producer organization or company? Is it a core part of the business strategy, an element of sustainability or a stand-alone issue? How has it evolved?

## Existing gender policies

### Question

### Answer

6. Have you carried out an organizational gender diagnostic or audit? Can you tell me a bit about this – for example, was it guided internally or externally? What was the process? What did you do with the results?
7. Do you have an organization-wide gender policy, strategy or work plan in place?
8. When was this policy, strategy or work plan adopted? Has it been reviewed or updated since?
9. In your opinion, have inclusivity and gender equality been effectively mainstreamed as a priority across the producer organization or company, or are they seen as the responsibility of particular individuals? What is the degree of support or resistance at different levels?
10. Do you have any alliances or relationships with external partners that have pushed forward action on gender in your producer organization or company? If so, with whom?

If you answered yes to Question 7, please answer the following questions on the gender policy, strategy or work plan.

11. How was the gender policy, strategy or work plan developed? Did women members and workers contribute to its development? Were men part of its development? How was this done?
12. How does the policy, strategy or work plan inform and relate to other policies and processes (e.g. by-laws, strategic and operational plans) in the producer organization or company?
13. Is there a budget to implement inclusion and gender-related work? How is the work funded?
14. Who is responsible for taking this work forward? Is it a particular team or individual? Is it part of the deliverables of all managers?
15. Are there specific structures such as gender committees with responsibility for gender work? At what levels? Are these made up of women and men?
16. Have you delivered training on the gender policy, strategy or work plan to staff or members? How frequently?

## Women's participation as members or registered farmer suppliers

### Question

- 17.** What are the criteria for membership or for becoming a registered farmer with your producer organization or company?
- 18.** Is membership or registration for individuals or families?
- 19.** If membership or registration is for the family, who typically represents the family? Men, women, or men and women jointly? Why is this?
- 20.** Can two spouses in the same household be registered members?
- 21.** Have you taken steps to increase the number of women members or registered farmers?
- 22.** Can young women and men join or register with the producer organization or company? What are the potential barriers to them joining? Do you have any successful strategies that have enabled young unmarried women to join or register with your producer organization or company?

### Answer

## Inclusive leadership

### Question

- 23.** Do you have a quota for women's representation on producer organization or company boards? Is this being reached?
- 24.** Have you done any analysis of the barriers to women putting themselves forward and being elected for leadership roles?
- 25.** Have you taken any targeted action to increase the number of women leaders?
- 26.** What training or support is provided to women leaders to support them to fulfil their roles?
- 27.** Has there been any sensitization of men leaders so they welcome and support women's integration on boards and in leadership roles, as active participants in discussions and in training events?
- 28.** How do you support women members or registered farmers to participate in networks locally, regionally, nationally or internationally?

### Answer

## Inclusivity and gender sensitization and training

Question

Answer

- 29.** Have you developed advocacy materials on inclusivity or gender equality, or carried out any inclusivity or gender sensitization or training with your staff, members or registered farmers? Describe the content of the training and its duration and frequency.
- 30.** What has been the impact of this sensitization or training?
- 31.** Have you carried out any training with men staff or members on masculinities or masculine identities?
- 32.** Do you plan to carry out further training or sensitization?

## Investments in projects and programmes

Question

Answer

- 33.** Do you have or have you had any specific projects or programmes aimed at inclusivity, women's empowerment or increasing gender equality?
- 34.** What was the driver for these projects or programmes? How were they designed?
- 35.** How are or were these projects or programmes funded?
- 36.** What has been the impact?
- 37.** Have you been able, or do you plan, to continue with the approach beyond the life cycle of the project? What constraints or opportunities might affect your ability to do this?

## Questions for commercial or procurement manager

Name and role:

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## Inclusivity in sourcing and marketing

Question

Answer

- 1.** Do you keep gender-disaggregated data on volumes of products delivered by women and men?

2. Do you do any gender-disaggregated analysis of product quality?
3. Do you have any particular commitment or strategy to source from women farmers?
4. Do you sell products grown by women as a stand-alone traceable product?
5. Do you have customers who are interested in buying from women farmers or investing in gender initiatives?

## Questions for farmer services manager

Name and role:

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## Inclusivity and gender sensitization and training

Question

Answer

1. What services does the producer organization or company offer farmers?
2. Do you keep gender-disaggregated data on the number of women and men who access these services?
3. Do you deliver training in good agricultural practices?
4. Do you have any quotas of women that you aim to reach for field staff, training attendees or lead farmers? Are they being reached?
5. Do you offer training or services for women only? What is the focus of this?
6. Do you have a good understanding of the constraints that women face to access training and services?
7. Do you take any affirmative action to make training and other services accessible to women? For example, think about training approaches, timing or location.
8. Have you identified any current gaps or needs that you are currently not meeting, with regards to providing support to women clients?
9. Do you carry out any farmer assessments?
10. Have you carried out any assessments of gender dynamics within farming households? If yes, was this a one-off exercise or do you do it periodically?

# Gender assessment of farming family units: overview

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This gender assessment helps producer organizations and companies understand gender dynamics within farming households in areas related to the primary cash crop. This will allow them to design and implement effective interventions to overcome gender constraints.

The core set of questions can be adapted to context, taking into account the primary cash crop and any previous assessments that the producer organization or company has carried out.

## Sampling guidelines

The survey is designed for use with focus groups representative of farming family units within a defined supply chain, and with women and men separately. It can be used to analyse gender equity within households by inviting couples to participate in the male and female focus groups.

Up to five people can be in one focus group. This is a smaller number than some focus groups use because the aim is to collect data on individuals.

The first step is to randomly select participants – half should be women and half men. A good starting point is the producer organization or company's list of registered or member farmers. If less than half the producer organization or company's members are women, you will need to oversample women to achieve equal numbers of women and men. If you want a certain percentage of single female-headed households, you may need to oversample these to obtain a large enough sample size.

You may choose to conduct additional assessments using semi-structured interviews with groups that fall outside your membership but who you are interested in targeting, such as young women.

You may deliberately omit some geographical areas due to logistics, costs or security concerns. Conversely, you may deliberately include geographical areas with certain customary or religious systems to reflect differences in gender dynamics; areas where you have been working for some time or where you have new members; or areas where there are existing good relations or you wish to strengthen relations.

Inviting a secondary participant from each household to join another focus group gives input from women or men who are members of farming households but not registered as individual suppliers or members. This allows comparison of answers from men and women in the same household. The

secondary participant is usually the primary participant's spouse, but it could also be, for example, an adult son living in the same household.

It is important that everyone agrees on the definition of the term 'household'. IFPRI (2012) defines a household as 'a group of people who live together and take food from the same pot'. The important element is they share some common resources and make some common budget and expenditure decisions. A household member is someone who has lived in the household for at least three days in each week for the past six months.

Were you able to complete the information on the advance questionnaire?

## Adapting the survey to the context

You can adapt the survey to particular value chains. Where the questions mention the primary cash crop, you can replace this with the cash crop in focus. The activities specified in Questions D1 and H1b can be tailored to the cash crop.

You can omit or modify Questions F2–F7 according to the technical services offered by the producer organization or company. You can tailor the survey to specify your producer organization or company by name.

You can review the other questions to check whether you need any modifications or whether any cultural sensitivities mean a question should be modified or appear later in the survey. If you are not based in the area where you are administering the survey, consulting with local partners on cultural sensitivities is important.

Depending on your objectives, you may prioritize or omit certain sections. Consider the overview of the rationale and the objectives of each section.

It may be necessary to translate the survey into the local language or local dialect. To ensure the translation is ac-

curate, commission a translation and then a back-translation of the survey into English. Field-testing the translation in focus groups to test how participants understand the questions is a good idea. When you carry out the survey, write the answers in the local dialect and then translate them into English.

## Selecting the implementation team

The survey team should comprise a group of enumerators led by a field supervisor. For safety reasons, one man and one woman should work as a pair, and there should be more than one woman in a group. When recruiting enumerators and supervisors, take into account that women participants may feel more comfortable being interviewed by another woman.

An ideal group in one location would be one female supervisor, and one or two pairs of enumerators, with one woman and one man in each pair.

The supervisor coordinates field activities, selects and trains enumerators, oversees the adaptation of the survey to the local context, and ensures data integrity at all stages, including data capture on paper, translation of data into English, data entry by enumerators and data cleaning. The supervisor may also be involved in data analysis and interpretation. This is a high-level role requiring fluency in English and the local language or local dialect, experience of implementing surveys, and experience of quantitative and qualitative analysis.

Enumerators must be fluent in English and the local language or local dialect. They should have experience in surveying, a familiarity with the local context and the crop in question, and a high level of gender and social sensitivity.

Field testing may be part of the selection process to assess the capacity of enumerators to understand questions, communicate them clearly, interpret answers, and translate answers accurately into English.

## Field testing

It is essential to field test the survey with groups of participants to see how they understand the questions and what information is collected from their answers. This allows further adjustments to be made if needed.

Field testing reveals practical considerations such as the time needed to carry out the survey for women and for men, suitable locations, how to accommodate young children, suitable group sizes for women and for men, and questions that participants may ask.

Information can be gathered and analysed from field testing but not included in the final dataset.

## Training the implementation team

Training should include the background and rationale for the survey, the sampling approach, the implementation plan, and a detailed explanation of the survey structure and the purpose of each section.

Enumerators need guidance on conducting the interviews. They should practise in groups and receive feedback to ensure they can communicate the questions clearly. They should also practise recording and checking information during surveys, such as answers to questions and qualitative data such as quotes.

Training should include discussion of possible questions from participants and how to answer them.

All enumerators and supervisors should be aware of, and receive training in, local gender and social norms and customs that govern interactions with women and men, such as addressing women and men of different ages, and using language that does not offend women or men or reinforce gender stereotypes.

During the survey, daily reviews with the enumerator team can help to resolve issues as they arise and reinforce what lessons learned during the training.

## Carrying out the survey

After selecting the participants, the survey team communicates with group leaders to explain the objectives of the survey and gain support. The survey team contacts and invites the selected farmers and any secondary participants, and briefs them on the aim, context and practical arrangements of the survey.

The survey team should meet with community or group leaders before undertaking the survey to explain the aims and gain support. If there are issues with interviewing women without men present, it is helpful to explain the objectives in a way that assuages concerns.

Participants may need help with travel to reach the location and refreshments during the survey.

The field team is likely to generate the interest of onlookers. It is important to manage this so the interviews take place with minimal distraction.

As the participants are giving up their time to participate, it is important to welcome them and let them know the team appreciates their participation. The team should give participants the chance to ask questions and share any concerns.

To protect the anonymity of participants, consider giving them a code on the list of participants and on the form used to capture data rather than referring to them by name. Pseudonyms can also be used if qualitative information or case studies are published.

At the start of every focus group, a team member should read out a statement explaining the objectives of the survey and how they will use the information. The statement should explain clearly that participation is voluntary and that participants are not obliged to answer any questions. The statement should include details of who to contact if participants have any concerns or questions at a later date. A copy of the statement in the local language or dialect should be left for each participant. A team member should gain the consent of all participants.

Enumerators can capture answers on paper and then enter them into a spreadsheet. To monitor the quality of data capture, the supervisor can check a random selection of paper surveys each day and back-check the data entered on the spreadsheet.

The aim is to capture information on each participant in the focus group. Identify the five participants within the focus group with numbers 1–5 during the registration process. Keep your answers consistent so you record a dataset for each person. This means Person 1 remains as Person 1 throughout the survey.

In the survey, the term 'spouse' refers to the participant's partner, whether they are legally married or co-habiting.

There is no need to read the multiple-choice answers aloud unless this is specified in the instructions.

## Overview of sections

For most of the questions, enter the corresponding letter in each answer box 1–5 to reflect the answer of the five focus group participants.

### Informed consent

Read aloud the informed consent statement at the start of the focus group and leave a copy for each participant.

#### A. Focus group profile

Fill in your name or identification code, and the date, location and unit code for the focus group session.

Complete information on the participants in situ, using the codes provided for marital status and the highest education level attained of the focus group and leave a copy for each participant.

#### B. Main activities and income sources

This section covers the on- and off-farm activities that women and men engage in, and their primary sources of income as a household and as individuals. The aim is to situate activity related to the primary cash crop in relation to other areas of activity, acknowledging that rural women in particular often engage in multiple income-generating activities.

Question B1 captures the activity each focus group participant has been involved in over the past 12 months. The emphasis is on individual involvement rather than the activity of the household as a whole. The aim is to capture the activities men and women are engaged in over the course of a year. At this stage the degree to which they are involved does not matter, as Section D considers this in more detail.

Question B2 determines which activity has the most importance economically. Explain that 'primary source' means the activity that brings the greatest income.

Question B3 distinguishes between the most important source of income for the household as a whole, and what the individual regards as the primary source of income that they earn and control. For example, a woman may recognize that the main cash crop earns the most overall for the household, but as an individual she may have greater control over income that she generates from another source. If there is no difference from the answer to Question B2, the same answer can be given to both questions each participant.

### C. Ownership and control of assets

This section covers the gender split of land, livestock, agricultural equipment and household asset ownership. Answers to these questions show what resources are currently available to women and men to invest in farming and other income-generating activities. They show the overall economic status as a household and the extent to which resources are available to and controlled by women and men as individuals.

Question C1 can be answered with yes or no.

Question C2 captures the total amount of land owned by members of each household.

In Question C3, if the answer is E, include the amount of land owned by each spouse in the appropriate local unit measurement.

For Question C5, read aloud the categories of livestock.

For Question C6, read aloud the categories of farm equipment.

For Question C7, read aloud the categories of assets.

### D. Roles, activities and time use

This section covers in greater detail the gendered division of labour related to the primary cash crop and unpaid work. Analysing the gendered division of labour in producing, processing and marketing the primary cash crop is a good way to uncover the sometimes hidden roles and activities of women or men within value chains. It helps demonstrate who should be supported through farm visits or technical training. It also shows where women potentially lose control of crops – for example, if they contribute labour to producing or processing but are not involved with selling.

Including unpaid work reflects its significance in the lives of rural women in particular, and its potential to constrain the time women can dedicate to other activities.

The questions on rest and leisure cover the overall length of the working day for women and men. This is important because personal health and energy are resources that become depleted through an excessive burden of work.

For Question D1, read aloud the categories of assets. Use the visual cues as needed.

For Question D2, read aloud the categories of assets. Explain this question is about unpaid work and is interested in their households rather than general tendencies. Use the visual cues as needed.

For Questions D3 and D4, write the times for each participant.

Question D5 can be answered yes or no.

For Question D6, record in a few words what each participant says about how they use their leisure time.

### E. Participation in community groups

This section covers women's and men's involvement with formal or informal groups in the community, including where they have leadership roles. This is relevant because community groups are a resource that can be harnessed and strengthened to enhance women's engagement in agricultural value chains – for example, if women take on roles as peer trainers within the community, as distributors of inputs or as aggregators of products. Participation within community groups, in particular as leaders, is also a signifier of empowerment for women or men.

For Question E1, record which groups, if any, each participant belongs to.

Question E2 can be answered yes or no.

### F. Access to and benefit from technical services

This section covers who in the household attends technical training or participates in visits by technical staff and their main sources of information on agricultural practices, markets and pricing.

For Question F3, explain that 'farm visits' are visits to the family farm managed by the household in question by a member of the technical team.

For Question F5, explain that 'personally invited' means receiving an invitation clearly addressed to them as an individual.

Questions F6 and F7 let participants say whether they would like to attend more group training and the topics that interest them. If a more detailed learning needs assessment is already covering this, you can omit this section. For Question F7, capture the answer of each participant in a few words.

For Question F8, capture the answer of each participant in a few words. If they feel there are no barriers, note this.

For Question F9, you can enter more than one code.

For Question F10, capture the answer of each participant in a few words.

## G. Access to financial services

This section is about households' experiences with borrowing money in the past 12 months.

Questions G1–G4 cover access to credit. The aim is to find the primary sources of credit, the extent to which women and men participate in decisions to take out loans, and what to use them for. Women accessing loans does not necessarily indicate shared decision-making or women's empowerment – male household members may still be the primary decision maker and driver behind a women's decision to take out a loan.

For Questions G3 and G4, use the visual cues to represent answers A–E, and in particular to help distinguish between B, C and D.

Questions G5 and G6 cover savings. The aim is to find who is responsible for saving in the household, what form saving takes, and who is able to access the savings.

## H. Decision-making

This section covers two primary areas of women's and men's participation in decision-making: agricultural activities and income management. Question H1 can be adapted to the cash crop in focus.

For Question H1, read aloud the categories and use the visual cues.

For Question H4, option C refers to shared decision-making in relation to income, whatever the source, and option D refers to each spouse managing their own income separately.

For Question H5, read aloud the categories and use the visual cues..

## I. Life satisfaction and aspirations

This covers life satisfaction now and five years ago. The aim is to determine whether there has been a progressive improvement in well-being for women and men.

For Questions I1 and I2, use the visual cues to help participants understand life satisfaction on a scale of 1–5. Use the box below the questions to elaborate on their reasons.

Question I3 is about aspirations for the future. This allows interventions or programmes to be planned based on women's and men's aspirations and how these may change at different life stages. Capture each participant's main points and aspirations.

# Gender assessment of family farming units: survey

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## Notes for enumerators

- Questions are designed to be answered with a single answer, unless specified otherwise.
- Do not read aloud the list of possible answers in multiple choice questions, unless specified otherwise.
- Use visual cues for Questions D1, D2, G3, G4, H1, H5, I1 and I2 as needed.

## Informed consent

Tailor this statement to each context. It should include the following:

- Thanks to the participants for taking part;
- An explanation of who you are and which organization you are with;
- The objectives of the survey;
- The topics you will cover;
- The time you expect the survey to take;
- The fact the survey is voluntary and participants are not obliged to answer any questions;
- The fact that participants can stop at any time if they feel uncomfortable;
- Assurance of confidentiality of the information;
- How the information will be used;
- Additional consent request for photographs if relevant;
- Your contact details in case participants have any questions or concerns after the survey.

## A. Focus group profile

Unit code (identification of focus group):

Location:

Start time of interview:

End time of interview:

Name of enumerator:

Date of interview (DD/MM/YYYY):

Name or farmer code	M/F	Age	Marital status	Highest educational level attained	Name of spouse	Is spouse present in other group?
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**Marital status codes**

1 Single or never married | 2 Divorced | 3 Separated | 4 Widowed | 5 Married, monogamous | 6 Married, polygamous | 7 Legal union | 8 Co-habiting

**Education level codes**

1 None | 2 Less than primary school | 3 Primary school complete | 4 High school complete | 5 College or above

## B. Main activities and income sources

I would like to ask you some questions about your participation in certain types of work activities.

**B1 I am going to read out some activities. Please say whether you have personally participated in these activities in the past 12 months.**

Cultivating primary cash crop

Gathering or collecting primary cash crop\*

Processing primary cash crop

Marketing primary cash crop

Food crop farming

Other cash crop farming

Gathering other cash crops, e.g. from communal land

Processing other cash crops

Providing labour on someone else's farm

Rearing livestock

Non-farm earning, e.g. through business

Wage or salary work

**B2** What is the primary source of income for your household?

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**B3** What do you consider to be your primary source of income as an individual?

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## C. Ownership and control of assets

I would like to ask you about the kinds of assets owned by you and members of your household.

**C1** Does anyone in your household own agricultural land?

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**C2** What is the total number of \_\_\_\_ [specify the unit measure most commonly used in the local context] of land owned by you and members of your household?**C1** Does anyone in your household own agricultural land?

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**C3** Who does your farmland belong to?

- A** Me
- B** My spouse
- C** My parents
- D** Me and my spouse together (co-ownership)
- E** We each own a piece of farmland\*
- F** Someone else (please specify)
- G** No-one in my household owns land

\*If the answer is E, please include the amount of land that is owned by each spouse.

**C4** In whose name is the land title?

- A** My name only
- B** My spouse's name
- C** My parents'
- D** Both names together
- E** Both names separately for separate plots
- F** Someone else's name (please specify)
- G** There is no land title

**C5** I would like to ask you about ownership of livestock in your households. I will mention four categories of livestock. Please tell me whether anyone in your household owns livestock of this kind, and if so who it belongs to – men, women, or men and women jointly.



- A** Men
- B** Women
- C** Men and women jointly
- D** We do not own any livestock of this kind

- a** Large livestock (cattle, oxen)
- b** Small livestock (pigs, sheep, goats)
- c** Poultry (chickens, ducks, pigeons, geese)
- d** Fish pond or aquaculture

**C5** Can you tell me whether anyone in your household owns the following kinds of farm equipment, and if so whether ownership is for men, for women, or for men and women jointly?



- A** Men
- B** Women
- C** Men and women jointly
- D** We do not own any farm equipment of this kind

- a** Non-mechanized farm equipment such as hand tools or animal-drawn ploughs
- b** Mechanized farm equipment such as a tractor or mechanized tiller

**C7** I would like to ask about ownership of houses and other household assets. For each kind of asset, can you tell me whether anyone in your household owns such an asset, and if so whether it is owned by men, by women, or by men and women jointly?



- A** Men
- B** Women
- C** Men and women jointly
- D** We do not own any assets of this kind

- a** House
- b** Non-agricultural land
- c** Non-farm business asset such as a sewing machine or cooking equipment used for commercial purposes
- d** Large consumer durable such as a TV or furniture
- e** Small consumer durable such as a cooking pot or radio

## D. Role, activities and time use

I would like to find out more about the different roles of women and men in your household in paid and unpaid work.

### D1 Who is responsible for the following agricultural tasks?



**A** Only women

**B** Mainly women

**C** Equally men and women

**D** Mainly men

**E** Only men

**a** Buying inputs

**b** Preparing land

**c** Planting

**d** Weeding

**e** Producing compost

**f** Applying compost

**g** Pruning

**h** Harvesting or collecting

**i** Primary processing

**j** Transporting produce

**k** Selling produce

**l** Selecting and storing seed

### D2 Who is currently responsible for the following unpaid work?



**A** Only women

**B** Mainly women

**C** Equally men and women

**D** Mainly men

**E** Only men

**a** Cultivating food crops

**b** Purchasing food

**c** Preparing food for household members

**d** Cleaning the house or compound

**e** Washing clothes

**f** Caring for children

**g** Care for sick and elderly

**h** Preparing food for farm workers

**i** Fetching water

**j** Fetching firewood

**k** Repairing house

**l** Other (please specify)

### D3 What time do you typically get up?

---

### D4 What time do you typically go to sleep?

---

### D5 Do you have any time you consider as rest or leisure?

---

### D6 What do you usually do with this time?

---

## E. Participation in community groups

I would like to ask about your involvement with groups in the community. These can be formal or informal groups.

### E1 Do you belong to any community groups?



- |   |  |
|---|--|
| <b>A</b> Agricultural producers group                                     | <b>F</b> Religious group   |
| <b>B</b> Credit or microfinance group                                     | <b>G</b> Other women's or men's group that does not fit a category above |
| <b>C</b> Mutual help or insurance, including burial societies             | <b>H</b> Other   |
| <b>D</b> Trade or business association                                    | <b>I</b> I don't belong to any groups                                    |
| <b>E</b> Civic (improving community) or charitable (helping others) group |  |

### E2 Do you have any leadership roles in these groups or within the community?

### E3 How confident are you about speaking in public or when part of a group?

- A** Very confident
- B** Moderately confident
- C** Not confident

## F. Access to and benefit from technical services

I would like to find out about how far you access and benefit from any group training on agriculture and how you access information on good practices, markets and prices. E1 Do you belong to any community groups?

### F1 Which member of your household is registered as a member or supplier of this company, producer organization or farming scheme?

- A** Me
- B** My spouse
- C** Both me and my spouse
- D** Other (please specify)

### F2 Who mainly participates in group training on agricultural practices offered by the producer organization or company?

- |                                |                                  |
|--------------------------------|----------------------------------|
| <b>A</b> Me                    | <b>D</b> Other ( please specify) |
| <b>B</b> My spouse             | <b>E</b> Me and another          |
| <b>C</b> Both me and my spouse | <b>F</b> My spouse and another   |

**F3 Who mainly participates in farm visits by any technical staff?**

- |                                |                                 |
|--------------------------------|---------------------------------|
| <b>A</b> Me                    | <b>D</b> Other (please specify) |
| <b>B</b> My spouse             | <b>E</b> Me and another         |
| <b>C</b> Both me and my spouse | <b>F</b> My spouse and another  |

**F4 Have you ever been personally invited to a group training?**

- |   |  |
|---|--|
| <b>A</b> Yes – on the primary cash crop | <b>C</b> Yes – on the primary cash crop and something else |
| <b>B</b> Yes – on something else        | <b>D</b> No  |

**F5 If you do not attend a group training session or participate in a visit by technical staff to your farm, but another member of your household does, do they typically share what they learned with you?**

- |                                   |   |
|-----------------------------------|---|
| <b>A</b> Not at all               | <b>E</b> Yes – everything                               |
| <b>B</b> In a few words           | <b>F</b> Yes – everything and demonstrates in the field |
| <b>C</b> Yes – the main ideas     | <b>G</b> Not applicable as I am not involved in farming |
| <b>D</b> Yes – most of the detail |   |

**F6 Would you like to participate in more group training?**

- A** Yes  
**B** No  
**C** Maybe

**F7 If yes, what topics would be of most interest to you?**

---

**F8 What do you consider the biggest barrier to you attending group training?**

---

**F9 Other than your spouse or other family members, what are your main sources of information on good practices in production or processing of the primary cash crop?**

- A** Producer organization or company
- B** Radio
- C** Parents
- D** Friends or neighbours
- E** Government extension staff

- F** Good practices of model or successful farmers
- G** Others (please specify)
- H** I only receive information from my spouse or other family members
- I** Not applicable as I am not involved with producing or processing the primary cash crop

**F10 How do you obtain information about prices and markets for the primary cash crop?**

**F11 Do you have access to a mobile phone?**

- A** Yes, I own a phone mainly for my own use
- B** Yes, I share a phone with my spouse or other family member

- C** No, I do not have access to a phone
- D** Other (please specify)

## G. Access to financial services

I would like to ask about your household's experience with borrowing money in the past 12 months.

**G1 If you or anyone in your household wanted to take out a loan or borrow cash or in-kind, would you be able to?**

- A** Yes, I own a phone mainly for my own use
- B** No
- C** Maybe

**G2 In the past 12 months, have you or someone in your household obtained credit from the following sources?**

- A** Non-governmental organization
- B** Company or service provider
- C** Savings or credit group, such as a village savings and loans association
- D** Bank or microfinance institution

- E** Informal savings group, such as a tontine or merry-go-round
- F** Family or friends
- G** Other (please specify)
- H** I have no access to credit

**G3** If you take a loan in your name, who usually (a) makes the decision to take out the loan and (b) decides what to use the credit for?

- |  |  |
|--|--|
| <b>A</b> I alone decide  | <b>D</b> My spouse decides, but I have input |
| <b>B</b> I decide, but discuss with my spouse or other family member | <b>E</b> My spouse alone decides             |
| <b>C</b> We decide together  | <b>F</b> Someone else decides                |

**G4** If your spouse takes a loan in their name, who usually (a) makes the decision to take out the loan and (b) decides what to use the credit for?

- |  |  |
|--|--|
| <b>A</b> I alone decide  | <b>D</b> My spouse decides, but I have input |
| <b>B</b> I decide, but discuss with my spouse or other family member | <b>E</b> My spouse alone decides             |
| <b>C</b> We decide together  | <b>F</b> Someone else decides                |

**G5** Do you save money in your household? If yes, who is typically responsible for this?

- |                    |                                 |
|--------------------|---------------------------------|
| <b>A</b> Me        | <b>C</b> Both me and my spouse  |
| <b>B</b> My spouse | <b>D</b> Other (please specify) |

**G6** How do you usually save money?

- |   |  |
|---|--|
| <b>A</b> Cash at home, accessed by me                     | <b>F</b> Savings group, accessed by my spouse        |
| <b>B</b> Cash at home, accessed by my spouse              | <b>G</b> Savings group, accessed by me and my spouse |
| <b>C</b> Cash at home, accessed by both me and my spouse  | <b>H</b> Bank account, accessed by me                |
| <b>D</b> Investment in assets, such as grain or livestock | <b>I</b> Bank account, accessed by my spouse         |
| <b>E</b> Savings group, accessed by me                    | <b>J</b> Bank account, accessed by me and my spouse  |

## H. Decision-making

I would like to ask about how you make decisions together in your household about activities and management of income

### H1 Who makes decisions about the following areas of agricultural activity?

- A** I alone decide
- B** I mainly decide, but discuss with my spouse
- C** We decide together
- D** My spouse decides, but I have input
- E** My spouse decides alone
- F** Someone else decides

- a** What to cultivate
- b** When and how to perform tasks on farm related to the primary cash crop
- c** When to sell the primary cash crop and at what price
- d** Whether I attend technical training
- e** Whether my spouse attends technical training

### H2 Who receives payment for the primary cash crop?

- A** Me
- B** My spouse
- C** Both me and my spouse
- D** Other (please specify)

### H3 How is payment received?

- A** Cash
- B** Bank account
- C** Digital payment through mobile phone
- D** Other (please specify)

### H4 Who is the primary manager of money in your household?

- A** Me
- B** My spouse
- C** Me and my spouse together
- D** Me and my spouse separately
- E** Other
- F** Me and another

**H5 Who makes decisions about the following areas of expenditure?**

- A** I alone decide
- B** I mainly decide, but discuss with my spouse
- C** My spouse and I decide together
- D** My spouse decides, but I have input
- E** My spouse alone decides
- F** Someone else decides

- a** Making a minor purchase for the household, such as soap or sugar
- b** Making a major household purchase or investment, such as iron sheets for roof
- c** Making a personal purchase, such as clothes or toiletries
- d** Which children are educated and how much money to spend on education
- e** Spending money on family's health
- f** Family planning – how many children to have and how long to wait between each one

**I. Life satisfaction and aspirations**

I would like to ask how you feel about your life today in comparison with a few years ago, and your aspirations for the future.

**I1 Indicate on a scale of 1–5 how satisfied you feel with your life today.**

- |   |                             |
|---|-----------------------------|
| <b>A</b> Very dissatisfied (1)                  | <b>D</b> Satisfied (4)      |
| <b>B</b> Dissatisfied (2)                       | <b>E</b> Very satisfied (5) |
| <b>C</b> Neither satisfied nor dissatisfied (3) |                             |

Elaborate on the reasons for your answer if you wish:

---

**I2 Indicate on a scale of 1–5 how satisfied you felt with your life five years ago.**

- |   |                             |
|---|-----------------------------|
| <b>A</b> Very dissatisfied (1)                  | <b>D</b> Satisfied (4)      |
| <b>B</b> Dissatisfied (2)                       | <b>E</b> Very satisfied (5) |
| <b>C</b> Neither satisfied nor dissatisfied (3) |                             |

Elaborate on the reasons for your answer if you wish:

---

**I3 What are your dreams and aspirations for the future?**

# Training for service personnel and lead farmers

---

## Introduction

This chapter and the accompanying PowerPoint presentations offer a collection of material for training service delivery personnel and lead farmers to support them to recognize, understand and respond to gender dynamics within farming households.

The material is structured into a suggested flow. It can be delivered as a series of four full-day or eight half-day sessions. Each exercise can also be used on its own or integrated into other training. This chapter outlines the materials and how they can be used.

The aim is to use a variety of training methods, including small-group work, brainstorming, discussions and role plays, to sustain interest and encourage participation.

The material is structured as follows:

## Introduction to training

- **Why gender and inclusion?** This introduces the rationale behind a focus on gender and inclusion within agricultural value chains. It makes the case for why periodic assessment of farmers' needs is important, whether it takes into account gender dynamics, and how it strengthens service delivery.
- **Why gender and the crop, producer organization or company in question?** This can be tailored to the context. It gives basic information about particular gender issues or constraints relevant to the crop in question. It outlines the producer organization or company's priorities in this area and any relevant work done to date, such as gender analysis or developing a policy or strategy. This helps service delivery personnel and lead farmers situate their role and contribution in the context of the wider aims of the producer organization or company.
- **What is your role as field personnel or lead farmer, and what can you do to promote greater gender equality and inclusion?** This describes the anticipated role of service delivery personnel and lead farmers in creating more inclusive producer organizations and companies as part of their role as influencers and agents of change.

## Thematic sections

### *Exploring and understanding concepts and life experiences related to gender and inclusion*

This section is an opportunity for participants to understand basic concepts related to gender and inclusion and to think about these in the context of their own lives.

Before considering issues of gender inequality and exclusion in farming households and organizations, service delivery personnel and lead farmers must be able to bring awareness to their own gendered attitudes and beliefs and understand how their life experiences inform their thinking and their behaviour.

The tools and exercises in this section are designed to support the ongoing process of awareness-raising.

### *Gender-sensitive value chain analysis and assessing women's and men's contributions to the cash crop in focus*

This section provides tools to make a gender-sensitive value chain map of the cash crop in focus and understand what women and men contribute to the crop. It reviews women's and men's access to services and any constraints and opportunities women in particular face. This helps service provision personnel think about how they can alter their service delivery and create an enabling environment for change.

### *What is a gender gap in the context of a farming family? How does it affect agricultural production and livelihoods?*

This section looks at how gender inequality manifests within farming households and the impact it can have on outcomes related to agricultural productivity and the well-being of farming families.

This section is about the household as an economic unit. It acknowledges farming households have multiple income streams and livelihood strategies. It supports participants to recognize and understand gender disparities that they have not noticed or questioned before. This helps them identify questions related to gender and the agricultural crop in question to investigate in their daily work.

### *What can you do in your roles as service delivery personnel or lead farmers to promote greater gender equality and inclusion?*

This section looks at what service delivery personnel and lead farmers can do to promote greater gender inclusivity in the context of their daily work. It identifies key messages related to gender and inclusion that they can communicate as they carry out their work. It also shows how to make farm visits and group training events more inclusive. It suggests ways to monitor the impact of service delivery adjustments and how to react to further changes in gender dynamics within farming households and groups.

### Overall structure of training sessions

- **Day 1 – Sessions 1 and 2:** explore and understand concepts and life experiences related to gender and inclusion.
- **Day 2 – Sessions 3 and 4:** understand gender value chain analysis and assess women's and men's contributions to the cash crop in focus.
- **Day 3 – Sessions 5 and 6:** discuss the meaning of gender gaps in farming families and how they affect agricultural production and livelihoods.
- **Day 4 – Sessions 7 and 8:** understand your role as field personnel or lead farmer and what you can do to promote greater gender equality and inclusion.

## Day 1 – Sessions 1 and 2: Explore and understand concepts and life experiences related to gender and inclusion

### Introduction

See PowerPoint.

### Warm-up exercise

#### Objectives

- Get everyone on their feet, moving around and engaging with the topic.
- Help the facilitator get to know the participants and their views on topics related to gender.
- Support participants to understand how they see topics related to gender through the lens of their own experiences and beliefs, bringing awareness to perceptions that are a product of socialization and may be unconscious.

#### Who participates

Ideally the whole group participates. If it is a large group and space is a constraint, ask for a mixed-gender, mixed-age group of volunteers to do the exercise while others watch and contribute their views.

#### Time

About half an hour

### Advance preparation

- Prepare a list of statements in advance relevant to the topic of gender and inclusion in your context. Here are some examples, but try to design your own list suitable to your context:
  - Men are naturally more logical than women.
  - I believe men and women can be joint heads of household.
  - Women's emotions often get in the way of their work.
  - Gender inequality is more of an issue in rural than urban areas.
  - I am concerned that empowering women will destroy marriages.
  - Girl and boy children have equal rights to education.
- Prepare two signs saying STRONGLY AGREE and STRONGLY DISAGREE. Fix these to opposite walls in the room where everyone can see them.

**Instructions**

- Explain you will read aloud a series of statements. Ask the participants to reflect on whether they agree or disagree with each statement and to stand along an imaginary line between the two signs. If they strongly agree with the statement, they stand close to the STRONGLY AGREE sign. If they neither agree nor disagree, they stand in the middle.
- Explain you will choose people at random to explain why they are standing where they are and that they are free to change position during the discussion if they wish.
- Do not spend too long discussing each statement. The exercise is designed to move quite quickly.
- Reinforce this is not about getting the answer right or wrong but about hearing the different perspectives of group members.

**Key messages**

- We all experience life through the lens of our own experiences as a man or a woman and what we have been taught to expect of ourselves and others.
- Gendered perceptions are often unconscious and unquestioned.
- We must be willing to examine our personal views and experiences to raise our level of gender awareness and understanding, moving from an unconscious to a conscious gender lens.

**Source**

This is a well-known exercise adapted from IDH (2017) that you can use to generate discussion on any topic.

## Understanding gender and sex characteristics

See PowerPoint.

- Understand the difference between gender and sex characteristics – which characteristics are biologically determined and which are learned through a process of socialization.
- Demonstrate gender characteristics are not immutable but change over time and from one society to the next.

**Who participates**

The whole group participates in the introduction and then splits into two mixed-gender groups.

**Time**

About an hour

**Instructions**

- Using a question-and-answer approach with the PowerPoint slide, ask participants to explain the difference between gender and sex characteristics. Give a simple explanation once the participants have given a few answers.
- Ask the participants to form two groups.
- Ask one group to draw a man on and the other group to draw a woman on separate flipcharts. Ask one group to consider what being a man means and the other group what being a woman means in our society. Ask the groups to brainstorm as many characteristics of men or women as they can and list them next to the appropriate drawing.
- On a separate flipchart, ask each group to draw two columns labelled BIOLOGICAL and SOCIAL. Ask them to list the characteristics from the previous step in the appropriate column, placing those characteristics they think are most valued by society at the top of the list.
- Ask the groups to present their findings and discuss the following questions:
  - Have expectations of girls and women and boys and men changed over the past 10–20 years in our society?
  - Do you think there are differences in expectations of women and men in different countries?
  - Does society teach us some gender characteristics are more important than others? Does it value male or female characteristics more?
  - Do biological differences change from one culture to the next or over time?.

**Key messages**

- Societies' expectations of women and girls and boys and men may be different, but biological differences are the same in different countries and across time.
- Societies may value particular characteristics above others, valuing certain aspects of femininity or masculinity above others, and valuing characteristics associated with one gender more than the other.

## Sources

Adapted from IDH (2017) and Leder et al. (2016).

## Socialization over the life cycle

### Objectives

- Understand how socialization shapes our ideas of what it is to be a man or a woman in our society.
- Reflect on early memories to understand how this socialization process operates over the course of our lives.

### Who participates

The whole group, working in pairs and then discussing as a group.

### Time

About an hour

### Advance preparation

- Choose some examples from your own life that you can share.

### Instructions

- Introduce the topic of socialization and explain what it is (see PowerPoint).
- Explain you would like the participants to think about their own experiences to understand the role of socialization in their own lives.
- Ask the participants to find a partner they feel comfortable working with.
- Ask the participants to share with their partners the first memory they have of understanding they were a boy or a girl. If it helps, share an example from your own life. Encourage everyone to be specific and to recall a particular incident or moment.
- Give participants a few minutes to think of the incident and then ask them to consider the following questions:
  - What was the situation?
  - What happened? Who was involved? When and where was it?
  - How has this affected you as an adult?
- Invite participants to share their answers with each other. After about 15 minutes, ask everyone to regroup for a discussion.

- Invite a mixture of up to six women and men to briefly share their stories. To give an example of the length, share an example of your own in a few words.
- Briefly discuss each story and ask what it tells us about how society expects girls and boys to behave differently and how this impacts on their attitudes and behaviours.
- Put the headings WHO?, WHEN? and WHERE? on a flip-chart. Ask for some more examples and discuss in more detail what happened, and write the key points on the flip-chart. For example, in a story where a girl's mother told her not to wear something because it was not appropriate for a girl, you could put 'mother', 'aged 10' and 'at home' in the columns.
- Use the stories to highlight that the socialization process starts at a young age and that messages about what is expected of boys and girls come from different people in different institutional contexts, such as home, school, places of worship and community.
- Ask for a different set of volunteers to share their reflections on how the incidents they recall have affected them as adults.
- Highlight the following during the discussion:
  - Explain that the things girls and boys learn as children affect the women and men they grow up to be and the way they relate to each other as adults.
  - Share your own observations about any patterns or tendencies across the examples shared in the messages boys and girls receive.
  - Girls and boys often grow up separately, without learning to interact with each other in positive ways. This can lead to problems in adult relationships, such as poor communication and gender-based violence.
  - Explain that boys and girls are told what is expected of them so frequently that they come to believe there is no other way of doing things.

### Key messages

- Socialization begins early in life.
- What we learn as children about society's expectations of us informs how we think and behave as adults.

### Source

Adapted from IDH (2017).

## Understanding gender relations

### Objectives

- Think about the positive and negative aspects of being a man or a woman in their society.
- Reflect on gender relations and what each gender wants and expects from the other in terms of behaviour and attitudes.
- Identify important differences in perspectives and experiences between women and men and understand these can be a source of inequality or conflict.
- Identify similarities in perspectives and experiences between women and men and understand these can be a basis for solidarity and mutual understanding.

### Who participates

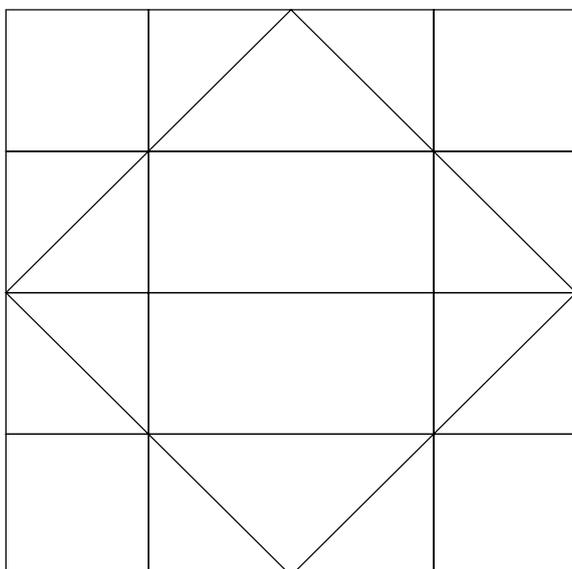
The whole group, divided into single-sex groups.

### Advance preparation

- Practise the exercise before you facilitate the training.

### Instructions

- Split the participants into single-sex groups.
- Ask each group to draw the image below on to a flip-chart. The left-hand column represents each group's gender, the right-hand column represents the other gender, and the middle column represents what they have in common. Mark the columns with symbols representing men only, women only, and men and women together.



- Ask each group to brainstorm the positive aspects of being a woman or a man in their society. They can do this through discussion or by each person reflecting individually and sharing three positive aspects with the others.
- Ask each group to discuss the positive aspects of being a man or a woman. Get them to agree on the five most positive aspects, selecting two which they consider the most positive of all. Place these two aspects in the top left-hand box and the remaining three aspects in the box below this.
- Ask each group to go through the same process to discuss the most negative aspects of being a woman or a man. Place the two worst aspects in the bottom left-hand box and the next three negative aspects in the box above this.
- Ask each group to consider their expectations of the other gender – men should discuss how they want women to behave towards men, and the best and worst aspects of women's behaviour towards men, and women should discuss how they want men to behave towards women, and the best and worst aspects of men's behaviour towards women.
- Get each group to identify the five best and worst aspects of each gender's behaviour towards the other. Select the two best and the two worst, and place them in the appropriate boxes in the right-hand column.
- Looking at the content of the left- and right-hand columns, ask whether the things they have written also apply to the other gender. If they do, included them the middle column. For example:
  - One of the worst aspects of being a woman might be the experience of losing a child due to illness. If the participants feel men experience this equally, put this in the middle column.
  - Men might express that they want women to be respectful to them. If they think this also applies to how women want men to behave towards women, put this in the middle column.
- Invite each group to present their finished diamonds to the whole group for discussion. Highlight the following:
  - What has each gender learned about the other? Did they learn anything new or something that surprised them?
  - What do the diamonds show about the different conditions that women and men face in life and the opportunities available to them?
  - What do the diamonds show about the possible contradictions or sources of conflict in women's and men's expectations of each other?

- Where do women and men have important areas of commonality and shared experiences that they can use to build solidarity and mutual understanding?

### Key messages

- Women and men have different conditions and opportunities in life.
- Even though men are often regarded as having the advantage in a patriarchal society, they can face pressures associated with gender roles, such as the expectation to be the main breadwinner or to not show emotions or share problems.
- Sometimes men and women do not communicate what they want or expect from the other gender but are frustrated when their expectations are not met. Communication is important for mutual understanding.

### Source

Adapted from Mayoux (n.d.).

## Power walk to explore intersectionality of race, age and economic status

### Objectives

- Understand gender constraints in the context of other social categories, such as age, class and disability.
- Understand how people from different social categories have more or less personal power to act and respond to circumstances.
- Understand how these power imbalances, which each person is born into, form power structures in society that are difficult for one person to change or overcome.

### Who participates

The whole group.

### Time

About an hour

### Advance preparation

- Prepare a list of characters (enough for one per participant) tailored to and familiar in the context in which you are working. Include a variety of women and men, and

people from a variety of social categories, such as social status, economic level, age, disability and education level. Examples include:

- A widowed subsistence farmer caring for her four grandchildren in a rural area;
  - A 15-year-old mother, not married, living at home with her parents in a rural area;
  - A man with visual impairment aged 23 years living in a rural area;
  - A village headman aged 53 years with no secondary education;
  - A university-educated agronomist employed by a company, aged 33 years and living with a wife and 2 children in an urban area;
  - A female university student aged 19 years living in student accommodation in the capital city;
  - A widowed cash-crop farmer living with HIV in a rural area, with two grown-up children;
  - A 25-year-old man from a minority ethnic group living in a forest community.
- Prepare a list of statements tailored to the context in which you are working. The statements should relate to important areas of power imbalance, such as freedom of movement, access to information, decision-making and ownership of property. They should be positive statements indicating that the speaker has power. Examples include:
    - I read the newspaper every day.
    - I have access to health services when I need them.
    - I am not in danger of being sexually abused.
    - My parents have died. I am confident I will get a share of the property.
    - I am able to get a loan from a bank to invest in my business.
    - I know how to work on a computer.
    - I do not like washing dishes, but there is a pile of dishes to be washed. I do not need to wash them as someone else will do it.
    - I have travelled out of town for business and it has taken longer than I thought. I feel comfortable travelling home at night.
    - There is a new factory nearby producing car parts. I think I can get a job there.

**Instructions**

- If possible, gather the participants in a large space measuring about 30x15 m.
- Give each participant a character card and ask them to read it to themselves. Ask the participants to visualize themselves in their roles on the character cards. Explain they must keep their characters secret until asked to reveal them.
- Ask the participants to stand in a line. This line is the starting point of the exercise and symbolizes Article 1 in the Universal Declaration on Human Rights: 'All human beings are born free and equal in dignity and rights.'
- Ask the participants to listen to the statements you read out. For every statement to which their character answers yes, they take one step forward. If the answer is no, they do not move. Continue until you have read all the statements.
- Ask the participants who have moved to the front to reveal their characters. Discuss:
  - Why they are at the front;
  - What particular identities seem more powerful in this context;
  - Whether they are mostly men or women;
  - Why they are more powerful;
  - The power they exert over the others, and how.
- Ask the participants at the back to reveal their characters. Discuss:
  - What makes these groups less powerful in this context;
  - Who is in control of resources;
  - Who can participate and influence decisions;
  - What holds back these groups.
- Conclude by highlighting the key messages.

**Key messages**

- Gender is only one social category, and it interacts with others. It is important not to see men or women as homogeneous groups but to develop awareness of other constraints that individuals face, such as class, age, economic level and education.
- Power relations have a huge impact in terms of what we can become, what we can access, what we feel we can do, and what we feel is possible.

- Lack of power may lead to discrimination against and exclusion of people who do not have the power within to influence, access and control. Inclusive business calls for a rebalancing of power relations. To do this, we need to work in a way that empower excluded groups.

**Sources**

Adapted from ACT Alliance and SAHAJ (2005).

## Day 2 – Sessions 3 and 4: Understand gender value chain analysis and assess women's and men's contributions to the cash crop in focus

This session provides tools to understand the value chain of the crop in question from a gender perspective. It helps participants understand constraints and opportunities that women face when accessing services. The session demonstrates the specific contribution that women and men make to the cash crop and how they benefit from its sale.

### Gender mapping of the value chain

#### Objectives

- Get a global gender-sensitive picture of the value chain, the actors involved, their linkages and the percentages of men and women in each value chain segment.
- Gain insight into the role, position and contribution of women and men at each stage of the value chain.
- Identify constraints and opportunities for women to access services.
- Identify how gender inequality affects upgrading of the value chain.

#### Who participates

The whole group.

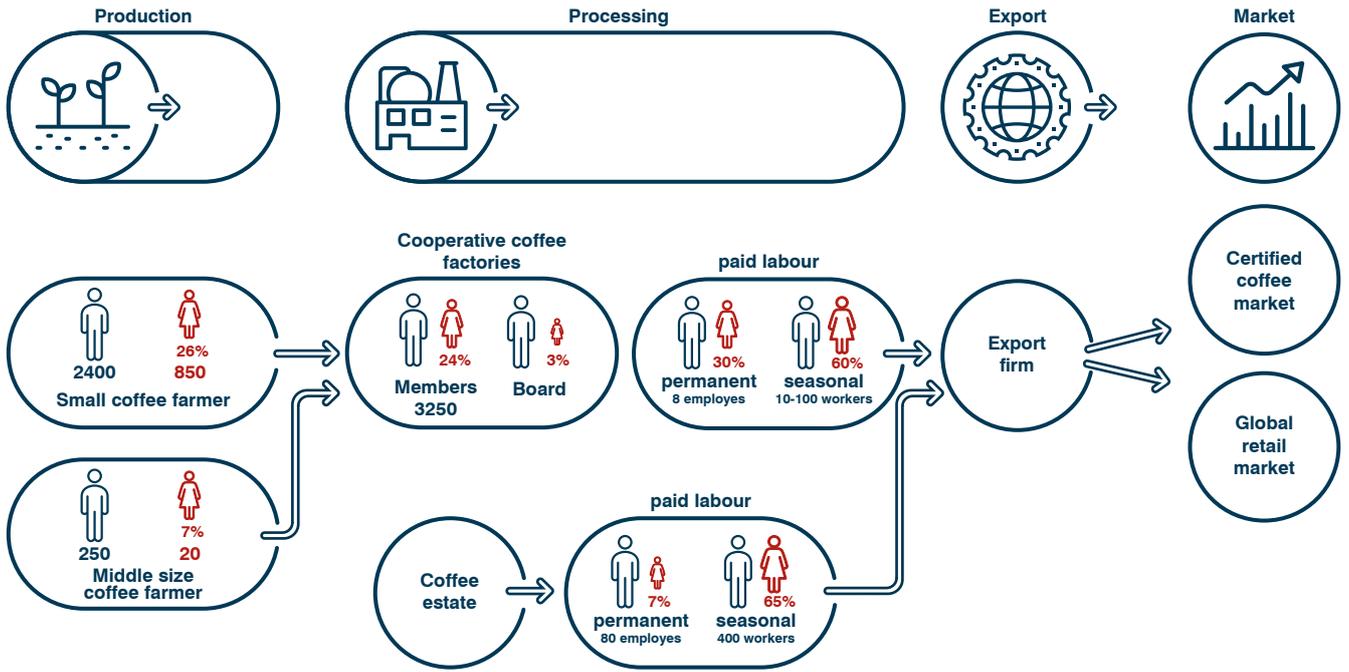
#### Time

About two hours

#### Instructions

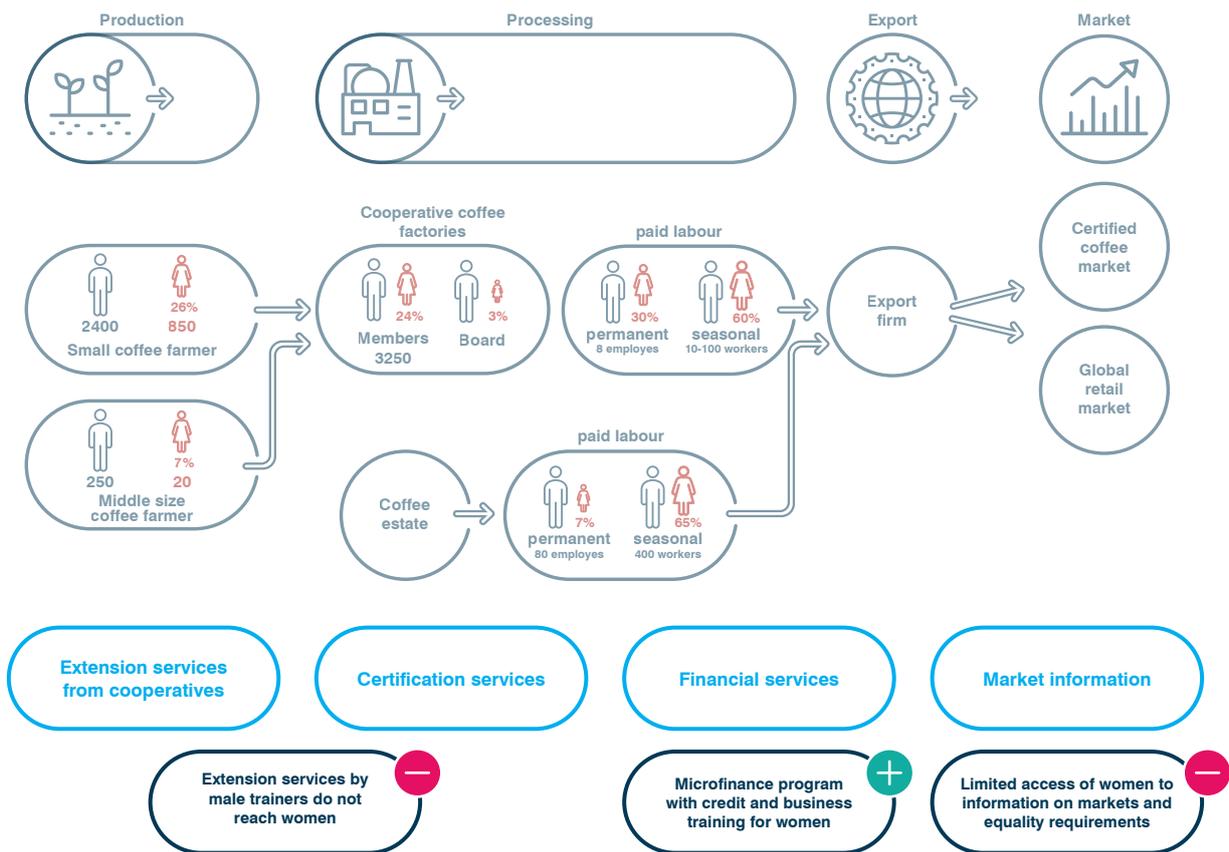
##### Step 1: Map value chain actors

- Define the specific geographical region (country and province) or a specific end product for your value chain mapping. Identify the end market (e.g. low- or high-end consumers or geographical location of market) and write them on oval-shaped cards.
- Identify the different steps in your value chain and write them on arrow-shaped cards of one colour. They might include input supply, production, processing, aggregation and collection, trading, national sales and export. Put the cards in a logical order on a flipchart.
- Identify the different actors in your value chain and write them on rectangle shaped cards of a second colour. Try to differentiate actors according to size, legal status (e.g. family business, enterprise, cooperative, government) and technology.
- Identify the number of male and female owners for each actor and add the information to the cards. Use symbols to indicate men, women and joint ownership.
- Put the cards in a logical order and place them on the flipchart below the respective value chain links.
- Draw lines between the actors to indicate main product flow.
- Identify which actors contract hired labour. Write the numbers of men and women employed on rectangle cards of a third colour. Try to differentiate between permanent and seasonal labour.
- Identify where women provide unpaid family labour or work on the family farm with little or no control over income, and add this to the map.



**Step 2: Map support services**

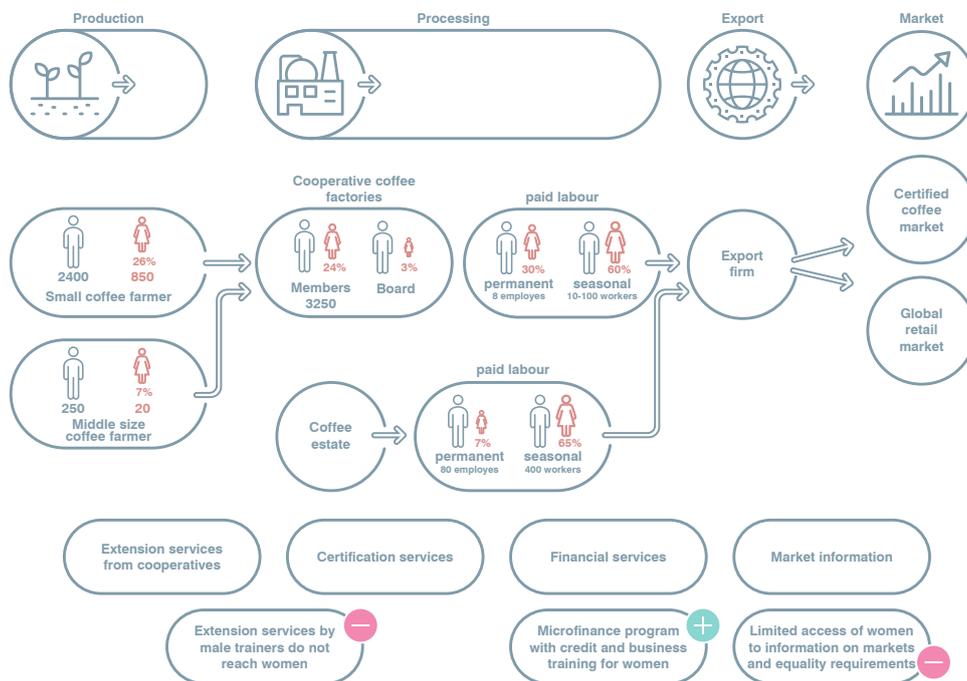
- Identify the support services for the value chain actors at the different stages of the value chain, and write them on cards of another colour (this can be the same as the colour used for the arrow cards representing the steps in the value chain in Step 1). Examples include extension services, certification services, financial services, market information, trade facilitation, business management, brand development and quality assurance.
- Reflect on any services that alleviate women’s reproductive workload, such as childcare services.
- Place the cards alongside the value chain map to indicate where they are most relevant.



**Step 3: Identify opportunities and constraints for women at support service level**

- Identify opportunities and constraints women face in accessing and benefiting from services that support their performance and improve value chain coordination and upgrading, and write them on rectangle cards (it is suggested to use the third colour – i.e. the same as is used for the number of women and men employees). Mark opportunities with a + and constraints with a – and place them next to the relevant service area.
- Guiding questions might include:
  - What is the percentage of women and men served by these service providers?

- Do women working on farms owned by their spouses receive extension or credit services? Do female workers access job training?
- Are services designed considering the specific needs and conditions of women, such as domestic obligations and time constraints, limited mobility and market networking, and limited property as collateral for loans?
- What are the main constraints that women face in accessing support services?
- Which services present opportunities to improve the position of women in a value chain?



**Step 4: List factors in the value chain environment that (dis)enable women’s empowerment**

- Identify factors that affect the role and position of women in the value chain, such as land and property rights, infrastructure, public policies, labour policies, gender roles and stereotypes, certification standards and regulations, consumer trends, and the women’s rights movement.
- Write these factors on rectangle cards of a fourth colour and place them alongside the main value chain flow.

### Step 5: Identify factors that provide opportunities or constraints for women's empowerment in value chain development

- Identify opportunities and constraints for greater gender inclusivity in the value chain.
- Guiding questions are:
  - How do cultural or legal norms influence land ownership?
  - How does this influence women's access to membership of farmer organizations and connected services?
  - How do social stereotypes influence opportunities and benefits for women in the value chain, including paid labour?
  - How does this influence the presence or absence of women in specific parts of the value chain, and appreciation and reward for their contributions? How does this affect upgrading value chains, and improving productivity, quality and management of the value chain?
  - What constraints and opportunities do women have to upgrade or improve their position in the value chain, such as to increase decision-making and control of income on family farms, improve employment conditions, or gain access to staff or management positions?
  - Do standards and certification pay sufficient attention to the role and position of women?
- Write the opportunities and constraints on rectangle cards in the third colour and mark them with + and – signs.

### Relating gender mapping of the value chain to the role of service delivery personnel and lead farmers

During this activity, ask participants to reflect on their roles as service delivery personnel and lead farmers in relation to each section. The chapter Guidance on Gender-sensitive Strategies and Approaches for Service Providers can be a useful prompt for the facilitator during the discussion. Ask the participants:

- What key messages about women's and men's participation in value chains could you promote as part of your role? For example, can you promote women joining cooperatives or being sales agents, or promote remuneration for women's unpaid work?
- How can you change your service delivery to make it more inclusive and effective?

- How can you take advantage of opportunities identified in the final part of the exercise to create more inclusive value chains? What institutional support do you need from your company or organization to make those changes?

This discussion can work in a variety of ways:

- Discuss each set of questions as a group and capture ideas on a flipchart.
- Ask participants to work individually or in pairs through each set of questions, write their answers on sticky notes, and stick these on three flipcharts. The facilitator groups the responses and shares them with the group.
- Ask participants to work in three groups, each with one question. Ask them to capture the key points of their discussion on a flipchart and feed back to the group to allow others to contribute ideas.

### Key messages

- Women and men play different roles within agricultural value chains. They can be present as owners at different levels (e.g. of farms or companies) or as providers of paid or unpaid labour. These roles can be visible or somewhat hidden or undervalued.
- Women and men face different constraints and opportunities when accessing support services.
- When analysing value chains from a gender perspective, it is helpful to map wider contextual factors that impact on women's and men's participation, such as land and property rights, infrastructure, policy environment and sociocultural norms. These factors can also relate to global trade, such as certification standards and consumer trends. These broader trends can be linked to specific opportunities or constraints for women and men to participate and benefit from particular value chains.
- This analysis helps service provision personnel reflect on their role and think about how they can communicate messages to their clients and make their service delivery more inclusive and effective for women and men.

### Sources

Hivos (2015).

## Assessing women's and men's contributions to the quality of the cash crop in focus

### Objectives

- Make men's and women's contributions to the quality of the cash crop in focus visible.
- Create awareness of any unequal distribution of benefits between men and women participating in the value chain.
- Demonstrate the importance of shared benefits and decision-making between men and women to improve performance of the cash crop in focus.

### Who participates

The whole group, with women and men working separately in small groups.

This exercise could also involve a wider group of women and men farmers.

### Instructions

- Explain that this exercise builds on the previous value chain mapping exercise.
- Ask each group to answer the following questions on a flipchart:
  - How do women contribute to the productivity and quality of the cash crop in focus?
  - How do men contribute to the productivity and quality of the cash crop in focus?
  - What benefits do women receive for their work on the cash crop in focus?
  - What benefits do men receive for their work on the cash crop in focus?
- Ask each group to answer the following questions on a flipchart:
  - Do men and women receive appropriate benefits, considering the work they contribute?
  - If not, what proposals do you have to ensure more equal and fair distribution of benefits?
- As a whole group, discuss the outcomes of the small-group work. Discuss differences and similarities in the perceptions men and women have about their contributions and benefits of participating in the chain, and how this affects value chain upgrading.
- Ask the following questions:
  - What do the women think about the men's opinions?

- What do the men think about the women's opinions?
- What is the reason for these differences in perception? equal and fair distribution of benefits?
- As a whole group or in groups of men and women, ask the following questions:
  - If distribution of benefits is unequal and does not reflect the contribution made by women or men, does this affect quantity or quality of produce? How?
  - What proposals do you have to ensure more equal sharing of benefits between men and women?
  - What role can you play as service delivery personnel or lead farmers in promoting these proposals?

### Key messages

- The value of women's contributions is not always clear or recognized.
- Women may be expected to contribute labour to family farms without receiving any direct benefits. This can have an impact on the quality of the cash crop in focus.
- Sharing benefits and decision-making can improve and strengthen outcomes related to productivity and quality of the cash crop in focus.

### Source

Hivos (2015).



- Invite the groups to draw on their group diagrams, following the example that they have just worked through. Use the experiences of their group and the way work is distributed in their households.
- Remind groups to include all unpaid tasks, such as domestic and care work and community work where relevant. This can generate an interesting discussion about what constitutes unpaid work for women – for example, women may contribute indirectly to a cash crop by cooking food for workers. It also raises questions about how women feel about being paid for or benefiting from the work they do on a cash crop sold by men.
- Tell the participants you will now move on to the branches. Ask a volunteer to draw five lines representing branches on the example flipchart. These are a mirror image of the roots. There should be two spaces on the right, two on the left, and one in the centre.
- Explain that the branches represent how the income from paid work is used by members of the household. The two outer branches represent expenditure on things that women and men purchase for their own use. The inner branches on each side represent expenditure by women and men for the benefit of the household. The central branch represents shared expenditure.
- Ask some volunteers to draw examples on the branches for all kinds of expenditure until the concept is clear. Then ask each group to complete the branches on their group diagrams, representing the experiences of their group.
- Tell the participants you will now move on to the trunk and ownership of property. Explain that you will represent the property owned by men by drawing it in the space to the left of the trunk, property owned by women on the right-hand side, and shared property inside the trunk.
- Invite volunteers to draw examples of property owned mainly by women, by men, or by women and men together. This might generate some debate, as perceptions of ownership may differ. Then ask each group to complete the trunk on their group diagrams, representing the experiences of their group.
- Explain that you will discuss decision-making, which is like the wind tipping the tree to one side or the other. Use the three areas of the diagram (activities, expenditure, property) to discuss different areas of decision-making, such as deciding what crops to cultivate, when and how to carry out specific tasks, making large expenditures, making small expenditures, what to spend on children's education, and using resources.
- Draw a decision matrix (see below) to record the participants' answers, and also ask each group to create their own decision matrix. Choose four of five areas of decision-making for everyone to consider, and ask each group to add another one or two areas that are important to them.
- For each decision, indicate how men, women and young people participate in the decision, if at all.

How do  
men participate?

How do women  
participate?

How do sons  
participate?

How do daughters  
participate?

What to cultivate

When to carry out specific tasks

Whether to sell livestock

How much to spend on  
children's education

- Ask participants to look at their trees and decision matrices and think about how balanced or unbalanced they think they are. Ask them to consider whether there is anything they think needs to change to create greater gender balance. They can circle these aspects in green, which indicates that it is a fruit that is still unripe.
- Invite the groups to present their trees and decision matrices. Explain you will hear from all groups and then discuss and compare the trees.
- Take a short break at this point to allow facilitators to analyse the trees and pull out some key points and conclusions. Invite participants to walk around and compare the trees and think about the similarities and differences between them.
- Consider differences between women and men that you identify in one or more trees – for example, differences in:

- Distribution of unpaid and community work between women and men;
  - Labour and skills that women and men contribute to the cash crop in focus;
  - Paid work men and women do on and off the farm;
  - Amount of personal expenditure by women and men;
  - How much each gender contributes to household expenses, and whether household expenses are seen as the responsibility of women or men;
  - Property owned by women and men;
  - The degree to which women and men, sons and daughters, participate in decisions of different kinds
- Consider differences in men's and women's perceptions of the same situation and highlight contradictions between areas of the tree. Highlight the responsibilities of single women heads of household.

### Key messages

- Appreciating everyone's contribution in paid and unpaid work is important. We do not always value certain tasks and roles even though they contribute to the well-being and stability of farming households.
- The aim is to encourage gender balance within households. This does not mean everyone has to do the same task or participate in every decision – it is more about looking at the whole picture to identify where things are out of balance or could be made more inclusive.
- Shared decision-making, greater cooperation, and shared ownership and control of assets all contribute to improved livelihoods for farming families.
- Identifying where expenditure does not benefit the farm and household helps to prioritize where resources should be invested.

### Source

Adapted from Mayoux (n.d.) and Hivos (2015).

## Identifying gender gaps

This exercise builds on the gender balance tree to document the main gender gaps in each area within farming households. It helps to identify gender gaps in the division of labour, expenditure and management of income, asset ownership and decision-making.

### Objectives

- Clarify the meaning of the term 'gender gap'.
- Summarize and document current understanding of gender gaps in the context of farming households in the light of the previous exercise and any results of the household survey that have been shared.
- Work within the four key areas of work, expenditure, property and decision-making to encourage participants to think about the impact of gender gaps on final desired outcomes related to productivity, livelihoods and well-being of farming families.

### Who participates

The whole group.

### Time

About half an hour

### Advance preparation

Draw the table on flipchart paper.

### Instructions

- Explain the objectives of the task and define the term 'gender gap'.
- Recap on the four focus areas: the gender division of roles and labour (paid and unpaid), management of income, access to and control over productive assets, and decision-making.
- Ask the participants to think back to the discussions on the gender balance tree and to relate these to what they know about the farming families they work with.
- Ask the participants to discuss the four areas of focus.
- Note what they currently understand to be the gender gaps in each area in a table, as in the example below.

**Area of focus**

**Area of focus**

Gender division of roles and labour (paid and unpaid)

- Gender gaps
- Women bear a greater burden of unpaid labour than men
- Women are doing a lot of work on the cash crop that is not recognized or remunerated

Management of income

- Income from the cash crop is managed mainly by men, with some input from women
- Women have their own sources of income from small businesses and other cash crops sold in the local market but are expected to use this to cover household expenses
- Men spend more money outside the home
- Men feel some pressure to spend in areas that do not benefit the farm or family

Access to and control over productive assets

- Land is owned mainly by men
- Married women have user rights, but these are not protected in the event of widowhood

Decision-making

- Decision-making is shared but men have the final say in most areas related to use of land, livestock and income

**Key messages**

- Gender gaps are important differences in how women and men are treated or what they are able to do and achieve due to gender constraints.
- Identifying gender gaps is the first step to addressing them constructively

**Discussing the impact of gender gaps**

This exercise considers the impact of gender gaps on desired outcomes related to productivity, sustainability and well-being of farming families. The definition of these outcomes depends on the strategic priorities of the producer organization or company and the objectives that guide the day-to-day work of the service delivery personnel and lead farmers.

The exercise responds to the questions of why gender gaps matter, how they are related to the primary areas of focus of the producer organization or company, and what should be addressed and how.

**Objectives**

- Make links between gender gaps, the producer organization or company's outcomes, and areas of focus.
- Identify what participants do not know or need to understand better.

**Who participates**

The whole group for the introduction, then divided into subgroups.

**Time**

About an hour/groups.

**Instructions**

- Explain the objectives of the exercise to the group
- Ask the group to agree a list of outcome areas relevant to the overall strategic priorities of the producer organization or company and the daily work of service delivery personnel and lead farmers. For example:
  - To improve productivity or yield;
  - To maintain quality of produce;
  - To adopt sustainable practices;
  - To contribute to well-being of farming families;
  - To inspire the next generation to get involved in farming.
- Divide the participants into small groups, with one group per outcome area.
- Ask each group to consider the gender gaps identified in the last exercise and to discuss how these gaps could impact their outcome area.
- Ask each group to create a table, as in the example below, to show the possible impact of each gender gap on the area of focus.

Area of focus	Gender gaps	Possible impact of gender gap	Possible impact on final outcome (improved or optimal productivity)	How could this be addressed?
<b>Gender division of roles and labour (paid and unpaid)</b>	<ul style="list-style-type: none"> <li>Women bear a greater burden of unpaid labour than men</li> <li>Women are doing a lot of work on the cash crop that is not recognized or remunerated</li> </ul>	<ul style="list-style-type: none"> <li>Women have less time to attend technical training</li> <li>Women are not invited to training as their role is not clearly understood</li> </ul>	<ul style="list-style-type: none"> <li>Mismatch between who works on the farm and who attends training</li> <li>Not enough sharing of knowledge by people who attend training</li> </ul>	<ul style="list-style-type: none"> <li>Encourage sharing of unpaid work</li> <li>Invite women to training</li> </ul>
<b>Management of income</b>	<ul style="list-style-type: none"> <li>Income from the cash crop is managed mainly by men, with some input from women</li> <li>Women have their own sources of income from small businesses and other cash crops sold in the local market but are expected to use this to cover household expenses</li> <li>Men spend more money outside the home</li> <li>Men feel some pressure to spend in areas that do not benefit the farm or family</li> </ul>	<ul style="list-style-type: none"> <li>Lack of cooperation and coordination in management of finances means there may be fewer financial resources to invest in the farm</li> </ul>	<ul style="list-style-type: none"> <li>Lack of investment in new technologies means productivity is not optimized</li> </ul>	<ul style="list-style-type: none"> <li>Encourage shared decision-making about use of income</li> </ul>
<b>Access to and control over productive assets</b>	<ul style="list-style-type: none"> <li>Land is owned mainly by men</li> <li>Married women have user rights, but these are not protected in the event of widowhood</li> </ul>	<ul style="list-style-type: none"> <li>Women may be less motivated to invest in cash crop farming</li> </ul>	<ul style="list-style-type: none"> <li>Productivity is limited as women are not motivated to provide labour</li> </ul>	<ul style="list-style-type: none"> <li>Encourage land sharing in families</li> <li>Hold discussions with community members and traditional leaders on this topic</li> </ul>
<b>Decision-making</b>	<ul style="list-style-type: none"> <li>Decision-making is shared but men have the final say in most areas related to use of land, livestock and income</li> </ul>	<ul style="list-style-type: none"> <li>Women and young people may be less motivated to invest in cash crop farming if they do not play a part in decision-making on activities and benefits</li> </ul>	<ul style="list-style-type: none"> <li>The opportunity for women to contribute their ideas and take innovations is missing</li> </ul>	<ul style="list-style-type: none"> <li>Encourage shared decision-making</li> </ul>

- Ask each group to consider any ideas they have about how to address the gender gap in a way that supports the achievement of the outcome.
- Ask each group to present their work and display their tables.
- Discuss any similarities and relationships between the work presented.

### Key messages

- A producer organization or company cannot address all gender gaps, but it should be aware of how gender gaps can affect the achievement of business outcomes. This will help to prioritize the areas to address.

### Source

Author's own material, with reference to International Finance Corporation (2016).

## Day 4 – Sessions 7 and 8: Understand your role as field personnel or lead farmer and what you can do to promote greater gender equality and inclusion

### Introduction

These sessions provide tools to service delivery personnel and lead farmers to help them make service delivery more inclusive. The sessions cover the role of service delivery personnel and lead farmers as agents of change.

The sessions look at two specific areas of activity – farm visits by service delivery personnel and lead farmers, and designing and facilitating training events. They also consider how to define and monitor indicators of change to assess the impact of the changes in service delivery and make further changes if needed.

### Reflecting on the role of service delivery personnel and lead farmers

Generate discussion on the role of service delivery personnel and lead farmers by asking questions to provoke reflection and ideas in the plenary. Here are some examples:

- In what way are service delivery personnel and lead farmers agents of change?
- In what way are they ambassadors of a producer organization or company?
- How can they positively influence gender dynamics within farming families?

Invite participants to express any doubts or concerns they have about their role in this respect.

Some participants may believe gender relations are a private issue and that they should not attempt to influence or change them. Use the discussion to reach agreement on the limits and scope of their roles, and remind them of the discussions in Sessions 3 and 4 that looked at the impact of gender gaps on final outcomes related to productivity, quality, sustainability and other business aims.

Remind the participants of the following three important areas to develop self-awareness:

- **How you think:** reflect on your own gendered attitudes and beliefs.
- **What you do:** think about how you interact with farming families, colleagues and your own family, and how you go about your daily work. How can you make this more inclusive of women?

- **What you say:** think about the language you use and how you might unconsciously reinforce gender stereotypes.

### Gender inclusivity during farm visits

#### Objectives

- Explore how to adjust service delivery during farm visits by engaging with women in the household and encouraging women household members to participate in farm visits.
- For female service delivery personnel and lead farmers, learn how to negotiate negative responses based on gender discrimination.

#### Who participates

The whole group.

#### Timing

1.5 hours.

#### Instructions

- Explain the objectives of the exercise to the group and divide the group into two.
- Give the two groups different instructions:
  - Ask Group 1 to think about the experiences of a male service delivery provider or lead farmer who visits a farming household and interacts mainly with the male farmer. Female household members are present but the service provider or lead farmer does not engage with them apart from greeting them and receiving refreshments.
  - Ask Group 2 to think about the experiences of a female service delivery provider or lead farmer who visits a farming household for the first time. She has to negotiate some gender prejudices on behalf of the male farmer she meets.
- Ask each group to develop a short scene based on their own experiences. It should be as true to life as possible.
- Ask Group 1 to present their scene. Invite the other group to reflect on the scene and suggest how the service provider or lead farmer could interact with the family in a more gender-inclusive way. Ask Group 1 to repeat the scene, incorporating the suggestions. Alternatively, ask one of the other group members to take the place of the service provider or

lead farmer to demonstrate alternative ways of interacting with farming families.

- Ask Group 2 to present their scene. Invite the other group to reflect on the scene and suggest how the female service provider could respond differently and what can be done to support female service providers. Ask Group 2 to repeat the scene, incorporating the suggestions. Alternatively, ask one of the other group members to take the place of the service provider or lead farmer to demonstrate their suggestions.
- Take care not to communicate the idea that the only change needed is for women service providers and lead farmers to learn how to deal with prejudice. It is important to acknowledge that women service providers can face challenges and to find ways to support them as they carry out their work, but this exercise is also about changing the climate and culture and promoting the idea that women and men service providers are of equal value.

### Key messages

- Women and men service providers and lead farmers can think about how they engage with women household members during household visits in ways that encourage women to participate actively.
- Women service providers and lead farmers may experience prejudice if farmers are not used to this role being fulfilled by women. It is important to acknowledge this, to offer appropriate support to women service providers and lead farmers, and to change cultures over time.

### Source

Author's own material, with reference to Leder et al. (2016).

## Creating gender-inclusive group training

As a group, talk about what factors to consider when planning, delivering and following up on a gender-inclusive training events.

Divide the participants into three groups. Ask one group to focus on preparation, one to focus on delivery and one on how to follow up on training effectively to support women to implement what they have learned. Ask each group to brainstorm how they would take into account each factor when planning or delivering a training event. Try to base this on a real training event rather than a theoretical one.

Ask the groups to present their ideas and invite additional suggestions and discussion.

## Monitoring impact of service delivery changes and reacting to further changes in gender dynamics

Using the PowerPoint slides, draw a distinction between process indicators, which demonstrate service delivery has changed as a result of training, and intermediate and final outcome indicators.

Making changes to increase inclusivity is an ongoing process, and it is important to assess progress towards final outcomes.

### Defining and assessing process indicators

Process indicators demonstrate changes in how service providers and lead farmers carry out their work. They do not necessarily indicate changes in outcomes, but they represent a first tier of change. They help define actions to reinforce what service providers and lead farmers have learned during gender training – and to assess how they are putting what they have learned into practice.

The table below shows some examples of process indicators and assessment methods. These can be adapted according to context and the processes already in place.

Process indicator	Assessment
Changes in how field officers interact with farming families during farm or household visits	<ul style="list-style-type: none"> <li>• Self-reported change from field officers</li> <li>• Observation of farm or household visits</li> <li>• Feedback from farming families</li> </ul>
Changes in how field officers plan training events, including who they invite, training style and focus, timing and location	<ul style="list-style-type: none"> <li>• Self-reported change from field officers</li> <li>• Observation of training events</li> <li>• Review of documents such as invitations and training plans</li> </ul>

Attitudinal shifts in field officers or lead farmers

- Self-reported change from field officers
- Observation of farm visits or training events

Innovations put forward or adopted by field officers or lead farmers to improve inclusivity

- Documented as they arise

A plan for assessment may require a combination of approaches, such as:

- Holding periodic meetings with service delivery staff to allow for self-assessment, sharing of learning and individual interviews;
- Random assessments of farm visits and training events;
- Review of documents such as invitations to training and training plans;
- Discussions with male and female farmers at training events and meetings on any changes they have observed or experienced.

### ***Defining and assessing intermediate outcome indicators***

Defining some indicators that capture the impact of the changes in service delivery is recommended. For example, a producer organization or company may want to set targets for participation of women in training events or recruitment of female lead farmers, and then measure their progress towards that target. Targets can be defined according to the priorities of the producer organization or company regarding the change they want to see and will ideally form part of a Theory of Change. A theory of change and organizational or company priorities should emerge from a process of gender analysis and assessment, taking into account the needs of a company and also of their members or clients.

The table below shows some examples of intermediate outcome indicators and assessment methods.

<b>Intermediate outcome indicator</b>	<b>Assessment</b>
Number or percentage of women and men attending training events	<ul style="list-style-type: none"> <li>• Attendance lists at training events over a period of time</li> </ul>
Changes in how women participate in household visits by service providers – e.g. do they take part in talks and demonstrations?	<ul style="list-style-type: none"> <li>• Self-reported change from field officers</li> <li>• Observation of farm or household visits</li> <li>• Feedback from farming families</li> </ul>
How actively women and men participate in training	<ul style="list-style-type: none"> <li>• Percentage of time that women and men speak at randomly selected training events</li> <li>• Qualitative observation of how women and men participate in randomly selected training events</li> <li>• Evaluation by male and female participants of training events</li> </ul>
Number or percentage of female lead farmers or peer trainers I revised this as follows in the most recent version:	<ul style="list-style-type: none"> <li>• Monitor any increase over time</li> </ul>
Quantitative Indicators	<ul style="list-style-type: none"> <li>• How to measure</li> </ul>
# or % of women and men attending training events	<ul style="list-style-type: none"> <li>• Attendance lists at training events over a period of time</li> </ul>
# or % of female lead farmers or peer trainers	<ul style="list-style-type: none"> <li>• Monitor any increase over time</li> </ul>

Increases in women participating in savings and credit groups or accessing other financial services

- Numbers / percentages of women and men accessing savings groups
- Amounts saved by women
- Surveys and focus group discussions

Qualitative Indicators

- How to measure

Changes in how women participate in household visits by service providers –do they take part in talks/demonstrations

- Self-reported change from field officers
- Observation of farm/household visits
- Feedback from farming families

How actively women and men participate within training events

- % of time that women and men speak, at randomly selected training events
- Qualitative observation of how women and men participate in randomly selected training events
- Evaluation by male and female participants of training events

### *Defining and assessing final outcome indicators*

Changes to service delivery can form part of a strategy that aims to create change at different levels. For example, changes can contribute to:

- **Better adoption of good agricultural practices:** Including women more directly in training, promoting their recognition and valuing their work can have a positive impact on adoption of practices. One approach is to compare households where there have and have not been changes in service delivery, and to analyse how far practices have been adopted in each.
- **Increases in the volumes delivered by women farmers:** More inclusive approaches to service delivery can help to increase the volumes delivered by women farmers to the company or organization, by supporting them to attend technical training and increase their productivity over time, and by motivating them to be more loyal to the company or producer organization. Changes in volumes delivered can be monitored by keeping sex-disaggregated data on deliveries by members or clients, and carrying out periodical comparative analysis. Other factors can still constrain women's production volumes, such as land holding size, purchasing power to obtain inputs or pay for additional labour, and time constraints.
- **Increases in the number of women members of producer associations and cooperatives:** One outcome of more inclusive service delivery could be that women become more interested to join the producer organization as members or register with a company as clients in their own right. Additional interventions and sensitization may be needed to promote this change. If this is a strategic priority for the producer organization or company, service providers and lead farmers can play an important role in sensitizing women and men on the benefits of this. Other steps might be needed

at the producer organization or company level, such as reviewing the criteria for membership or registration to make it more inclusive.

If factors prevent women from becoming individual members, such as if membership is for the family, steps can be taken to include them through other structures such as women's committees and encouraging their participation in meetings.

It is possible to define some final outcome indicators or to link the process or intermediate outcome indicators with existing final outcome indicators, as in the following examples:

- **Adoption of good agricultural practices:** the aim is to assess the impact of more inclusive service delivery on how farming families adopt good agricultural practices. One approach is to compare households with and without changes in service delivery and to analyse how far each adopts good agricultural practices.
- **Changes in household gender dynamics:** this is relevant when there has been some training or sensitization on gender dynamics at the household level and there is an institutional commitment to supporting changes over time. These changes are in areas with important gender gaps and are not likely to occur as a result of changes in service delivery alone. The gender balance tree can support women and men in farming households to become aware of gender gaps and make individual commitments to change as part of a wider process.
- **Changes at the producer organization level:** one outcome of more inclusive service delivery could be that women become interested in joining the producer organization as members or registering with a company as suppliers.

Additional interventions and sensitization can promote this change. If this is a strategic priority for the producer organization or company, service providers and lead farmers can play an important role in sensitizing women and men on the benefits and encouraging women to join. Other steps might include reviewing criteria for membership or registration to make it more inclusive, or including women through other structures such as women's committees.

The table below shows some examples of final outcome indicators and assessment methods.

Indicator	How to measure
Better adoption of good agricultural practices where women have been supported to participate in training and farm visits	<ul style="list-style-type: none"> <li>• Monitor adoption in target households and in others</li> </ul>
Increased volumes of deliveries by women farmers	<ul style="list-style-type: none"> <li>• Analysis of gender disaggregated data on deliveries by women and men</li> <li>• Focus group discussions to capture women's attitudes to producer organization or company and how these have changed as a result of their inclusion in training or farm visits, or the provision of other services</li> </ul>
More women or young people joining a producer organization or registering as a supplier	<ul style="list-style-type: none"> <li>• List of members or registered farmers, year on year</li> </ul>

# Guidance on gender-sensitive strategies and approaches for service providers

This chapter provides guidance on possible strategies for service providers in response to gender inequalities or gaps identified through the household survey too or participatory exercises carried out as part of gender training with service delivery personnel.

The first column in each table gives examples of common gender gaps and corresponding opportunities identified through the survey and exercises. They do not apply in all contexts. Service delivery personnel can consider using the suggestions in the second column, grouped into the following three categories:

- **Definition of strategy and strategic aims:** these ideas suggest how the service provider can respond at a strategic level to the gender gap identified.
- **Operational changes to service delivery:** these ideas consider the operational approach of the service provider in the light of the gender gap or inequality identified. They suggest how services can be delivered in an inclusive way to overcome the gender gap identified and actively promote women's participation.
- **Gender-transformative approaches:** these are ideas for service providers with an interest in altering the underlying attitudes, structures and conditions that create the gender inequalities, then gender transformative approaches can be considered. They include household methodologies, training in farming as a family business, and gender sensitization that engages men and boys in work on masculinities and work on women's empowerment.

## Roles of women and men

Gender gap or opportunity	Possible response by service providers
<p>Women are doing important tasks in relation to the cash crop but are not fully recognized and have little control over the benefits from their sale</p>	<p><b>Definition of strategy and strategic aims</b> Encourage more women to become recognized farmers of the cash crop in their own right – for example, by encouraging land sharing and women becoming members of producer organizations or registered suppliers of farming schemes</p>
<p>Women are involved in other business activities and crops over which they have greater control but that generate less income than the primary cash crop</p>	<p>Increase the number of family members who participate in training or farm visits by altering their criteria for inclusion and reviewing how and when the training sessions or visits take place</p>
<p>Women bear a greater responsibility for domestic work, which limits their ability to take part in activities outside the home</p>	<p><b>Operational changes to service delivery</b> Match training delivery to the people carrying out the tasks on farm. Change who is targeted or invited, and change how and when training is delivered to make it more accessible. This may necessitate work with men to help them understand the benefits of women's participation, or a single-sex group may be more appropriate in some contexts</p> <p>Consider opportunities to take a broader household livelihoods approach to service provision, rather than regarding only the primary cash crop as the entry point</p>

Women are doing important tasks in relation to the cash crop but are not fully recognized and have little control over the benefits from their sale

Women are involved in other business activities and crops over which they have greater control but that generate less income than the primary cash crop

Women bear a greater responsibility for domestic work, which limits their ability to take part in activities outside the home

and focal area. For example, look at ways to capitalize on training or technology to enhance production or marketing of the primary cash crop and support crops controlled by women; or consider all income sources and activities when providing financial services

Consider the time burden women face in relation to domestic work when planning training times, lengths and locations

#### **Gender-transformative approaches**

Use household methodologies, gender sensitization and training in farming as a family business to encourage farming families to:

- Promote recognition and valuing of the contributions of each family member, including domestic work;
- Redistribute domestic and unpaid work more equitably;
- Take a holistic view of the household, farm and business activities and plan the best way to coordinate time and resources;
- Share decision-making regarding agricultural activities, investments and expenditure

In training on good agricultural practices, highlight women's contributions to the primary cash crop and the idea that being a farmer is not linked to land ownership

Examples

Sustainable Growers  
Mzuzu

## Ownership and control over agricultural land

### **Gender gap or opportunity**

Women's ownership of agricultural land is limited by cultural norms and economic constraints

### **Possible response by service providers**

#### **Definition of strategy and strategic aims**

In training on good agricultural practices or proactive campaigns, encourage men to share land or set up joint ownership with women, even if only on a voluntary (not legally registered) basis

#### **Operational changes to service delivery**

Consider altering producer organization membership or registration requirements for farming schemes so they are not linked to land ownership

Keep in mind that women may not be able to access credit or inputs that depend on a land title. Look for

alternative guarantees when providing credit services. Take a whole-family approach to financial services, rather than seeing women as individual applicants – this means understanding intra-household dynamics regarding women’s roles in farming and the resources women contribute and have access to

Increase women’s access to land through targeted credit schemes or rental or communal land schemes

#### **Gender-transformative approaches**

Use household methodologies to generate discussion within families and communities on land ownership practices, and how these can be more equitable, whether through voluntary land sharing within families or applications for joint land titles

#### Examples

Kokoo Pa  
Mzuzu  
Opportunity International

## Ownership over other assets

### **Gender gap or opportunity**

Women have existing livestock businesses at small scale, usually of small livestock

Women do not have ownership or control over larger livestock such as cattle

Women may own off-farm business assets such as cooking equipment

### **Possible response by service providers**

#### **Definition of strategy and strategic aims**

Use women’s ownership of livestock to inform the design of interventions. For example, service providers can support this secondary source of income for women through inputs or marketing support for livestock, or by forming group income-generating livestock projects linked to women’s leadership development. The same can apply to other small off-farm business activities, such as tailoring or selling cooked food

Where women own non-farm business assets, such as a sewing machine or cooking equipment for commercial use, this indicates that they have established off-farm businesses. Support these businesses through advice, financial services, marketing support, investment in infrastructure and group formation

#### **Operational changes to service delivery**

Ownership of livestock can influence access to organic material for the production of organic inputs. Improve this by working with group livestock models or encourage sharing of livestock within farming families

#### **Gender-transformative approaches**

Use household methodologies to increase families’ awareness of gendered patterns of livestock ownership and to decide whether they want to change this. Use household methodologies to support individuals and families to increase their livestock holding as a form of savings or as a business, and to make targeted investments in off-farm business activities

Availability of farm equipment is more limited for women than men

**Definition of strategy and strategic aims**

If investment allows, design suitable equipment to meet the needs of women farmers, such as smaller-scale sprayers for inputs

**Operational changes to service delivery**

Increase women's access to farm equipment, for example through cooperative hire models and working with women as agents

**Gender-transformative approaches**

Promote equitable sharing of equipment within families through gender sensitization and household methodologies

Women have fewer or less valuable assets than men

**Definition of strategy and strategic aims**

When planning and designing service interventions that require women to make investment decisions, bear in mind women's ownership of assets as an indicator of their financial status within the household and community, and the link between asset ownership and participation in decision-making

**Operational changes to service delivery**

Find alternative approaches to support women to access credit, such as savings and credit groups and alternative guarantees

**Gender-transformative approaches**

Encourage more equitable sharing of assets, using approaches such as household methodologies

Examples

Muongano

## Participation and leadership in community groups

**Gender gap or opportunity**

Women and men are likely to belong to other groups within the community

It may be culturally acceptable for women to lead in certain contexts (e.g. church) but not in others (e.g. producer organizations)

**Possible response by service providers**

**Definition of strategy and strategic aims**

Take note of existing groups and networks as possible channels to build on for group initiatives, such as peer training, input distribution and marketing. Take care not to negatively disrupt underlying group dynamics

Try to understand women's and men's current leadership roles within these groups. If there are very few women leaders in local groups, this may indicate it is not the cultural norm for women to take on these roles and more sensitization of women, men and the wider community may be needed to promote the idea of women as leaders

**Operational changes to service delivery**

Use groups with women leaders to demonstrate role models and reference points to promote women taking on leadership roles in farming schemes and producer organizations

Analyse the barriers to women being leaders, and develop measures to address them. For example, the requirements for leadership in producer organizations may be harder for women to reach, or the perception may exist that women do not have the skills or education levels needed

Examples

National Smallholder Farmers' Association of Malawi

## Participation in group training and farm visits

### Gender gap or opportunity

Women may not currently access training or participate in farm visits to the same degree as men, even though they carry out important tasks on the farm in relation to production or primary processing

Other family members who attend training do not share what they have learned at training sessions or during farm visits

Women are not invited personally to training or do not see the value of attending

Other context-specific barriers include women's time burden, sociocultural roles and expectations, training styles and education levels, training locations, and lack of female trainers or extension staff

### Possible response by service providers

#### Definition of strategy and strategic aims

Define targets to increase women's participation as members or registered farmers or as participants in technical training and farm visits

#### Operational changes to service delivery

Encourage sharing of technical skills and information between people who participate in training and farm visits and other family members. Encourage family members who perform key tasks to access training

Understand the current level of interest in attending training, the topics of most interest, and the current perceived barriers, and develop strategies to respond to these

Change the criteria for participation in training include other family members, based on understanding and shared analysis of roles and tasks

Issue targeted invitations to women. Discuss women's participation with families to encourage them to facilitate their attendance

Encourage redistribution of domestic work between household members. Tailor timing and location of training and farm visits to fit in with women's domestic responsibilities. Organize childcare or accommodate young children in the training

Encourage recognition within families of women's contribution to farming, and of the idea of farming as a family business. Address men's concerns through discussion and household visits

Women may have more limited access to mobile phones than men or may share a mobile phone with other family members

Understanding the current information sources on production and prices, such as radio, other farmers and local extension staff, helps identify gaps and opportunities in providing market and production information

Develop women-only spaces and groups where appropriate and design training curriculum in consultation with them. Work with women lead farmers and community animators

Tailor training to the education level of the audience – for example, use visual methods and active and practical learning

Set targets and quotas for recruitment of women, and rethink the recruitment approach to attract more women to apply for roles as field staff, trainers or facilitators

#### **Gender-transformative approaches**

Use household methodologies and gender sensitization to promote greater awareness of and appreciation for the contribution of all family members to the cash crop and to support redistribution of domestic work

#### **Operational changes to service delivery**

Understand women's and men's level of access to mobile phones. If necessary, use interventions to improve access and develop services in an inclusive way – for example, using voice messages rather than text to reach non-literate audiences

Understand which channels men and women use most frequently to access information, and use this to inform the design of interventions. For example, if radio is an existing information source, it could be an appropriate tool to transmit information

Examples

Nespresso AAA Sustainable Quality Program  
Amplio  
Lorna Young Foundation Farmers' Voice Radio

## Access to financial services

### **Gender gap or opportunity**

Access to formal savings and credit is constrained for women because of factors related to education, assets, income and mobility

Women have varying degrees of autonomy, influence and participation in decision-making about whether to obtain credit for investment in agriculture

### **Possible response by service providers**

#### **Definition of strategy and strategic aims**

Give equal consideration to improving access to savings and credit, as both are central to financial resilience

Explore involving women as trainers and extension agents for financial training

Focus on women as individuals as primary clients for financial services, or take a whole-family approach by combining access to savings and credit with training on farming as a family business

Take a holistic view by combining training on farming as a family business, gender sensitization, and access to financial services for women and men. This can produce positive changes in gender relations and increase women's decision-making power within the household

#### **Operational changes to service delivery**

Consider alternatives to traditional forms of guarantees for credit – for example, consider assets owned by spouses or work through group schemes with group guarantees to build up financial capacity over time

#### **Gender-transformative approaches**

Promote shared decision-making around financial management, and shared visioning and planning, as a complement to participating in savings and credit groups

Examples

Opportunity International  
Rwenzori Sustainable Trade Centre

## Decision-making

### **Gender gap or opportunity**

Women have varying degrees of autonomy and participation in decision-making around agricultural activities, investments and use of resources. Women's purchasing and investment power affects their ability to access inputs and invest in innovations

Women may participate equally in financial management and decision-making about large expenditures, or may control only small expenditures

If payment for the cash crop is made directly to men as members of producer organizations or registered farmers, there may be no transparency about what has been received or joint planning about its use

### **Possible response by service providers**

#### **Definition of strategy and strategic aims**

Consider women's degree of autonomy and participation in financial management and investments when planning service provision

Develop strategies that increase women's decision-making power within the household. For example:

- Promote women's participation as registered farmers or members in their own right so they receive payments directly
- Promote sharing of land and other assets between household members to increase women's status in the household as economic actors
- Use gender sensitization and household methodologies, and include women in technical training, to encourage recognition of women's contribution to farming and the idea that decision-making should be shared
- Promote women's access to savings and credit schemes and other financial services
- Support women's economic activities so they can be scaled up

**Operational changes to service delivery**

Consider using holistic approaches to training in good agricultural practices and climate-smart agriculture, taking into consideration gender concerns

Encourage households to plan investments together, including elements of household visioning and planning and promoting shared decision-making, to accelerate adoption of practices

Gender-transformative approaches

Promote shared decision-making and financial planning through household methodologies

Examples

Kyagalanyi Gender for Growth Project

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Sandra Quintero, Advisor, Sustainable Economic Development and Gender, KIT

Andrea Vos, Junior Advisor, Sustainable Economic Development and Gender, KIT

#### **Gender-sensitive pricing models**

Felicity Butler, Producer Partnerships Programme Manager, Divine Chocolate

#### **Gender-sensitive sourcing**

Kelly Goodejohn, Director of Ethical Sourcing and Traceability, Starbucks

#### **Promoting women's access to finance**

Elaine Jones, independent consultant, Rwenzori Sustainable Trade Centre

#### **Business support organizations**

Maria Camila Lopez Rojas, Procafecol

Claudia Cardona, Coffee Project Coordinator, Solidaridad Colombia

## **Annex** **Interviews carried out**

Telephone interviews were carried out by the author with the following interviewees to support the development of the case studies included in this report. Sincere thanks go to all who took part in the interviews for their time and cooperation.

#### **Gender assessment**

Jane Onoka, Operations Officer, International Finance Corporation, World Bank Group

#### **Gender policy development and masculinities training**

Alexa Marin, Coordinator of the Gender Commission, PRO-DECOOP

#### **Gender policy development within producer organizations**

Tomy Mathew, Co Founder, Fairtrade Alliance Kerala

#### **Gender policy development within supply chain companies**

Anneke Fermont, Sustainability Manager, Kyagalanyi (Volcafe) Fiona Mbeiza, Gender Officer, Kyagalanyi (Volcafe)

#### **Women's inclusion in producer organizations**

Christine Condo, Executive Director, Sustainable Growers

#### **Gender sensitization and training**

Melanie Landthaler, Nespresso

