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# Addressing Gender in Alternative Development Projects

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A practical guide



## Addressing Gender in Alternative Development Projects Practical Guide

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## Introduction

This practical guide was developed within the framework of the web-based training “Addressing gender in Alternative Development projects”<sup>1</sup>, which is part of the activities realized under the Sub-Component “Alternative Development” of the third phase of COPOLAD programme.

COPOLAD III is a delegated cooperation programme funded by the European Union and led by FIIAPP (Fundación Internacional y para Iberoamérica de Administración y Políticas Públicas) and IILA (Organizzazione Internazionale Italo-Latino American). The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ) as well as the European Monitoring Center for Drugs and Drug Addictions (EMCDDA) are implementing partners in COPOLAD III. GIZ is responsible for the Sub-Component “Alternative Development”.

The overall objective of this practical guide provides usefoll tools to implement gender-responsive Alternative Development projects. The practical guide summarizes the main content of the modules of the web-based training and provides practical guiding questions and visuals. It contains the **following five Chapters**:

- 1 > Gender-related definitions
- 2 > Tools for gender analysis
- 3 > Recommendations for gender-responsive Alternative Development projects
- 4 > Monitoring and Evaluation
- 5 > Internal Organisation



<sup>1</sup> GIZ/ COPOLAD (2023). Addressing gender in Alternative Development projects. <https://online.atangi.org/course/view.php?id=3892>





## Chapter 1: Gender-related definitions

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### Understanding the context: The role of gender in drug crop cultivation areas

#### Why gender matters for Alternative Development projects

Women and men play different roles and have different responsibilities, opportunities, and challenges when it comes to drug crop cultivation and economic development. Even though all genders are affected by the difficulties in drug crop cultivation areas, such as insecurity, stigma, displacement, limited public services and lack of infrastructure, due to discriminatory social and gender norms, women are often confronted with intensified or additional challenges.

As a result, women in drug crop cultivation areas are:

- disproportionately vulnerable to poverty,
- underrepresented in leadership positions and decision-making platforms,
- more likely to be exposed to domestic and sexual violence,
- disadvantaged with regard to access to land, land rights and basic financial services which limits economic opportunities,
- more confronted with resistance and negative impacts on a social, family or emotional level when engaging in social or political organizations.

Yet, women in drug crop cultivation areas play an important role, as they usually:

- Ensure the sustainability of their households and communities. Women tend to spend their income on activities, goods, or services that ensure food security, create wealth and promote the education of their families and communities.
- Are members of social or political organizations in their communities. These social activities are crucial to the proper functioning and well-being of their communities and incentivize change in their communities.
- Drive the family's decision to change their economy from illegal activities to another livelihood in the legal sector.<sup>2</sup>

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2 GIZ & Open Society Foundation (2019). Raising voices. Empowering female farmers in drug crop cultivation areas. <https://www.giz.de/de/downloads/giz2019-0258en-raisingvoices.pdf>

Alternative Developments projects that fail to understand gender-related barriers and do not incorporate a gender perspective tend to exacerbate gender-based stereotypes and inequalities. In contrast, Alternative Development projects that do take gender into account can make a crucial contribution towards more gender equality at the community, national and regional level and the (economic) empowerment of women.



## Basic definitions related to gender

### Sex and gender<sup>3,4</sup>

- **Sex:** A person's sex is assigned based on physical features including genitalia, chromosomes, and sex hormones.
- **Gender:** Refers to socially constructed roles and relations, ideas and expectations based on the assigned sex. They are context-dependent, dynamic, and changeable, and influence access to rights, resources, decisions, opportunities, personal freedoms and possibilities for development. Gender identities are diverse including male, female, trans and non-binary.

### Gender norms<sup>5</sup>

Gender norms describe how people are expected to behave because of the way they, or others, identify their gender. In most contexts, gender norms are framed in binary terms (female and male) and erase non-binary or gender-fluid identities.

Gender norms often reflect and reinforce unequal gender relations, usually to the disadvantage of women and girls, but also to those men and boys and people of diverse gender identities who do not conform to prevailing gender norms. Differences in gender-related roles and responsibilities are anchored in culture and traditions and therefore hard to change.

### Intersectionality<sup>6,7</sup>

Intersectionality is a concept that explains the convergence of multiple characteristics and factors that are part of a person's identity. These include factors such as race, gender, religion, disability, migration status, class, economic status, and family status. Intersectionality also explores how these intersections contribute to unique experiences of oppression and privilege. The concept is based on the premise that people live multiple, multi-layered identities that result from social relationships, history, and the functioning of power structures.

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3 The definitions of gender and sex were adopted from UNODC (2022). Organized Crime and Gender: issues relating to the United Nations Convention Against Transnational Organized Crime. [https://www.unodc.org/documents/organizedcrime/tools\\_and\\_publications/Issue\\_Paper\\_Organized\\_Crime\\_and\\_Gender\\_1.pdf](https://www.unodc.org/documents/organizedcrime/tools_and_publications/Issue_Paper_Organized_Crime_and_Gender_1.pdf)

4 GIZ (2022). Gender Glossary (internal document).

5 GIZ (2022). Gender-transformative approaches. Concept paper (internal document).

6 The definition of intersectionality was adopted from UNODC (2022).

7 GIZ (2022).

# Different ways to assess Alternative Development projects from a gender perspective

Incorporating a gender perspective into the project design and implementation can be done at different levels with varying degrees of intensity, ambition, impact, and quality.

The **following three models** demonstrate different, yet complementary ways to assess gender in Alternative Development projects.

> 1. Gender equality continuum

> 2. Gender Quadrants of Change

> 3. Women Economic Empowerment

## 1. Gender equality continuum

The “gender-equality continuum” provides a range from “gender-negative”, which refers to actions that actively reinforce existing gender inequalities and norms, to “gender-transformative”, where lasting changes in gender-relations are created at individual, interpersonal, community, and/or structural levels.<sup>8</sup>

**Does your intervention have impacts that are:**

Gender-negative	Gender-neutral or blind	Gender-sensitive	Gender-responsive	Gender-transformative
Gender-“negative” or “exploitative”: causes harm, implies a risk.	Gender-“blind”, “neutral” or “accommodating” ignores and works around existing gender inequalities, but in the process possibly perpetuates them.	Gender-“sensitive” or “aware”: considers gender inequalities.	Gender-“responsive” or “positive”: strengthens gender equality.	Gender-“transformative” changes gender norms and power relations.

Source: Based on OECD (2022). *Gender Equality and the Empowerment of Women and Girls. Guidance for Development Partners.*

8 OECD (2022). *Gender Equality and the Empowerment of Women and Girls. Guidance for Development Partners.* <https://www.oecd-ilibrary.org/sites/0bddfa8f-en/index.html?itemId=/content/publication/0bddfa8f-en>

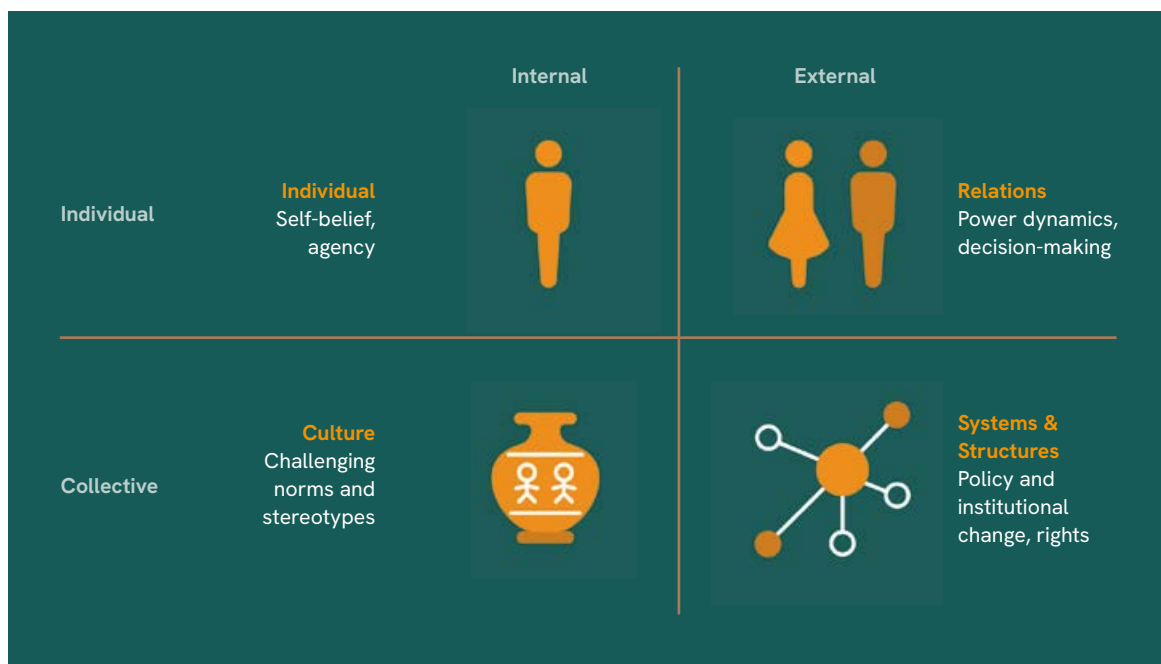
## The “Do-no-harm” approach

A guiding principle for development interventions in conflict areas, including Alternative Development projects, is the “Do-no-harm” approach. It was developed in response to a growing recognition of the potential negative effects of development support.

This is also important to consider while working towards gender equality. While projects that are gender-blind or harmful to gender equality are most likely to reproduce gender inequalities and thus harm certain groups, gender-responsive or gender-transformative interventions can also have unintended negative consequences. The potential resistance including (domestic and/or sexual) violence to gender-responsive and gender-transformative measures, especially from privileged groups, mostly men, must be taken into account and should be considered upfront as part of the intervention.

## 2. Gender Quadrants of Change

Another model to assess different dimensions of gender equality is the so-called “Quadrants of change”. To bring about gender-related change that leads to sustainable and equitable impacts, interventions must address all four dimensions. All quadrants are interrelated. In the graphic below, you can see the different dimensions in which gender inequalities can be addressed.<sup>9</sup>



Source: Adaptation of the four quadrants of change by Wilber, Ken (2000). *A Theory of Everything*. Boston: Shambala.

<sup>9</sup> Adaptation of the four quadrants of change by Wilber, Ken (2000). *A Theory of Everything*. Boston: Shambala.



### 3. Women Economic Empowerment

A third useful framework, especially when working with value chain development and women’s economic empowerment is the Women’s Economic Empowerment Framework (WEE).<sup>10</sup> According to the FAO,<sup>11</sup> the main components of women’s economic empowerment are ‘Access to productive resources’ and ‘power and agency’.

Access to productive resources includes access to assets such as land and equipment, as well as access to good agricultural practices, training and financial services.



Source: Based on Agri-Profocus (2016). Women’s Economic Empowerment Framework. [https://images.agri-profocus.nl/upload/Infographic\\_Women\\_Economic\\_Empowerment\\_Framework\\_ENGLISH1493634534.pdf](https://images.agri-profocus.nl/upload/Infographic_Women_Economic_Empowerment_Framework_ENGLISH1493634534.pdf)

10 DCED (2014). Measuring Women’s Economic Empowerment in Private Sector Development. Guidelines for Practitioners. [https://www.enterprise-development.org/wp-content/uploads/Measuring\\_Womens\\_Economic\\_Empowerment\\_Guidance.pdf](https://www.enterprise-development.org/wp-content/uploads/Measuring_Womens_Economic_Empowerment_Guidance.pdf)

11 FAO (2016). Developing gender-sensitive value chains. A guiding framework. <http://www.fao.org/3/a-i6462e.pdf>

But power structures and gender roles in the household or the community also play a role. When women have access to resources, they are also confronted with decision-making about the use of these resources, and with norms and traditions that might need to be challenged. These aspects are captured in the second component of the WEE framework: Power and Agency. Agency is defined as the ability to make autonomous choices and transform those choices into desired outcomes. It includes control over resources and income, but also capabilities and self-confidence.

## Arguments for gender equality<sup>12</sup>

These three arguments can help to get colleagues, companies, farmer organizations and others on board as you start to address gender equality in your Alternative Development projects.



**Business arguments:** From an economic perspective, unequal growth is “inefficient”. Gender inequality often creates distortions and undermines the overall performance of value chains, as in Alternative Development projects, for example. It has high economic costs and leads to wasted human resources and missed opportunities for innovation. Fostering gender equality, therefore, creates business opportunities.

**Social Justice arguments:** Expanding capabilities will allow a person to seize opportunities. Thus, men and women should both benefit from development interventions in order to gain equal access to justice, power, resources and opportunities. Women have equal rights and should have an equal voice, participation and leadership in decision-making on all levels so that full equality and equity between women and men in all spheres of life can be reached.<sup>13</sup>

**Poverty alleviation and food security arguments:** Addressing economic empowerment is likely to improve the livelihoods and well-being of families and children. Women are therefore crucial actors to achieve poverty alleviation.

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12 Agri-ProFocus (2012). Gender in value chains. Practical toolkit to integrate a gender perspective in agricultural value chain development. [https://agriprofocus.com/upload/ToolkitENGGender\\_in\\_Value\\_ChainsJan2014compressed1415203230.pdf](https://agriprofocus.com/upload/ToolkitENGGender_in_Value_ChainsJan2014compressed1415203230.pdf)

13 With additional arguments from UN Women (2015). “Gender equality is a shared vision of social justice and human rights”-Executive Director. <https://www.unwomen.org/en/news/stories/2015/3/pga-ed-speech>



## Chapter 2: Tools for gender analysis

After having looked at the main gender-related definitions and theoretical concepts, specific tools to assess gender in a project, region or country context will be presented. These tools and guiding questions can be adapted to your specific needs as gender roles and responsibilities as well as the life realities of women tend to differ in different contexts.

### Why a gender analysis?

A gender analysis provides essential information about gender roles and responsibilities, needs, capacities and vulnerabilities in a particular context. It can also be used to update or verify gender information that is already available. The information that a gender analysis provides, helps you guide the integration of a gender perspective at all levels of your project.

After doing a gender analysis, you can identify gender-based constraints and opportunities for creating gender equality and achieving women's economic empowerment. This chapter discusses the **following 2 tools** for gender analysis:

> **1. A gender baseline study**

> **2. A gender analysis of value chains**

This chapter also briefly touches upon the importance of applying an intersectional lens during a gender analysis.

## 1. Baseline study

### What do you gain from it?

- A baseline study helps you to get a first impression of the situation of gender equality in your country, region or project context.
- It is a tool to identify the potential for promoting gender equality and possible unintended negative impacts of a project on gender equality.
- Through a baseline study, you will be able to produce sex-disaggregated data in various social and economic dimensions.
- Such data is key to combating gender bias and allows you to capture different life realities and take them into account when planning an Alternative Development project.

### Who applies it and with whom?

- Project staff analyses different socio-economic dimensions including the intended target group of the project. To get a better understanding of your target group, it is important to consider all people as individuals and not just as part of a family or household.

### What do you need?

- The guiding questions in the box below can help you to assess gender in four important socio-economic dimensions.

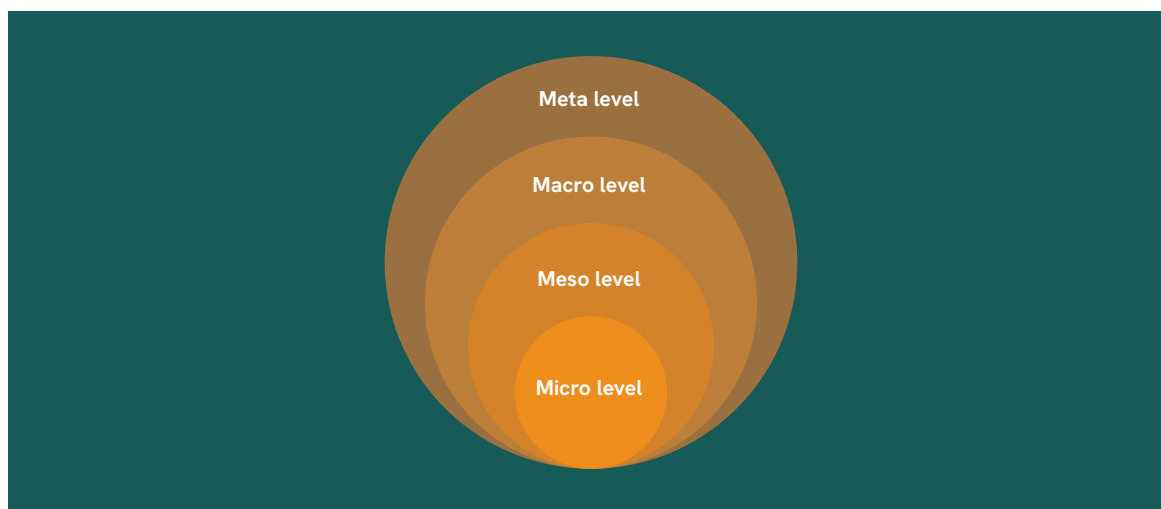
### Which steps to take?<sup>14</sup>

**Step 1: Meta level** (norms)

**Step 2: Macro level** (policies and laws)

**Step 3: Meso level** (institutions)

**Step 4: Micro level** (target group of Alternative Development projects)



14 Adapted from GIZ (2023). Standardgliederung für Genderanalysen (internal document).

## Guiding questions for a gender baseline

### Meta level (norms)

- What are the social norms on masculinity, femininity, and gender relations as well as on sexual orientation and gender identity in the society of your country/region/sector?
- What are the main factors that influence these social norms (e.g., religion, ethnicity, age, educational status, economic structure, politics, culture, and tradition)?
- How do these norms impact areas such as physical and mental health, including sexual and reproductive health and rights, gender-based violence, education, and political and social participation, among others?

### Macro level (policies and laws)

- To what extent is gender equality enshrined in national/sub-national law and how is it implemented? What gender discriminatory provisions exist in national or sub-national laws and regulations?
- What reports/statements by civil society organizations are there on these policies and strategies and their implementation? What are the key messages of these reports?

### Meso level (institutions)

- Is there a ministry in your country that deals with gender issues?  
What is the ministry's mandate and how is it positioned (e.g. staff resources, influence)?
- What other institutions exist that promote (or block) women's rights and gender equality, and how influential are they?
- Which civil society organizations are concerned with the issue?  
What opportunities for action do they have? What repression or dangers do they face?
- Which donors and international organizations are active in the country?  
How do they address and integrate the gender perspective?
- Are there potential synergies or cooperation opportunities with other national or international programs?

### Micro level (target group of Alternative Development projects)

- Are there gender-specific roles and/or behaviour patterns, differences, disadvantages, and/or discrimination within the target groups in terms of socio-economic and political participation (e.g. access to education, health [including psychosocial support], employment, political and social participation, and access to justice)?
- How do social norms about masculinity, femininity, gender relations, sexual orientation, and gender identity affect members of the target groups in the public and private spheres of family and relationships (e.g., distribution of social roles, household decisions, and power relations)?
- To what extent is the target group affected by sexual and gender-based violence and thus exposed to a higher risk of stress disorders and even traumatization?
- Have you asked about education, marital status, number of children, land or home ownership, transportation, access to counselling services and training, access to subsidies, etc. of your target group to know which groups are particularly disadvantaged or subject to multiple discriminations?



## 2. Gender analysis of value chains<sup>15</sup>

### Why use this tool?

Although women are participating in most of the agricultural value chains, in many cases they tend to be invisible: gender mapping focuses on making women visible in a value chain.

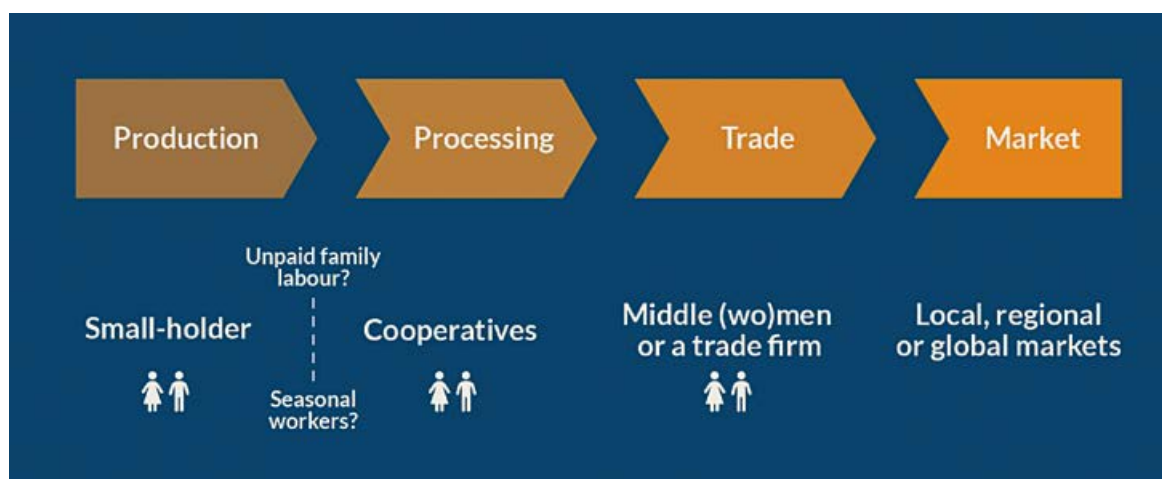
- In the production process, men are assumed to be the producers, which hides women's contributions as partners to men in on-farm and family businesses.
- In the processing and marketing process, women-owned businesses are often considered as domestic and small-scale, or as informal workshops with low technological input. This contributes to the perception that these businesses are little competitive and therefore irrelevant to development. Consequently, these businesses are often ignored in chain mapping.
- Workers, contracted labourers and employees, particularly female workers, are little visible and seldom invited to participate in a value chain analysis or the formulation of a value chain upgrading strategy.

### What do you gain from using it?

- Get a gender-sensitive picture of the value chain, the actors involved, their linkages and the support services.
- Gain insight into the differences between men and women in terms of activities as well as access and control over resources.
- Identify opportunities and constraints for the empowerment of women in the value chain as well as an analysis of differences in power in value chain governance.

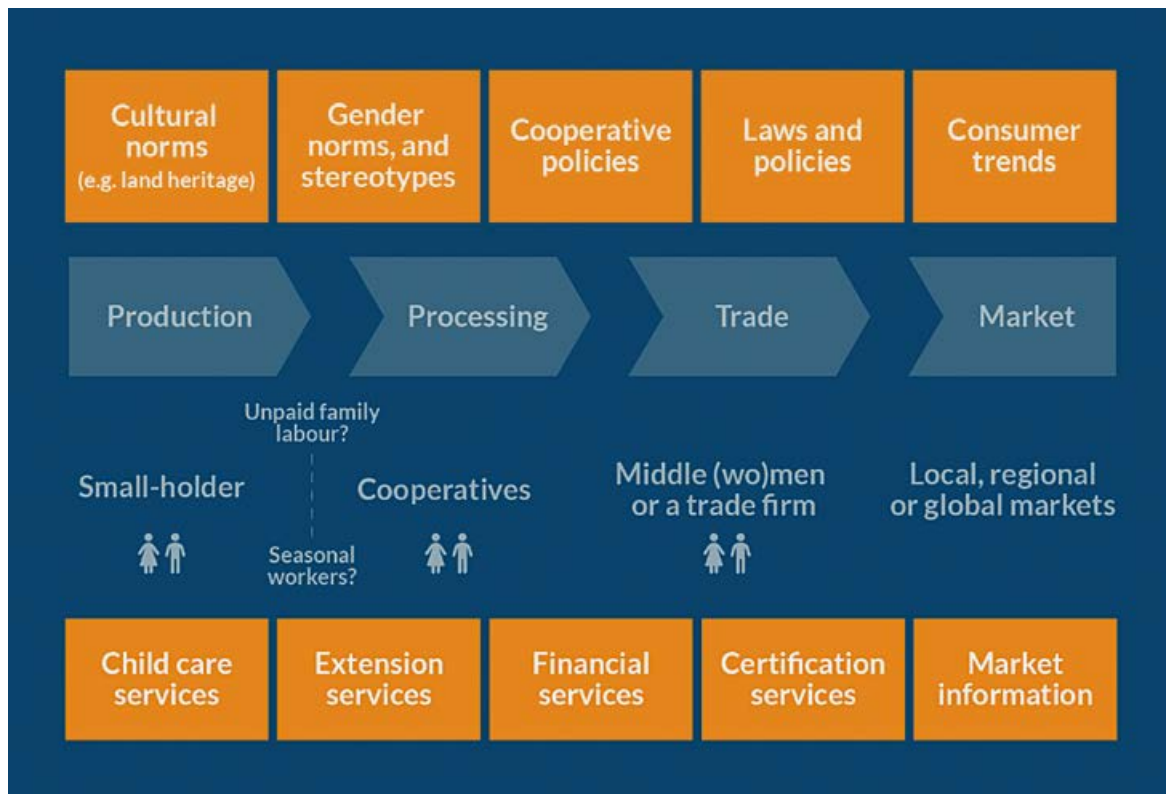
### Who applies this tool and for whom?

Project staff can apply this tool in participatory workshops with value chain actors (women as well as men).



Source: Adapted from Springer-Heinze, Andreas (2018). ValueLinks 2.0 – Manual on Sustainable Value Chain Development.

15 Adapted from Springer-Heinze, Andreas (2018). ValueLinks 2.0 – Manual on Sustainable Value Chain Development. <https://valuelinks.org/material/manual/ValueLinks-Manual-2.0-Vol-1-January-2018.pdf>



Source: Adapted from Springer-Heinze, Andreas (2018). ValueLinks 2.0 – Manual on Sustainable Value Chain Development.

### Which steps to take?

› **Step 1:** Mapping of value chain actors

› **Step 2:** Mapping of support services

› **Step 3:** Factors in the value chain environment which (dis)enable women’s empowerment

› **Step 4:** Factors providing opportunities or constraints for women’s empowerment

### Step 1: Mapping of value chain actors

Your map will most likely follow the generic value chain, (input, supply, production, processing, trading, national sales or export). List the different actors in the value chain and try to distinguish actors by size, legal status (family farm, company, cooperative, and government), technology, etc. Determine the number of male and female actors there (you can give percentages).

Draw lines between the actors to illustrate the relations between them. Identify which actors contract hired labour. Differentiate where needed between permanent and seasonal labour. Identify where women provide unpaid family labour, working on the family farm with little or no control of income, and add it to the map.

After mapping the different actors and determining male and female owners, take a close look at the roles and responsibilities of men and women at each step of the value chain.

## Guiding questions

- What daily activities do men and women perform from preparing the land to harvesting, processing and selling products?

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- What support activities do they perform: feeding, cleaning, housing, and caring for household members? How much time do they invest?

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- What kind of activities are conducted by boys and girls?

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For the analysis, you can use the matrix for labour division below.

Stages and activities in the chain		Men	Women
<b>Family Labor</b>	▪ ACTIVITY 1 - Cooking for family and temporary workers		
	▪ ACTIVITY 2 - Cleaning the house		
	▪ ACTIVITY 3 - Care for children and elderly		
	▪ ...		
<b>Production</b>	▪ ...		
	▪ ACTIVITY 2 - Weeding		
	▪ ACTIVITY 3 - Harvesting		
	▪ ...		
<b>Processing</b>	▪ ACTIVITY 1 - Manual processing (cleaning, cutting, cooking, packing)		
	▪ ACTIVITY 2 - Transport and Storage		
	▪ ACTIVITY 3 - Administration & Accounting		
	▪ ...		
<b>Trade</b>	▪ ACTIVITY 1 - Transport of products to cooperative or selling point		
	▪ ACTIVITY 2 - Selling of product		
	▪ ...		
	▪ ...		
<b>Family Labor</b>	▪ ...		
	▪ ...		
	▪ ...		
	▪ ...		

Source: Adapted from Springer-Heinze, Andreas (2018). ValueLinks 2.0, p. 147.

## Step 2: Map the support services

The second step is to identify support services for value chain actors at different stages of the value chain. You can put them at the bottom of the map. Examples of support services include consulting services, certification services, financial services (savings, credit, and insurance), and business development services such as market information, trade facilitation, business management, brand development, and quality assurance. Also consider services that can reduce women's reproductive workload, such as childcare services.

## Step 3: Factors in the value chain environment which (dis)enable women's empowerment

Identify key factors that affect the role and position of women in the value chain, such as land and property rights, control over assets, infrastructure, public policies, labour policies, gender roles and stereotypes, certification standards and regulations, consumer trends, women's rights movements, etc.

## Step 4: Factors providing opportunities or constraints for women's empowerment

The next step is to identify opportunities and constraints for the empowerment of women in the value chain. Write these on cards and mark them with + and - signs.

### Guiding questions

#### General questions

- Do women and men have equal access to productive resources and assets (e.g. land, livestock, equipment)? In which stages of the value chain are women present, and how are their contributions valued and rewarded?
- What are the constraints and opportunities for women to upgrade/improve their position in the value chain, e.g. gain more decision-making power and control over income in family farms, improve employment conditions, or gain access to staff or management positions?
- Is the role and position of women adequately addressed in certification?

#### Support service level

- What are the main barriers women face in accessing support services?
- What services offer opportunities to improve women's position in the value chain?
- Do service designs take into account women's unique needs and conditions, e.g. domestic responsibilities and constraints, limited mobility and market linkages, limited property as collateral for loans, etc.?

## Intersectional analysis

While conducting the gender analysis, it is important to realize that women and men are not homogenous groups. Besides gender, other characteristics and factors are part of a person's identity, such as race, religion, disability, migration status, class, economic status, and family status. Questions about these characteristics can be integrated into a gender analysis to get a better picture about the multi-layered identities of your target groups and connected privileges and oppression.

# End of chapter checklist

Yes	No	Question
		Has the project conducted a gender baseline study and/or gender analysis that documents and describes the gender-specific situations, challenges and opportunities that exist in the various sectors and fields of action and translates these into specific activities and interventions?
		Does the project differentiate women's and men's capabilities, needs and priorities and ensure that the positions and ideas of both are taken into account when formulating and/or prioritizing Alternative Development projects/activities?
		Has the project applied an intersectional lens that considers the significance of multiple and inter-related discriminating factors, besides gender?
		Has the project conducted research on gender roles, e.g. different responsibilities, access to resources, rights and representation?
		Has the project identified gender-based constraints and opportunities for the empowerment of women and the potential for gender equality?

### Note

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## Chapter 3: Recommendations for gender-responsive Alternative Development projects

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### Addressing gender in Alternative Development projects

Based on the gender analysis, entry points to contribute to gender equality and women's economic empowerment can be identified.

All recommendations for gender-responsive Alternative Development projects are addressing the two domains of Women's Economic Empowerment (WEE):

- Access to productive resources
- Power and Agency

In the **following tables'** suggestions for strategic actions are listed in two columns for each intervention.

> 1. Capacity building

> 2. Promoting gender equality in the household

> 3. Support to Cooperatives

> 4. Access to financial services

> 5. Access to technology

> 6. Factors in the environment that enable women's empowerment

## 1. Capacity building

Access to productive resources	Power and Agency
<p><b>Women have access to agricultural know-how and the resources needed</b></p>	<p><b>Women are recognised and valued as farmers by their husbands and men in the community</b></p>
<p>Address gender barriers to participating in training and facilitate access to affordable and high-quality inputs and services</p> <ul style="list-style-type: none"> <li>▪ Carefully select time, place, language of the training.</li> <li>▪ Organize the training nearby living locations, limit overnight stays.</li> <li>▪ Use female trainers.</li> <li>▪ Set a quota for women in training.</li> <li>▪ If relevant, organize women-only training.</li> <li>▪ Follow up if women apply the knowledge.</li> </ul>	<p>Ensure change of mentality and support for WEE in the communities</p> <ul style="list-style-type: none"> <li>▪ Organise sensitization activities on the importance of women's involvement in economies/agricultural activities which will improve the well-being of women, families and communities.</li> <li>▪ Share success stories of women who have benefitted from the training and how they (and their families) have benefitted.</li> <li>▪ Coach trainers on this gender aspect which may require a change in mindset.</li> </ul>

## 2. Promoting gender equality in the household

Access to productive resources	Power and Agency
<p><b>Couples are aware that their family farm is a joint enterprise in which decisions should be made jointly</b></p>	<p><b>Joint decision-making and workload sharing in the family farm run as a business. Men and women benefit equally from the family farm</b></p>
<p>Training of role models:</p> <ul style="list-style-type: none"> <li>▪ Apply participatory methodologies</li> <li>▪ Use educational materials including visual aids, which can easily be used in the villages.</li> <li>▪ Facilitate that role model couples disseminate what they have learned in their communities.</li> </ul>	<p>At the family level:</p> <ul style="list-style-type: none"> <li>▪ Promote joint decision-making on intra-household productive activities, income and expenditure, and workload sharing.</li> <li>▪ Raise awareness that assets must be in the name of both spouses.</li> </ul> <p>Creating awareness in the community through:</p> <ul style="list-style-type: none"> <li>▪ Analyze intra-household dynamics related to "Who does what?", "Who controls resources?" and "Who controls profits?"</li> <li>▪ Share good examples of couples sharing decisions.</li> <li>▪ Communication campaigns, media campaigns and events.</li> <li>▪ Involve NGOs, local authorities and women's organisations.</li> </ul>

### 3. Support to Cooperatives

Access to productive resources	Power and Agency
<p><b>Women have the knowledge and skills to play an active role in mixed and women-only cooperatives</b></p>	<p><b>Women are accepted as members and leaders of cooperatives</b></p>
<p>Male-dominated cooperatives:</p> <ul style="list-style-type: none"> <li>▪ Eliminate explicit and implicit discriminatory membership criteria (e.g. landownership).</li> <li>▪ Encourage women members in mixed cooperatives to become active members and to raise their voices.</li> <li>▪ Develop female leadership and management.</li> <li>▪ Identify and train female trainers and coaches to reach women in cooperatives.</li> <li>▪ Training sessions should be easily accessible and close to homes.</li> </ul> <p>Women-only cooperatives and informal groups:</p> <ul style="list-style-type: none"> <li>▪ In conservative contexts, women might feel safer speaking up and expressing their concerns when men are not present. This creates a safe space to discuss and organize themselves. These groups can also better tailor services to suit their needs and priorities.</li> <li>▪ Promote female-led cooperatives in agricultural production and processing.</li> <li>▪ Provide training on business and marketing skills.</li> <li>▪ Provide additional coaching and mentoring.</li> </ul>	<p>Ensure change of mentality and support for WEE in the communities:</p> <ul style="list-style-type: none"> <li>▪ Organise community sensitization activities on the importance of women joining mixed cooperatives.</li> <li>▪ Document and share success stories of successful cooperatives of women (e.g. use radio for distribution).</li> <li>▪ Support women cooperatives to purchase or rent and own lands for cooperative farming.</li> <li>▪ Promote female active roles as a member and as a leader in mixed cooperatives.</li> <li>▪ Create awareness that women need to be mobile to play a leading role, this should be allowed by their husbands/men in communities.</li> <li>▪ Offer further support to groups with an active female base with the potential to scale up and/or link with a male-dominated cooperative.</li> <li>▪ Promote value chains for products produced by women (e.g. Specialty Coffees made by women).</li> </ul>

## 4. Access to financial services

Access to productive resources	Power and Agency
<p data-bbox="240 418 703 517"><b>Increase access to finance through gender-responsive financial products and funds</b></p> <ul data-bbox="240 577 783 1227" style="list-style-type: none"> <li>• Invite women as clients and members of saving and loan cooperatives/groups.</li> <li>• Seek to reduce barriers for participation.</li> <li>• Enhancing women’s financial literacy.</li> <li>• Implement a quota system for the percentage of female clients and/or their participation in training events.</li> <li>• Encourage financial institutions to offer financial services (for saving and credit) accessible and affordable for women.</li> <li>• Tailor service provision to women’s needs and interests (women-only counter services with staff trained to interact with clients with limited financial literacy, women sales agents of financial products).</li> <li>• Use female role models as trainers and service providers.</li> <li>• Market the gender-responsive services via appropriate channels and monitor their use.</li> </ul>	<p data-bbox="825 418 1334 551"><b>Strengthen the ability of women to make financial decisions, and to put those choices into action in the form of expenditures and investments</b></p> <ul data-bbox="825 577 1353 1160" style="list-style-type: none"> <li>• Awareness creation with men/husbands to consider a loan in the name of the woman with the husband as co-signer.</li> <li>• Enhance women’s decision-making power in households and also on matters related to finance, applying a household approach.</li> <li>• Ensure the support of community leaders/the general public for the woman as an entrepreneur who takes financial decisions.</li> <li>• Lobby at the level of financial service providers to develop financial services adjusted to the needs of women farmers, possibly digital.</li> <li>• Create an investment fund accessible only to women-led enterprises.</li> </ul>

## 5. Access to technology

Access to productive resources	Power and Agency
<p data-bbox="240 1512 676 1541"><b>Women have access to technology</b></p> <ul data-bbox="240 1601 783 1765" style="list-style-type: none"> <li>• Ensure that women can access appropriate technology and tools to increase their productivity and reduce their workload. Understand women’s aspirations in terms of workload reduction and address them.</li> </ul>	<p data-bbox="825 1512 1342 1574"><b>Women are able and confident to take agricultural decisions, also on technology</b></p> <ul data-bbox="825 1601 1321 1729" style="list-style-type: none"> <li>• Create awareness amongst community leaders about the benefit for households and communities if women use high-value input and new technology.</li> </ul>

## 6. Factors in the environment that enable women's empowerment

Access to (productive) resources	Power and Agency
<p><b>Women know their rights and can claim them and know that gender-responsive services are available</b></p>	<p><b>The (legal and institutional) environment is conducive to women's economic empowerment and security</b></p>
<p>Inform women about their rights:</p> <ul style="list-style-type: none"> <li>• Ensure that women are informed about their right to land or the legacy of their parents or husband (local context and legislation is important) and how to claim these rights (if this is the case).</li> <li>• Document violent events including domestic violence in drug crop cultivation areas, and share information about them with the pertinent institutions.</li> </ul> <p>Inform women about gender-responsive services:</p> <ul style="list-style-type: none"> <li>• Promote the creation of places where women can file complaints and receive counselling and support when victims of (gender-based ) violence.</li> <li>• Ensure women are informed about the availability of (new) services that respond to their needs (e.g. financial services, digital or radio services) via women-organized groups (entry point).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Drug-related violence against women:</b> Ensure that projects are designed in a conflict-sensitive manner and according to principles of "non-interference" and "do-no-harm", to avoid putting (female) farmers at risk when participating.</li> <li>• <b>Gender-based violence:</b> Communicate via mass media and other means that gender-based violence is not acceptable.</li> <li>• <b>Services:</b> Lobby for gender-responsive financial and other services (also digital and platform-based services).</li> <li>• <b>Digital services:</b> Promote the design of IT-based services adjusted to the needs of female users, both the hardware and the software side.</li> <li>• <b>Land rights:</b> advocate for the right of women to inherit/own land, and/or shared ownership of property of husband and wife.</li> </ul>

## End of chapter checklist

Yes	No	Question
		Have you formulated interventions to address gender-based constraints at the household level?
		Have you formulated interventions at the level of producer organisations?
		Have you formulated interventions at the level of service provision? (E.g. (agricultural) capacity building, access to technology, financial services)
		Have you formulated interventions to create an enabling environment?
		Do the intervention strategies address both components of women's economic empowerment: Productive Resources and Power and Agency?
		Do the intervention strategies include men at different levels of society?
		Have you considered the "do-no harm" approach and the security of women in your interventions?





## Chapter 4: Monitoring and Evaluation

### Gender-sensitive monitoring

Gender-sensitive monitoring and evaluation are crucial to be able to assess the impact of your project activities and interventions on the different life situations of women and men. To ensure progress towards gender equality and to ensure “Do-No-Harm”, it is important to monitor the effects that activities and interventions have on gender relations. Moreover, to ensure women’s empowerment, a project should know how it is reaching, benefitting, and empowering women.

It is important to stress that only if gender-relevant aspects are explicitly mentioned in the objectives and the indicators of the projects, we ensure that gender equality is adequately taken into account when steering and implementing projects. Therefore, gender-sensitive project monitoring and evaluation of gender should go beyond output-level indicators of training attendance.

### SMART indicators<sup>16</sup>

When developing indicators for your project, remember the SMART Criteria. Are your indicators:

- **Specific** (focused on one aspect of the intervention or project)?
- **Measurable** (with a clear unit of measurement such as percentages, numbers or rated)?
- **Achievable** (feasible and not overly ambitious)?
- **Relevant** (meaningful and have a clear relationship to the program)?
- **Time-bound** (measured at specific points in time to track progress towards the goal)?

16 GIZ (2014). Gender pays off - Guidelines on designing a gender-sensitive results-based monitoring (RBM) system. <https://gender-works.giz.de/wp-content/uploads/filebase/giz-2014-en-gender-sensitive-monitoring.pdf>

## Personal and non-personal indicators

### Gender indicators can be non-personal and personal:

- The **non-personal indicators** usually measure how gender mainstreaming and empowerment can be achieved, for example through policies and measures.
- The **person-related indicators** document desired changes in men and/or women, e.g. in their behaviour, knowledge, perceptions, opinions, and assessments, as well as the resulting consequences.
  - When formulating person-related indicators, a distinction must be made between **gender-differentiated, gender-specific, and gender-neutral indicators**. A gender-differentiated indicator observes changes in both genders. The gender-specific indicator measures the targeted change for one gender. With the gender-neutral indicator, the gender of the persons for whom changes are observed is irrelevant.

Here are some examples of those indicators in the context of Alternative Development projects:

### Non-personal indicators:

- A public information campaign on social media promoting female entrepreneurship was developed and reached XX people.
- A gender mainstreaming strategy has been successfully implemented within an organization. (*Baseline: 0 - no strategy; target: 1*)
- XX training courses on land rights and barriers to access for women have been carried out within the project.

### Person-related indicators:

- **Neutral:** The average income from Alternative Development activities per household has increased by xx% compared to the previous year. (*Baseline: yy, target: zz, gender-disaggregated data*)
- **Differentiated:** xx% of male and xx% of female graduates of training courses have started their own business with Alternative Development products. (*Baseline: yy%, target: xx%*)
- **Specific:** The number of women that received land titles through Alternative Development activities has increased by xx% compared to the previous year. (*Baseline: yy%, target: zz%*)

## End of chapter checklist

Yes	No	Question
		Have you developed gender-specific indicators for your project?
		Have you formulated the indicators in a SMART way?
		Have you formulated personal and non-personal indicators?
		Have you integrated monitoring results of your latest intervention or project in the planning of new ones?



## Chapter 5: Internal Organisation

Besides integrating a gender perspective into Alternative Development projects, gender mainstreaming also involves institutionalizing gender considerations across the organisation. This includes joining forces with other local or national governmental institutions, partner organizations or other stakeholders to work interinstitutionally on the topic of gender.

This chapter discusses **six important elements** related to gender mainstreaming. A gender audit or internal assessment can help to assess how well gender is mainstreamed in the organisation and what could potentially be improved. The below points are recommendations for actions to be taken.

> 1. Organisational gender policy

> 2. Commitment of the management

> 3. Technical gender expertise

> 4. Human resources

> 5. Gender-inclusive communication

> 6. Financial resources



### 1. Organisational gender policy

- Have a clear gender policy in place that defines key gender concepts and describes the overall gender vision and ambition of the organisation. This is key to providing direction to the organisation and the staff.
- Make an organisation-specific statement that stresses the importance of gender equality for the successful implementation of the organisation's mission.

### 2. Commitment of the management

- As management, especially higher and middle management, show commitment to gender-inclusive development by promoting the gender policy, inclusive leadership and proactive communication about gender equality to give it significance and visibility to staff.
- Hold management accountable for the gender mainstreaming process, i.e. for making sure appropriate gender instruments, such as a gender strategy, gender tools and the necessary budget are in place and staff is supported in applying them.

### 3. Technical gender expertise

- Ensure the organisation has qualified in-house gender experts, with technical expertise that can support staff to mainstream gender. The project can also assign a Gender Focal point who is not necessarily only a gender expert but also an agronomist, for instance.
- Ensure that the gender expert can cooperate with the rest of the team and has sufficient time and financial resources for this work.
- Establish a gender committee to embed gender expertise development in the organisation.



## 4. Human resources

Human resources play a key role in determining the success of a gender mainstreaming process. Without the necessary investments in gender expertise and staff capacity, the chances of the successful execution of a gender policy or strategy are low. This requires “*practice what you preach*”.

Therefore, the **following aspects** need to be considered:

### Gender capacity building:

- Ensure that all staff members understand the gender strategy and approach and deal with reservations, misunderstandings and peoples’ own biases.
- Provide training and coaching on gender and gender-transformative approaches to institutions and staff responsible for designing and implementing Alternative Development projects in drug crop cultivation areas.

### Gender balance:

- Ensure gender-balanced leadership in the project. A gender-balanced leadership tends to lead to more successful and profitable organisations and businesses. The gender of staff also influences communication with the target group.
- In case of inequality among staff positions, consider setting quotas, not only related to own staff but also related to externally hired staff, like trainers, or field-level staff.

### Gender-inclusive Human Resources policies and procedures:

- Ensure human resources policies support gender equality and gender balance in the organisation. This relates to for instance creating equal opportunities for promotions, equal pay for equal work, maternity and paternity leave, care leave and dignity at work.
- Put in place measures to enable employees to reconcile work and family life (promotion of childcare, flexible working hours, home office, etc.)
- Ensure an anti-sexual harassment policy and a whistleblower policy is in place and that these policies have adequate reporting procedures that are clear, transparent and accessible to all staff.

## 5. Gender-inclusive communication

- Make gender visible only when it is relevant for the communication, e.g. to highlight a specific gender (female farmers). Otherwise, use non-discriminatory and non-stigmatizing, gender-inclusive words. For instance, use humankind instead of mankind, chairperson instead of chairman. When talking about farmers, instead of “he” or “him” use plural pronouns (they/ them) so that the stereotype that farmers are men is not reinforced.
- In audio-visual communications, make sure that both men and women are visible and prominent and do not reinforce stereotypical gender roles. Pictures, graphics, videos and audio materials play a critical role in how the world is interpreted, including how people think and behave. Therefore, they are powerful tools that influence perceptions, attitudes and eventually social change.

## 6. Financial resources

- Ensure a budget is available to build the gender capacity of staff.
- At the project level, ensure that a budget is available to do gender analyses and to implement gender strategies that are formulated.

## End of chapter checklist

Yes	No	Questions
		<b>Organisational gender policy</b>
		Is there an organisational gender policy that describes overall gender objectives in light of the organisation's vision and mission?
		<b>Commitment of management</b>
		Is the application of gender policies and strategies actively supported by the higher and middle management and communicated to staff?
		Is gender-mainstreaming included in management performance indicators to ensure accountability?
		<b>Technical gender expertise</b>
		Is there a gender contact person in the team (gender expert or gender focal point)?
		Does the gender contact person have enough time and resources to function well?
		Is there a gender committee to embed gender expertise development in the organization?
		<b>Human resources</b>
		Are the gender instruments for promoting gender equality (e.g. gender strategy, tools for gender analysis, opportunities for further training, M&E etc.) known by all staff?
		Do employees have sufficient knowledge to systematically implement the gender approach in their area of responsibility?
		Is gender training and coaching offered to all staff?
		Are regular assessments carried out to understand gender training needs and is follow-up provided accordingly?
		Is sufficient attention paid to the leadership development of women?
		Are genders equally represented in the team (also at the technical and higher hierarchical levels)?
		Are measures being taken to address inequalities in staff composition?
		Do human resources policies support gender equality?
		<b>Gender-inclusive communication</b>
		Is gender-inclusive language used in internal and external communication?
		Does audio-visual communication avoid gender-stereotypical imagery?
		Do public (media) campaigns express support for gender equality?





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