

Gender in value chains

Practical toolkit to integrate a gender perspective in agricultural value chain development

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Introduction

1. This toolkit

Objective

This toolkit intends to motivate and help practitioners in integrating a gender perspective in agricultural value chain development, by providing practical tools for all stages of the value chain intervention. It is the second and adjusted version of an earlier Gender in Value Chain Toolkit published by Agri-ProFocus in September 2012. This version is adjusted based on experiences in using the first toolkit in Agri-ProFocus gender in value chain coaching tracks in Eastern Africa. The chapter on intervention strategies is complemented and contains many interesting and practical tools and approaches ready for use by you as a practitioner.

The toolkit provides an overview of material available on gender and value chains. The tools are selected from manuals produced by USAID, SNV, GIZ, ILO, CARE and other organizations in the Agri-ProFocus 'Gender in Value Chains' network. Most resources can be found on the World Wide Web; links can be found on the resources page of the online version of the toolkit.

The Gender in Value Chains Practical Toolkit that you are currently holding is closely linked to another publication that resulted from collaboration within the Agri-ProFocus Gender in Value Chains network, namely 'Challenging Chains to Change: Gender Equity in Agricultural Value Chain Development' (2012). This publication was produced by the Royal Tropical Institute (KIT) in cooperation with IIRR and Agri-ProFocus and sponsored by ICCO, Hivos, Cordaid and Oxfam Novib.

Target group

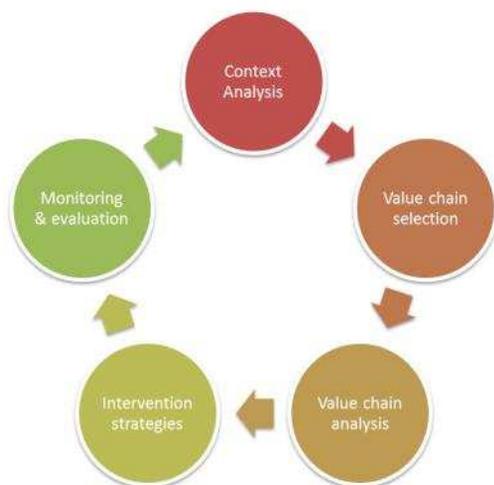
- Practitioners working with different actors in agricultural value chains.
- Practitioners that work with organizations that support or influence agricultural value chains, such as NGOs, knowledge institutions, government, BDS, microfinance organizations.

There are three types of tools:

1. Tools that support data collection and research to gain insight into gender constraints and opportunities within certain value chains.
2. Tools guiding the facilitation of participatory processes in order to involve male and female value chain actors in the different stages of the project.
3. Tools describing an approach, a way of working, combining a variety of interventions.

Sharing

Experiences with the use of the toolkit can be shared via the online platform of the Agri-ProFocus Learning Network on Gender in Value Chains and on the different Agri-ProFocus country platforms. Also, other relevant tools for gender-sensitive value chain development can be shared here.



Content of this toolkit

The **introduction** provides you with the different arguments to practice gender-sensitive value chain development and presents concepts combining value chain and gender thinking. These are the concepts underlying the tools presented in this book. The toolkit follows the logic of the value chain development project cycle:

1. Context Analysis

This chapter contains tools which can be used to analyze the wider social, cultural and economic context in which value chain interventions will take place. What are the differences in activities of men and women, what resources do they have access to carry out these activities, and do they have a say about the proceeds? How does this vary between the different households? The chapter concludes with an overview of five strategies for gender-sensitive value chain development. The strategies are taken from the book 'Challenging Chains to Change' (Agri-ProFocus, KIT, IIRR, 2012). The book provides case descriptions for each strategy.

2. Value Chain Selection

Selecting a value chain or sub-sector on superficial observation basis bears the risk of choosing a sector with little potential for either upgrading or achieving gender objectives. This chapter assists you in selecting value chains which have the potential to contribute to increased women empowerment and gender equality, chains that 'work for women'.

3. Value Chain Analysis

In this chapter you will find tools to make women visible in a value chain. The tools in this chapter will help you to get a global gender-sensitive picture of the value chain, the actors involved, their linkages and the percentages of men and women in each chain segment. The tools will assist you in identifying constraints and opportunities for women to participate in the value chain, to analyze the differences in power (positions) in the value chain governance, and to discover opportunities for women to upgrade their position.

Gender vs. Women

Women are a category of people; gender is the socially constructed difference between women and men. The meaning society gives to the roles of men and women results in certain power relations and dynamics. As a consequence, inequality in people's capacity to make choices exists. Because women *are often lagging behind in this respect, many tools are focused on empowering women*. However, in order to change gender relations in society, the input of both men and women is required.

4. Intervention Strategies

This chapter is organized according to different entry-points for value chain upgrading: Households; Producer organizations; Businesses; Business Development Service Providers; Financial Service Providers and Development Organizations. For each entry point a variety of practical interventions is presented.

5. Monitoring & Evaluation

This chapter provides tools to measure the success of your intervention with a specific focus on gender issues. Lessons drawn from this measuring process can serve as an entry point in defining a new, or adjust the old, upgrading strategy.

Downloads

This toolkit is also available in an online version via <http://genderinvaluechains.ning.com>. The online version has a 'Downloads' section from which all the tools can be downloaded; per tool, per chapter or the whole toolkit at once.

Resources

The resources section lists all resources used. The online version of the toolkit includes links to the resources and toolkits used.

Use

- *Design your own gender integration process - professional responsibility*

This toolkit is not a ready-made recipe to integrate gender into your value chain development project. Rather, it offers a range of tools that could be used at every stage of your intervention. It is up to the practitioner to decide which combination of tools to use.

- *All tools fit in a process involving different people at different steps.*

Most tools describe one step in a process (e.g. the data collection, or the participatory analysis). The design of the other steps in the process and the involvement of the right mix of people in the different steps is the task of the practitioner.

- *All tools will have to be contextualized and fit in this process.*

It is the responsibility of the practitioner to adjust the tools to his or her specific situation.

- *Open knowledge - Sharing*

The toolkit strives to be a low-threshold portal for the value chain practitioner. We believe in the concept of 'open knowledge'. We want to make tools not only 'available' and 'accessible' but also 'adjustable'. Therefore, we encourage you to use and adjust the tools and to share your experiences and adjustments with us. We are also interested in other tools you may consider useful. Experiences can be shared via the online platform of the Agri-ProFocus Learning network on Gender in Value Chains.

- *Acknowledge Agri-ProFocus*

In return, Agri-ProFocus would like to be mentioned as source for the material, so that others can also join our growing network.

Credits

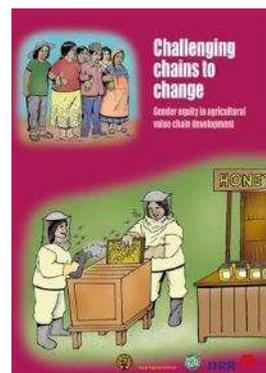
The content of this Toolkit has been developed by Angelica Senders of Fair & Sustainable Advisory Services, Anna Lentink of Triodos Facet, Mieke Vanderschaeghe, independent consultant, and Jacqueline Terrillon, coach of the gender in value chains coaching track of Agri-ProFocus in Uganda with support of Roel Snelder of Agri-ProFocus Netherlands

The tools are taken from manuals produced by practitioners and organizations, available in the public domain or made available to the Agri-ProFocus Gender in value chains network. The toolkit relies strongly on manuals produced by USAID, SNV, GIZ, ILO, Oxfam and CARE.

The publication 'Challenging Chains to Change' (Agri-ProFocus, KIT and IIRR 2012) is the result of a writeshop process that was organized within Agri-ProFocus and coordinated by Anna Laven and Rhiannon Pyburn of KIT. From all throughout the Agri-ProFocus network, 105 case briefs were collected, selected, written down and edited into a resource book for practitioners. A PDF version of the book is freely available on <http://www.agri-profocus.nl> (upper left-hand menu, select 'Publications'). Please note that the download is 10MB. The book can also be ordered as paperback for €25 from <http://www.kitpublishers.nl/>

Disclaimer

The tools are, as much as possible, described according to the original documents available in the public domain. Given the different origin of the tools, this toolkit does not provide a fully coherent approach. It aims at providing information on tools for gender-sensitive value chain development available on the internet in a summarized form, allowing practitioners to select the tools which best suit the organization, way of working and philosophy.



2. Why gender-sensitive value chain development?

It is known that women's work often takes place in least valued parts of a value chain, e.g. as home-based workers or informal workers more generally. Women tend to be underpaid and their (informal) jobs are less secure. In agricultural settings, women are often not visible, while they do a large part of the farm-activities. Moreover, it is well-documented that women-owned rural businesses tend to face many more constraints and receive far fewer services and support than those owned by men.

Arguments for gender-sensitive value chain development can be categorized as follows:

Business arguments

- *Women often play important (but invisible) roles in value chains, thus playing a key role in upgrading strategies.*
- *Gender inequity in agricultural value chains creates a missed business opportunity.*

From a value chain/ business perspective, it makes sense to look into different roles and tasks of men and women in value chains and to use a gender lens while identifying and addressing bottlenecks for value chain development.

From a general economic perspective, unequal growth is "inefficient". This perspective is especially used by international economic institutions, such as the World Bank. From this perspective, it is argued that gender inequality has high economic costs and leads to wasted human resources and missed opportunities for innovation.

Social Justice arguments

- *Men and women should benefit from development interventions.*
- *It is a way of translating our commitment to gender equality into practice.*

During the 1990s, the human development agenda of the UN placed the human person as the central subject and beneficiary of development. This paradigm emphasizes that expanding capabilities will allow a person to use opportunities, which requires that benefits from economic growth are distributed equitably. From this perspective, interventions are geared towards equal opportunities, equal access and equal outcomes as a result.

Promoting gender equality and empowering women (MDG3) is one of the greatest challenges in the 'Millennium project' and a priority for many donors. Women's economic empowerment and access to markets and services is by many of them considered as essential for sustainable economic development and poverty reduction.

Poverty alleviation and food security arguments

- *Women are important actors to achieve poverty alleviation.*
- *Fighting poverty is hard if you are (gender-) blind.*

Poverty alleviation is the overall goal of most development organizations. In practice though, interventions in value chains or the development of new value chains are not always pro-poor and are based on general economic growth instead of redistribution of wealth.

Addressing women to achieve poverty alleviation and food security objectives is also an economic choice: projects addressing gender and addressing the economic empowerment of women are far more likely to improve family livelihoods and well-being of family and children (see FAO quote below).

Different perspectives influence which arguments are most convincing. Rural entrepreneurs are more easily persuaded by the economic/ business arguments, while local NGOs might be more attracted by the social justice argument. For a bilateral or multilateral donor, the food security argument will be appealing.

Combining gender and value chain expertise

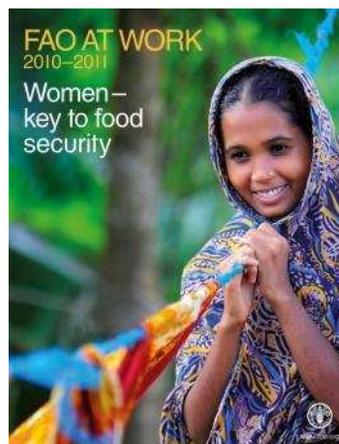
Development organizations are not always aware of existing gender inequalities, their causes and how to address them. Time does not always allow for a gender analysis before an intervention is developed and implemented.

On top of that, gender expertise is often lacking and resistance exists among people in different organizations. Therefore, bringing in gender in value chain thinking not only requires a combination of expertise and knowledge, but also convincing arguments for different target groups.

Quote:

"... if women had the same access to those resources as men, they would produce 20-30 percent more food ..."- FAO at Work 2010-2011

FAO's research shows that women farmers are 20-30 percent less productive than men, but not because they manage their farms less well, or work less hard. The main reason for the gap between men's and women's performance is that the former have access to resources seldom available to female farmers – including land, financing and technology, among other things. In addition, women do not share fairly in benefits such as training, information and knowledge.



But if women had the same access to those resources as men, they would produce 20-30 percent more food and their families would enjoy better health, nutrition and education. If women had equal access to agricultural resources and services, food security would be greatly improved and societies would grow richer, and not only in economic terms.

Credits

Laven, A. and N. Verhart, KIT (2011) 'Addressing gender equality in agricultural value chains: Sharing work in progress.'

FAO AT WORK (2010–2011) 'Women – key to food security'

World Bank report (2012) 'Gender Equality and Development'

3. Concepts

3.1 Value Chain development

This toolkit intends to motivate and help practitioners in integrating a gender perspective in agricultural value chain development by providing practical tools for all stages of the value chain intervention. Before entering into details on the gender perspectives of value chain development we will first summarize the most important characteristics of value chain development. The first part of this paragraph on value chain development is taken from ‘Donor interventions in value chain development’, 2007, funded by SDC.

What is “Value Chain”

In this paper Value Chain (VC), is defined as an analytical as well as an operational model. The model takes up the fact that a product is rarely directly consumed at the place of its production. It is transformed, combined with other products, transported, packaged, displayed etc. until it reaches the final consumer. In this process the raw materials, intermediate products and final products are owned by various actors who are linked by trade and services, and each add value to the product.

Various types of public and private services, like business development services, electricity, transport, financial services, etc., are as important as favorable framework conditions, i.e. laws, regulations and their enforcement. The Value Chain model supposes that by understanding interactions between all these actors, it is possible for private and public agencies (including development agencies) to identify points of intervention to (1) increase efficiency and thereby increase total generated value, and to (2) improve the competence of intended actors to increase their share of the total generated value.

Why is value chain development important?

Globalization does not only patch up market gaps and brings producers and consumers closer together; it also brings regional and international competition into local markets. For instance, any agricultural produce not consumed by the farmers’ families is a product in the market (local to international) and competes today with products coming from nearby or far away. Therefore, all farmers offering their produce for sale are instantly part of a value chain. Reasons for a donor-funded project or program to intervene may include the following:

1. Some people need support for becoming actors in existing value chains.
2. More important than belonging to a value chain is the role people play in it, i.e. their negotiation power in the value chain.
3. Some actors are stuck in value chains that exploit low income possibilities. They require support to explore new opportunities.
4. By strengthening one actor in a value chain there is the possibility of creating competitive advantages for the whole system. In such a case a large number of people competing in local, regional or global markets can benefit from these advantages.

General strategies

The strategic approach to supporting value chains and related services is similar to any donor intervention in complex systems:

Focus on changing processes and behavior and not just on solving identified problems.

- Avoid taking up functions that are part of the business cycle (i.e. take care not to substitute local entrepreneurs).

- Work with existing commercial initiatives and do not establish new marketing channels that are not sustainable, even if they offer fairer terms for farmers during the project life span.
- Do not set up interventions which compete with existing business and other services, unless you are very sure about their viability and sustainability.
- Address market imperfections and withdraw when markets function.

A systemic view of value chains

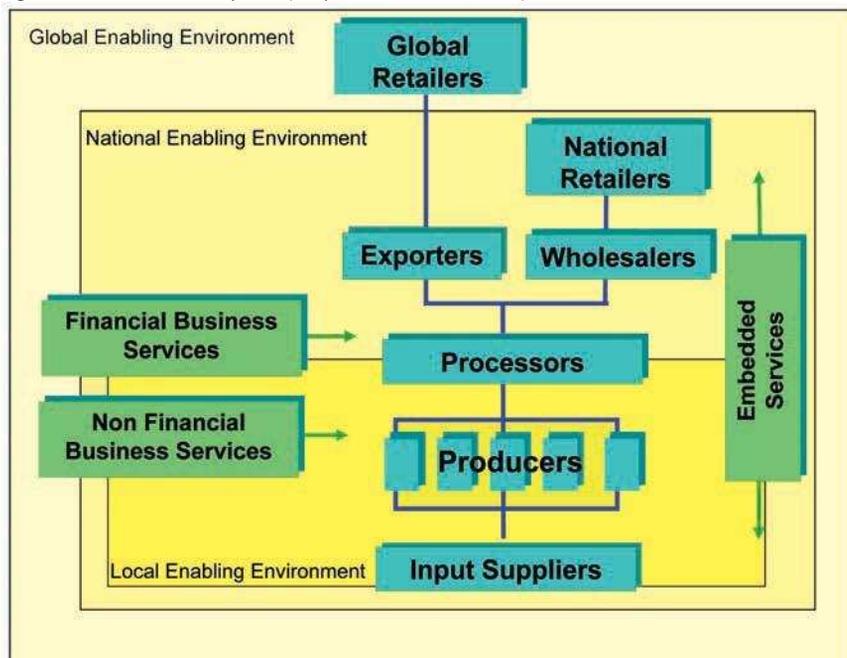
A systemic view integrates three important levels within a value chain network and allows discovering potentials and bottlenecks within these levels and in the dynamic interactions between them.

Value chain actors: The chain of actors who directly deal with the products, i.e. produce, process, trade and own them.

Value chain supporters: The services provided by various actors who never directly deal with the product, but whose services add value to the product.

Value chain influencers: The regulatory framework, policies, infrastructures, etc. (at the local, national and international level).

Figure 1: The value chain system (adapted from USAID, 2006)



Public interest in Value Chain development

While entrepreneurs invest in private interests, development agencies should invest in matters of public interest, such as improving access to commercial activities, promoting fair trade schemes, small entrepreneur capacity building, labor standards and corporate social responsibility

Public interventions in markets inevitably lead to changes in the existing markets. Where no market for a specific product exists, or an existing market is monopolized by a single company, the creation of a market or the removal of a distortion can nevertheless be the objective of a development intervention.

The key issue of donor intervention is “leverage”: How do development agencies work for systemic change to reach tens of thousands of people rather than apply direct assistance to help a few enterprises or farmers? At which points can leverage be applied to reach the intended systemic change in a sector?

Development agencies should only intervene in VCs when:

1. There is some sort of ‘market failure’ – a lack of finance or information for example, or a high potential to upgrade a well-functioning Value Chain
2. The overall benefits of interventions to correct this market failure exceed the costs
3. The outcome of the intervention is in the public interest (i.e. food security, poverty alleviation, environmentally sound practices, etc.).

Value chain development interventions are based on an analysis of the value chain system. The interventions address bottlenecks at the levels of value chain actors, - supporters and - influencers. Subsequently, results are measured at the various levels and in different ways.

Rise of Making Markets work for the Poor approach (M4P)

Recently, the Making Markets Work for the Poor (M4P) approach has been gaining ground. M4P is not a substitute of the value chain development approach, but builds on it. Just as within the VCD approach, the key principle is to facilitate systemic change, rather than being an actor in the value chain or business supporter.

Interventions in market systems are most sustainable and reach the greatest scale when they are pursued by market actors, not development actors. Yet in practice, development actors have been intervening directly in markets and taking on market roles, both as value chain actors as well as value chain supporters. Consequently, past economic development interventions fell short when measured in terms of sustainability of impact, scalability and/ or cost-effectiveness.

M4P is a comprehensive approach which is based on thorough analysis of the economic realities of the poor; VCD is an important starting point for this analysis. Even more than VCD, the M4P approach stresses the importance of understanding of local, national and global market systems that influence economies in which the poor participate. By identifying and addressing the drivers behind these failures, sustainable solutions can be found. For this reason, systemic change in market systems has a central place in the M4P approach. Figure 2 summarizes the main principles of M4P. For further elaboration of M4P also ‘The market development (M4P) approach: a summary’ is recommended (see credits).

There is growing evidence that M4P works; major programs, in different contexts and market systems, have been able to measure tangible results, such as increased numbers of people accessing new services and increased income. SDC, together with DFID, SIDA, and UNDP are promoting the M4P approach in order to promote inclusive market development as a means of sustaining growth and poverty reduction in developing countries

Figure 2: M4P: a summary (Source: Napier et al., DFID, GIZ, 2013)

M4P: a summary

M4P is an approach to developing market systems that function more effectively, sustainably and beneficially for poor people, offering them the capacities and opportunities to enhance their lives. Applicable to development agencies and governments working in both economic and social fields, it is an approach defined by a number of important characteristics.

M4P is an approach to development that provides guidance not only on understanding the poor in the context of market systems (analysis), but also on how to bring about effective change (action). Analysis should identify the underlying, systemic constraints that impinge upon market systems and concentrate on addressing these. Its focus is on developing market systems, assessed with respect to different market functions and players: public and private, formal and informal. This systemic character of M4P defines many of its most important features.

By addressing underlying causes (rather than symptoms) of weak performance, M4P is concerned with unleashing large-scale change. Interventions, which may be small in themselves, should continually strive to leverage the actions of key market players to bring about extensive and deep-seated systemic change.

Sustainability is a prime concern of M4P. This means considering not just the existing alignment of key market functions and players, but also how they can work more effectively in the future, based on the incentives and capacities of players (government, private sector, associations, etc.) to play different roles.

M4P requires that agencies and governments play a facilitating role. As external players they seek to catalyze others in the market system (while not becoming part of it themselves). For governments (except where they are playing longer-term roles within the market system) and agencies, facilitation is inherently a temporary role.

Finally, as an overarching framework M4P does not necessarily replace other specific methodologies and tools, rather it provides a transparent and multi-disciplinary framework within which these can be utilized and adapted to address their limitations and so enhance their efficacy.

Credits

Roduner, D., 2007, Donor interventions in value chain development. Working Paper. Community of Practice on Value chains in rural development. Financed by SDC, Berne, VCRD CoP, July 2007.

Napier, M., C. Melamed, G. Taylor and T. Jaeggi, 2013, Promoting Women's financial inclusion: A toolkit. DFID, GIZ. TopKopie GmbH, Frankfurt am Main. February 2013.

SDC, 2010, The market development (M4P) approach: a summary. With support by Springfield Centre for Business in Development Ltd., United Kingdom. May 2010.

3.2 A gender lens; underlying concepts

In order to analyze gender in value chains, we have to collect information at three different levels: on activities and power within a value chain, on activities and power within a household and within society as a whole.

These respective levels have been thoroughly discussed in different bodies of literature: the value chain development approach and the gender rights-based approach. The question is, how can we bring these different approaches together?

In this paragraph, we will present:

1. The chain empowerment matrix through a gender lens.
2. A gender empowerment framework, using the concepts 'agency' and 'structure'.
3. A matrix (combining the above two levels) in which the four dimensions of gender empowerment in value chains are presented.

1. Chain empowerment matrix

A useful framework that enables us to understand strategies for chain development has been developed by KIT, Faida MaLi and IIRR (2006). The chain empowerment framework distinguishes four basic forms of small-scale farmer participation in a chain. Each of these roles requires different intervention strategies by the intermediary organization.

Types of participation in a chain have been summarized in two broad dimensions:

Chain activities: The types of activities that farmers undertake in the chain (Who does what?)

Chain governance: The involvement of the farmer in the management in the chain (Who determines how things are done?).

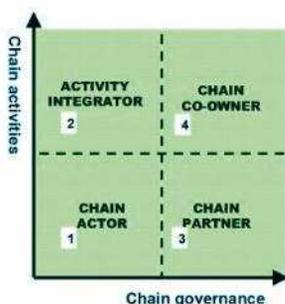
Farmers can undertake different activities in the chain, or concern themselves only with the production process. Examples of other activities are drying and fermentation of their crop (post-harvest activities), or grading, processing, transporting and trading. Being involved in various activities in the chain is known as **vertical integration**. The main question posed here to determine the position of a farmer is: Which activities are the farmers carrying out?

The involvement of farmers in the management of the chain relates to involvement in decision-making processes, control over management issues, etc. Farmers can be excluded from decision-making about issues that affect them (for example, which crops they grow). It can also be the case that the level of control of the farmers is high: they may be able to decide how much they sell, to whom and for what price. They can also be in control of defining grades and production standards. Being involved in many chain management issues is known as **horizontal integration**.

The chain empowerment matrix:

These two dimensions are combined in this matrix.

Figure 3: Chain empowerment dimensions (Source: KIT, Faida MaLi and IIRR, 2006)



In this matrix, there are four empowerment strategies:

Upgrading as a chain actor;

1. Adding value through vertical integration;
2. Developing chain partnerships;
3. Developing ownership over the chain - the farmers try to build direct linkages with consumers.

When bringing a gender perspective into the chain empowerment framework, it becomes relevant to consider what empowerment processes female and male farmers are experiencing. How are men moving along the two axes of integration, and what changes are women farmers experiencing within a specific chain?

Through a gender lens, the chain empowerment matrix could look as follows:

1. Chain Actor: Doing better and being seen; women smallholders become visible as crop specialists and their contributions are recognized and valued
2. Activity Integrator: Choosing and being capable of moving up; women choose to move into activities further up the chain, and they control the income that they earn. They gain the skills required and are confident.
3. Chain Partner: Constraints to women's leadership are removed; developing chain partnerships and removing constraints to participation in decision-making. Rules, regulations and policies are gender-sensitive.
4. Chain owner: Women take up positions of leadership. Women both possess the capacities and have the opportunity to co-own enterprises and build direct linkages with other chain actors, including consumer markets. Rules, regulations and policies support women's leadership.

2. Gender empowerment framework

As such, the above matrix allows addressing some of the critical gender issues, but to a limited extent. What happens to the income distribution and workload within the household? What choices and alternatives do women have regarding the chain activities and management? Do women have a voice beyond the chain and if they have a voice, do they make use of it? And how are their perspectives and needs linked to their achievements in the chain? In order to be able to do justice to these types of questions, a gender empowerment framework is required.

A gender empowerment framework has to depart from the distinction between the concepts of gender and women. 'Women' is not gender, but women are a category of people. Gender is the

socially constructed difference between women and men; it is not so much about biological differences between women and men, but about how society gives meanings to these differences in femininity and masculinity, and the power relations and dynamics that come about as a result of this. Knowing what women do in a chain or household, or how women or men spend their income is a first starting point, but does not necessarily say anything about gender.

Bearing gender inequalities in mind, gender empowerment can be defined as “a process by which those who have been denied the ability to make strategic life choices acquire the ability to do so” (Kabeer, 1999: 437). Empowerment is about changing gender relations in order to enhance women’s ability to shape their lives. Empowerment is hence about a process of change.

Structure and agency

In order to design upgrading strategies which can lead to gender equal outcomes (men and women benefit equally from the upgrade), additional dimensions are needed in the chain empowerment framework to fully understand the processes that shape women’s positioning, the constraints they face, and to design interventions that address these and lead to upgrading (change). The proposed additional dimensions for the framework come from the social sciences and are also used in the political economy and gender literature.

These additional dimensions look at the role of institutions and how these shape human interaction (for example in the value chain) and at the same time how individual behavior shapes and is shaped by these institutions (decisions people make and why). It is about the impact on behavior of values and ideas (informal institutions) which are specific to a certain context, time and sometimes a specific value chain.

Gender relations can be analyzed from the same perspective. Gender relations are shaped by individual behavior as well as social institutions, for example norms and values about which role men and women should fulfill in production. In order to integrate gender relations in value chain development, we integrate two new dimensions: structure and agency.

1. **Agency** is the capacity of individual humans to act independently and to make their own free choices.
2. **Structures** are factors such as social class, religion, gender, ethnicity, custom etc. which limit or influence the opportunities that individuals have.

These two concepts are interrelated:

- Focusing only on structures assumes that there are no agency constraints, for example, that if business and financial services are provided a woman can freely choose to use these services, without facing any constraints posed by her family, community, or her class/ caste/ or other status to market her products, for example.
- Focusing only on agency assumes that there are no structural constraints. For example that laws are always implemented and that equal opportunities will always lead to equal outcomes.

By looking at the interaction between structures and agency, the dimensions of the chain empowerment framework help to understand the impact on individual behavior of structures (formal and informal institutions) which are specific to a certain context, time and sometimes specific value chain, and the other way around. So basically, in this form of analysis human

agency shapes and is in turn shaped by formal and informal rules and institutions which accounts for a certain positioning in the value chain and the outcomes of value chain interventions.

3. Four dimensions of gender empowerment in value chains

When the gender empowerment framework and the chain empowerment matrix are combined into one matrix, four dimensions of gender empowerment in value chains can be distinguished: Vertical integration into chain is about the activities women carry out. Horizontal integration is about the decision-making power of women in the chain, or governance. Gender dynamics in household and community is about the agency of women. Institutional context: rules norms and values define the structure in which the women in a value chain operate.

All levels bear elements of agency and structure. For each level, different questions can be posed (see figure 4).

Figure 4: Four dimensions of gender empowerment in value chains (Source: Laven et al, 2009)

Vertical integration into chain	<ul style="list-style-type: none"> > What activities do women and men in the chain do? > What benefits do women and men gain?
Horizontal integration into chain	<ul style="list-style-type: none"> > Who determines the conditions under which these activities are done and benefits are gained and distributed?
Gender dynamics in household and community	<ul style="list-style-type: none"> > How do changes in the first two dimensions affect the gender division of labour, assets and decision-making within the household? > How do the changes in the first two dimensions affect the gender dynamics within the community?
Institutional context: rules, norms and values	<ul style="list-style-type: none"> > Which economic, political and social factors enable or constrain women's empowerment on the other three dimensions? > How do changes in the first two dimensions influence the institutional context?

Credits

KIT Faida MaLi and IIRR (2006) 'Chain empowerment: Supporting African farmers to develop markets'.

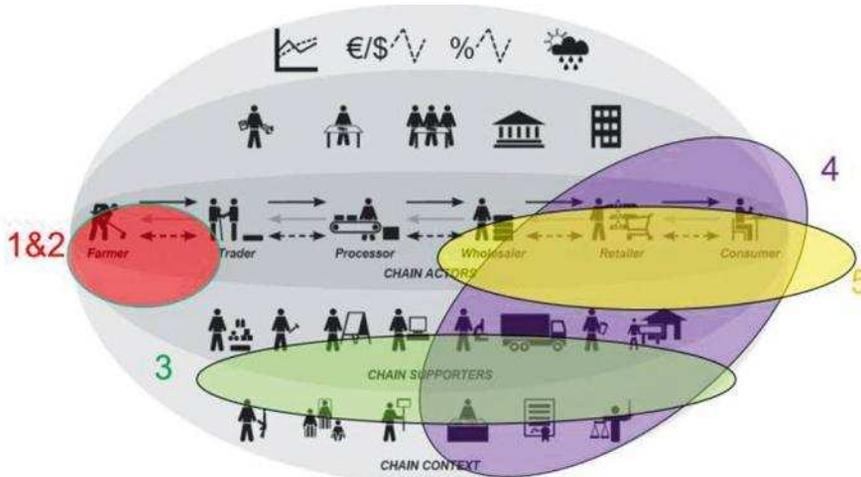
Laven, A. and N. Verhart, KIT (2011) 'Addressing gender equality in agricultural value chains: Sharing work in progress.'

Laven, Anna (KIT), Anouka van Eerdewijk (CIDIN), Angelica Senders (ICCO), Catherine van Wees (Hivos) and Roel Snelder (Agri-ProFocus) (2009) 'Gender in Value Chains, Emerging Lessons and Questions, A Draft working paper'

4. Strategies

When starting a gender in value chain intervention, first the strategy to follow has to be decided on. This chapter will allow you to situate your organization and to select the most suitable strategy for addressing gender in value chains. The chapter describes five strategies that address gender-sensitive value chain development from different perspectives. They are represented schematically below.

Figure 5: Five strategies addressing gender-sensitive value chain development
(Source: Pyburn, R. and Laven, A., 2012¹)



The five strategies

1. Mitigating resistance by building on tradition
2. Creating Space for Women
3. Organizing for Change
4. Standards, certification and labels
5. Gender and CSR

¹ Pyburn, R. and Laven, A. (2012) 'Book Launch – A Woman's Business: gender equity in agricultural value chain development'. PowerPoint presentation to launch an early edition of the book: KIT, Agri-ProFocus, IIRR (2012) 'Challenging Chains to Change: gender equity in agricultural value chain development'. KIT publishers, Royal Tropical Institute, Amsterdam. Presented at the Ninzi Hill Hotel, Kigali, Rwanda. May 25, 2012.

Strategy 1: Mitigating resistance by building on tradition

This strategy builds on women's traditional roles in value chains. Women's visibility in value chains is increased by professionalizing their traditional tasks, which increases the benefits that accrue to women.

This strategy is particularly applicable in:

- Traditional (conservative) environments: women face less opposition when engaging in typically female economic activities.
- Pastoralist societies where women traditionally take care of livestock.
- Vulnerable societies (e.g. post-disaster or drought areas) where women face constraints in rebuilding their livelihoods.
- Societies recovering from conflict, where many women have become the breadwinners.
- Religious societies where women face a lot of constraints.

Examples

1. Professionalizing informal female chains (e.g. shea)
2. From traditional responsibilities to new opportunities (e.g. livestock)
3. Transforming systems through new roles for women (e.g. dairy)
4. Improving women's participation (e.g. green agriculture)

Example 1. Professionalizing informal female chains (e.g. shea)

Entry point

Professionalizing informal activities in which rural women are traditionally involved.

Why do it?

Traditionally "female" sectors provide excellent entry points for promoting and empowering women. Tapping into the economic potential of such activities allows the smooth, cost-effective and wide-scale emancipation of women with a low risk of community opposition or takeover by men.

How to do it?

We distinguish three types of interventions to support women involved in informal female chains. These often go hand-in-hand and reinforce each other:

- A solid capacity-building program, as women in traditional activities often have low levels of education.
- Strengthening the organizational capacity of women's groups.
- Developing entrepreneurial skills and strong leadership amongst women.

Conditions for success

- Women's ownership of their organization and equipment.
- Sensitization of men.
- Minimal external interference to avoid dependency: e.g., the intervention should facilitate rather than lead.

Example 2. From traditional responsibilities to new opportunities (e.g. livestock)

Entry point

Removing barriers that prevent women from turning traditional responsibilities into new (business) opportunities.

Why do it?

Women traditionally take care of livestock, but various barriers – including limited mobility and a lack of individual capacity – stop them from benefiting economically. Building their capacity and linking them to markets allows them to turn their family responsibilities into businesses. This approach stays close to traditional roles and is cautious about removing firmly rooted traditions, so it can be expected to meet with little resistance from men and women.

How to do it?

- Reducing distance to markets (both physical and mental).
- Building capacity, including developing entrepreneurial skills and leadership.
- Strengthening the organizational capacity of women's groups.
- Ensuring access to finance.

Conditions for success

- Trading livestock which belong to women.
- The involvement of local authorities and support services.
- Establishing market linkages through facilitation.
- The support of men.

Example 3. Transforming systems through new roles for women (e.g. dairy)

Entry point

Transforming the traditionally female task of taking care of animals into professional economic activities.

Why do it?

Many small-scale female farmers feed, care for and milk dairy animals. Most sell milk at relatively low prices to collectors. By organizing and marketing as a group, they can take on new roles in the value chain and in society. With training and support, they can provide services to other (women) actors in the dairy sector. In areas recovering from conflict and in pastoralist societies, dairying is one of the few sectors that offer economic opportunities for vulnerable women.

How to do it?

We distinguish two types of interventions to support women in changing traditional roles in the dairy sector:

- Organization in groups: women-led cooperatives, collective marketing and knowledge exchange.
- Capacity-building: developing (entrepreneurial skills and leadership)

Conditions for success

- A gender-sensitive value chain analysis as point of departure.
- Embedding activities and services in the local community and with the private sector.
- Sensitization of men and women and their involvement in building capacity.
- Ownership of milk animals.

Example 4. Improving women's position through green agriculture

Entry point

Reframing the traditional role of rural women as a household caretaker to one as caretaker of business and the environment: becoming an environmental manager.

Why do it?

Farming in an environmentally-friendly way offers three types of benefits: (1) it conserves the environment; (2) it can improve farmers' incomes by reducing the cost of production and improving product quality; (3) coupled with a gender program, it can promote gender equity. Helping women boost their economic activities expands their horizons in other aspects of society.

How to do it?

Interventions must take women's situations into account (e.g. respecting the restrictions placed on them) and move slowly and step-by-step. We distinguish three types of interventions to support women in re-framing traditional roles:

- Organizing groups: women's, men's and mixed groups.
- Building capacity to raise awareness, knowledge, entrepreneurial skills and leadership.
- Better organized markets.

Conditions for success

- Demand for organic or natural products.
- Working closely with the local community and the private sector, and sensitizing men to provide a clear vision of how the community will benefit.
- A focus on improving the situation of women and the value chain, rather than on green agriculture per se.
- Women's access to land.
- Consideration of different entry points (economic and environmental), as starting with gender may be too sensitive.
- Green agriculture seen not as the goal, but rather a means for improving the situation of women and the value chain.

Credits

Laven et al. (2012) Mitigating resistance by building on tradition. In 'Challenging Chains to Change. Gender equity in agricultural value chain development' KIT, Agri-ProFocus, and IIRR (eds), page 53-66. KIT publishers, Amsterdam.

Strategy 2: Creating space for women

This strategy (i) positions women in male-dominated value chains to increase their visibility and economic decision-making power and (ii) stimulates women entrepreneurship (new enterprises as well as upgrading existing enterprises).

The ‘positioning of women in male-dominated value chains’ strategy is particularly easy to apply:

- When land ownership is not affected and when high value inputs or other barriers that can constrain women are not required.
- Where activities can easily be carried out by women and do not increase their overall work burden (bearing in mind women’s many other responsibilities).

The ‘women entrepreneurship’ strategy is particularly suitable:

- When women already take up business initiatives, but could improve them or scale them up.
- When there is a clear market opportunity that women can exploit.
- When business opportunities fit the other demands on women’s time and situation. This might mean that they do not require many assets or own land, that the business is close to home, and so on.
- When there is not too much resistance from men and from the rest of the community.

1. Positioning and engaging women in male-dominated chains

Entry point:

To position women better in male-dominated chains: making sure that they are visible and have economic decision-making power.

Why do it?

Women already do much of the work in many male-dominated value chains. By making their contributions explicit, women gain opportunities and are able to improve their abilities and practices, which in turn allows both socio-economic emancipation of these women and improvements in chain activities. When more actors are economically viable and are able to improve their business in the chain, a chain becomes more robust. The involvement of women adds a new dynamic and diversity to the organizations and businesses affected.

How to do it?

We distinguish several types of interventions to support women working in male-dominated value chains. These interventions often reinforce one another:

- Recognize the contributions of women in a value chain. A value chain analysis can aid discussion about the participation, or possible future participation, of women with all stakeholders, and make that participation visible.
- Sensitize men, women, communities, governments, companies etc. and facilitate joint efforts among these actors.
- Involve women in cooperatives or producer groups and build women’s capacities in business, literacy, technology, leadership, finance and so on.
- Introduce new services and technologies that are women-friendly to upgrade chain activities.

Conditions for success

- Making women's contributions to the chain visible and building women's confidence for joint decision-making on chain activities and spending.
- Changing laws, rules, statutes, etc. to allow women to take-up certain positions within a value chain or cooperative. In some cases this may include land ownership.
- Sensitizing men and communities on the benefits of women's participation and the risks of excluding them.

2. Female entrepreneurship

Entry point

Positioning women (and women's groups) as rural entrepreneurs to start new businesses, or helping women to expand and strengthen their business by providing the right services and training.

Rationale

Rural women entrepreneurs are under-acknowledged, although their numbers are growing. Compared to men, women tend to face extra challenges in up-scaling or upgrading their business. Interventions to support female entrepreneurs bring economic prosperity, reduce poverty and improve the economic and societal position of women and their activities in the chain.

How to do it?

In some cases, women already have businesses and creative, innovative ideas for adding value to products. They need assistance to make their businesses stronger and to transform creative and innovative ideas into profits.

A second part of the strategy is to offer women (or women's groups) ideas and services to start new businesses. This requires:

- Strengthening forms of association and encouraging women to participate in cooperatives or other (women) groups.
- Encouraging businesses in new or existing chains and identifying markets and formulating profitable business ideas.
- Ensuring women have access to business development services (like credit, information and ability to buy land) as well as technical support (business skills, literacy, technology, leadership skills, financial skills, etc.).
- Joint decision-making

When is it a good strategy?

The strategy is particularly suitable:

- When women already take up business initiatives, but could improve them or scale them up.
- When there is a clear market opportunity that women can exploit.
- When business opportunities fit the other demands on women's time and situation. This might mean that they do not require many assets or own land, that the business is close to home, and so on.
- When there is not too much resistance from men and from the rest of the community.

Conditions for success

- Women have access to credit, other services and assets needed for their business.
- Women are the owners of the enterprise.
- It is possible to prevent men from taking over chain activities when the initiative is successful.

Credits

Senders et al. (2012) Creating Space for Women. In 'Challenging Chains to Change. Gender equity in agricultural value chain development' KIT, Agri-ProFocus, and IIRR (eds), page 113-154. KIT publishers, Amsterdam.



Strategy 3: Organizing for change

In order to move from mitigating resistance at the producer level towards women's empowerment further up the chain and within households, women and men need to organize for change. Due to structural constraints, women have limited access to technical assistance and extension services. Since women carry out a lot of the tasks also for cash crops, this creates inefficiencies in productivity. This entails interventions throughout the chain, targeted at breaking down structural constraints, as well as building human agency (confidence, self-esteem, skills, and capacities).

Examples

1. Capacity building
2. Collective action
3. Sensitization of men
4. Access to finance

Example 1. Capacity building

Entry point

Capacity building for women is an essential step towards changing value chains to benefit women more, while at the same time serving the need to make profit.

Why do it?

Capacity building increases women's skills and confidence in taking up chain activities and leadership roles within value chains and their communities. Capacity development helps women access markets and services and improves chain performance. Moreover, it can provide the foundation that allows women to make independent decisions in the chain, the household and the community.

How to do it?

Different kinds of capacity building play a role. It is important to equip women with a variety of skills and to combine strategies, so they can compete in the value chain and make their own choices. Examples include functional literacy, business literacy, market and financial management, soil and crop management, storage and processing management, leadership training and other kinds of capacity building as requested by the group.

When is it a good strategy?

Capacity building is a good choice when there is a clear understanding of the problem and knowledge gap. Women must already have access to markets, or capacity building must help them access more profitable or stable markets. Capacity building needs to be completed with policy support and a supportive infrastructure and environment. That may require multiple interventions.

Conditions for success

- Target training to a group: collectives provide women with a platform to discuss issues with peers, set priorities, and decide on a line of action.
- Analyze capacity and training needs
- Link women to service providers
- Ensure that a supportive policy environment is in place
- Involve men and the community

Example 2. Collective action

Entry point

Jointly, smallholders can aggregate production, negotiate for better services and prices, facilitate access to services and inputs, share experiences, and build a peer network

Why do it?

Reasons for producers to act collectively include:

- To access credit: the group takes responsibility for paying back loans
- Marketing: Bulking produce to get better prices and sell to bigger buyers
- Access to services: Women can get training and services as a group

For service providers and actors further along in the value chain (buyers, processors), doing business with organized producers is more efficient.

How to do it?

Self-Help Groups are an example of this strategy; these can be women-only or mixed.

When is it a good strategy?

Collective action is applicable in many cases, for women as well as for men. Sometimes, it makes sense to organize women-only groups, while other situations require mixed groups. Collective action makes sense where power is dispersed and where people doing the work do not benefit from it. By organizing collectively, women can leverage a larger share of a product's value.

Example 3. Sensitizing men

Entry point

Sensitizing men targets societal structures by challenging norms and behaviors at household, community and national levels. Sensitizing men (and other community households and community members) is crucial to provide women a supportive environment, and to enable them to take up other roles, responsibilities and leadership positions.

Why do it?

Interventions that aim to change social relationships and to improve the position of women must also address men's concerns in order to avoid resistance and get the required support from men and the community.

How to do it?

In most cases, sensitization is key to creating an environment that supports change and to mitigate negative effects of interventions aiming at women's empowerment (such as conflicts within households). Ways to involve men and increase their awareness include:

- Use a participatory approach, including both men and women, to develop joint visions.
- Show the link between women's successes and positive spin-off on households, community and chain performance.
- Identify key entry points to allow organizations to address resistance at individual, household, community and institutional level.
- Sensitize men in leadership positions (e.g. within producer organizations).

When is it a good strategy?

The strategy is especially applicable where resistance from men and communities is likely to be high, for example:

- In case of affirmative action, favoring women over men.
- The introduction of women-only chains, which exclude men's active participation.
- Interventions in chains where women depend on men to access markets.
- Involvement of organizations where there is a clear gender imbalance, and consequently women's needs are not well represented.

Example 4. Financing value chains for women

Entry point

Access to finance can benefit women, enabling them to grow their businesses, empowering them and giving them a voice in decision-making.

Why do it?

Women are known to be credit-worthy and efficient in undertaking business deals when they have support. Despite this, it is difficult for women to access finance.

How to do it?

Details vary, but in general: help women organize as a group to apply for a loan from a financial institution. The group then lends small amounts to individual members, collects their payments, and repays the loan. Social pressure in the group ensures that member repay. Give the women the financial and literacy skills they need to plan, apply for and manage the loan.

When is it a good strategy?

Most applicable is microfinance and saving schemes are usual starting points. As groups and businesses prosper, they can apply for bigger loans to make larger investments. Microfinance can increase women's economic power, but it requires political will, an enabling policy environment and strong advocates within the financial institution. Microfinance has to go beyond credit: non-financial services include capacity building, business development services and various forms of insurance.

Conditions for success

- Clear family and societal support are needed to ensure that women can benefit from financial services.
- Financial institutions must be sensitive to gender issues and the need to tailor-make financial products for women (such as combining credit with training).
- Continued support requires a local financial infrastructure that is close to the women clients and able to maintain a long-term relationship with them.

Credits

Mudege et al. (2012) Organizing for change. In 'Challenging Chains to Change. Gender equity in agricultural value chain development' KIT, Agri-ProFocus, and IIRR (eds), page 155-208. KIT publishers, Amsterdam.

Strategy 4: Standards, certification and labels

As a strategy to address gender, standards and certification target the whole chain. This approach is unique as it connects to the consumer and because it targets the chain context as well: it sets the standards on who participates in the chain and how. There are two strategies for gender equity interventions through standards and certification.

1. Labels and seals: Selling women's participation

This strategy is particularly useful where:

- Women are marginalized or unrecognized for their value chain contributions.
- Market differentiation can be a selling point and earning point.
- A woman-only label will not restrict existing channels or chains.
- Added value is necessary (e.g., where prices are otherwise uninteresting).
- A company wants to address a gender equity issue at the producer level.
- The religious or cultural context will not endanger women who participate.
- There is a market and buyer who is part of the process.
- The drivers are social justice and women's empowerment (not just money!).
- Funding is available for capacity development and pre-financing.
- Management is supportive.

2. Making use of existing third-party certified standards

This strategy can be used when a farmer group is already certified to a social or environmental standard (Fair Trade, UTZ Certified, organic and so on) and thus has a documentation and traceability system in place; or, when a farmer group wants to enter these markets.

1. Labels and seals: Selling women's participation

Entry point

Women-only seals and labels communicate to consumers and other actors in the value chain that the product is produced by women and that gender equity among producers is addressed.

Why do it?

Label and seals increase the visibility of women producers, who gain income from the premium provided by the additional price earned through the seal. The fact that the product was produced by women adds to its value. These economic benefits are a motivating force for both men and women producers.

- To expand markets and to increase sales.
- To bring higher incomes directly to women producers.
- To provide stability within the coffee cooperative.
- To support women within a mixed-gender cooperative through the creation of women's groups.
- To improve the quality of the product.
- To generate male support within the family for the women's business endeavors.
- To build women's sense of pride and dignity by supporting them to have their own product, their own business and their own income.

How to do it?

Through a 'produced-by-women' label, women's involvement in the chain is made visible, and it is celebrated and incentivized. The label or seal allows communication between producers and buyers (in the case of a label up to the final consumer) as to who produce the item. The traceability systems required for a standard or label provide assurance through the entire chain that the product sold was actually produced by women and in a sustainable way. A label gives a recognizable identity to a social movement, and allows consumers and other actors in the value chain to be part of this movement.

2. Making use of existing third-party certified standards

Entry point

Using openings created by social, environmental and organic standards and certification to address gender issues.

Why do it?

Firstly, addressing gender improves chain performance and gives greater financial rewards for production. Supporting women's participation improves compliance and chain performance: the certified chain performs better when gender issues are addressed.

Secondly, certification can allow gender issues to be addressed. Piggy-backing on the infrastructure and certification to it (the premium, audit trail, learning groups, internal control systems and indicators) is an efficient way to get information and enable progress on gender issues; these channels already exist in certified chains.

How to do it?

- Target women in capacity building, and help them be active in producer associations.
- Use the premium generated by certification to pay for gender-awareness activities.
- Use features of the standards and certification process, such as the audit trail and internal control system, to further gender initiatives.
- Develop separate gender standards and indicators to include in existing standards for complementary use (dual certification).
- Make the internal control system specify the gender of the producer.

Conditions for success

- Registering women as farmers within the cooperative.
- Developing and using gender-specific project and management tools, such as baseline surveys, impact assessment and training guidelines.
- Including gender from the start.
- Building on opportunities, including conducive government policies.

Credits

Pyburn et al. (2012) Standards, certification and labels. In 'Challenging Chains to Change. Gender equity in agricultural value chain development' KIT, Agri-ProFocus, and IIRR (eds), page 209-260. KIT publishers, Amsterdam.

Strategy 5: Gender and CSR

This strategy focuses on companies further along the value chain that integrate gender into their corporate strategy. Companies have the potential to address gender inequality and improve the position of women in the agricultural value chains they are part of.

When is it a good strategy?

The strategy seems particularly useful when:

- Company leaders are committed.
- The company or its main partners are located close to the actors in the supply chain.
- The company takes into account consumer priorities and concerns.
- It is possible to find the right partners to implement the approach.

Entry point

The strongest resource of a company is its people. Investing in equal opportunities for women and men contributes to business and society.

Why do it?

Gender equity can contribute to an innovative and transparent business operation in a company and to equal opportunities for men and women (also in top positions). That in turn leads to higher and more efficient production and profits for a company (McKinsey 2010). It can also be used as a strategy to increase the profile of the company.

How to do it?

We can identify at least two ways to make gender equity part of a company's business-as-usual:

- Through a partnership between public and private actors, looking for shared values and complementary in expertise.
- By integrating gender into a company's core business principles at different levels, with a strong role for senior management.
- Learning by doing.

Conditions for success

- Clear monitoring and control mechanisms to measure achievements.
- Awareness of gender issues and of how gender equity contributes both to corporate and societal goals.

Credits

Verhart et al. (2012) Gender-responsible business. In 'Challenging Chains to Change. Gender equity in agricultural value chain development' KIT, Agri-ProFocus, and IIRR (eds), page 261-292. KIT publishers, Amsterdam.

1. Context Analysis

Tool 1.1a Access to and control over resources and benefits

By Lindo based on March

Why use this tool?

This tool provides information relevant to the analysis of access to and control over resources and benefits by gender in each function of the chain; it is based on the Harvard Analytical Framework, and provides information useful for identifying business opportunities for women to strengthen their position in the chain.

The Harvard Framework was one of the first frames designed by researchers at the Harvard Institute for International Development, to help planners in designing projects allocating resources equitably.

This tool can be applied before and after having selected a value chain for upgrading. It is advised to do this analysis in combination with an actor analysis.

What do you gain from using it?

- Analyze gender gaps in a target group in terms of differential gender roles, access and control of resources, and decision-making at household and community level.
- Better understand the different perceptions that men and women have about the same resource and its value.
- Identify the different roles in the division of labor between men and women.
- Discuss strategies for equal access to productive resources within producers' organizations and cooperatives.

Who applies the tool and for whom?

- It can be applied in mixed groups (men and women), preferably with couples (marriage) in rural programs, organizations of producers or entrepreneurs.
- It can be applied in only men's or only women's groups for awareness-raising on gender gaps in economic matters.

How does it work?

- Group discussions are facilitated around three themes; the tool provides guiding questions.
- Discussion should start in small groups (e.g. men and women separately) and continue in plenary.
- It is the role of the facilitator to 'unpack' easy answers (e.g. 'we do/ decide together')
- Matrixes are used to present the outcomes of the discussions.

Step 1 Guiding questions on roles of men and women

- What kind of products do men and women cultivate/ produce/ market?
- Which daily activities are undertaken by women and men at each level or function of the chain? How much time do they invest?
- What kind of activities is conducted by boys and girls?

Figure 6: Matrix Roles and tasks (Source: March, 1996 and Lindo, 2007)

Matrix Roles and tasks (Not only productive tasks but also reproductive tasks like fetching water, firewood etc.)					
Activities	Time (in hours or days)	Men	Women*	Boys	Girls
...	..	X		X	
...			X		
					X

*If relevant, a category 'women/men in groups' can be added

Step 2 Guiding questions for the debate on access to and control over resources

- Do women possess land, house or other resources (e.g. merchandise)? Are these legalized in their names/ can they sell them?
- Can women decide which crops to grow?
- Who owns livestock, and pigs?
- Which working tools do men and women possess (men and women) for cultivating, harvesting, processing, transporting and handicraft activities?
- Which skills and access to technology have men and women?
- Do man and women access credit; are there differences in amount or credit conditions?
- What resources are available and controlled by women?

Figure 7: Matrix Access to and control over resources (Source: March, 1996 and Lindo, 2007)

Matrix: Access to and control over resources					
Resources e.g.	Who owns the resource	How is it used	Who decides over its use	How is the income utilized	Who decides on the use of income
Land					
House					
Tools					

Step 3 Guiding questions for reflection on decision-making

- How is the money used that is generated with the sales of products?
- How is it invested? In whose name are the new assets purchased?
- What kind of control do women have over income and resources that they generate?
- How do women participate and negotiate in decision-making inside the household?
- How is income redistributed within the family?

Figure 8: Matrix Decision-making (Source: March, 1996 and Lindo, 2007)

Matrix: Decision-making		
Decision Activity	How men participate	How women participate

Credits

March, Candida, 1996, 'Concepts and frameworks for analysis and planning in terms of gender'. Oxfam UK, Gender and Learning Team. Gender and Development Training Center. Adapted by Patricia Lindo, 2007.

Tool 1.1b Reducing the gender-asset gap; the GAAP conceptual framework

From International Food Policy Research Institute

Why use this tool?

Being able to access, control, and own productive assets such as land, labor, finance, social and political capital enables people to create stable and productive lives. Yet relatively little is known about how agricultural development programs can most effectively deliver these outcomes of well-being, empowerment, and higher income in a way that acknowledges differential access to and control over assets by men and women. The Gender Asset Agricultural Program (GAAP) provides a conceptual framework for analyzing this gender asset gap.

What do you gain from using it?

The gender asset gap arguably provides a much firmer basis for understanding gender economic inequality and women's empowerment than just a focus on income or wages. Besides being a measure of opportunities (that is, through the ability to generate income or additional wealth) or outcomes (net wealth), ownership of assets is critically important to women's bargaining power and hence their economic empowerment.

The goal of gender-responsive development is not to ensure that men and women have equal control over all assets, but that both have control over important assets that they can use to improve livelihoods, well-being, and bargaining power within their households and communities. In order to reduce the gender gap, it is important to consider what it means to have control over an asset as well as how men and women accumulate assets.

Who applies this tool and for whom?

Value chain development practitioners use this framework for data collection in the process of developing a project strategy. Data can be collected in various forms and with a variety of methods, e.g. a desk study, field work and focus group discussions.

How does it work?

This tool provides practitioners with a conceptual framework for collection of information on gendered differences in ownership of assets preliminary to the development of a project strategy.

Households and individuals hold and invest in different types of assets, including tangible assets such as land, livestock, and machinery, as well as intangible assets such as education and social relationships. These different forms of asset holdings have been categorized as:

- Natural resource capital: land, water, trees, genetic resources, soil fertility;
- Physical capital: agricultural and business equipment, houses, consumer durables, vehicles and transportation, water supply and sanitation facilities, and communications infrastructure;
- Human capital: education, skills, knowledge, health, nutrition; these are embodied in the labor of individuals;
- Financial capital: savings, credit, and inflows (state transfers and remittances);
- Social capital: membership in organizations and groups, social and professional networks; and
- Political capital: citizenship, enfranchisement, and effective participation in governance.

Figure 9: Illustration of hypothetical gender asset gap (Source: IFPRI, 2011)

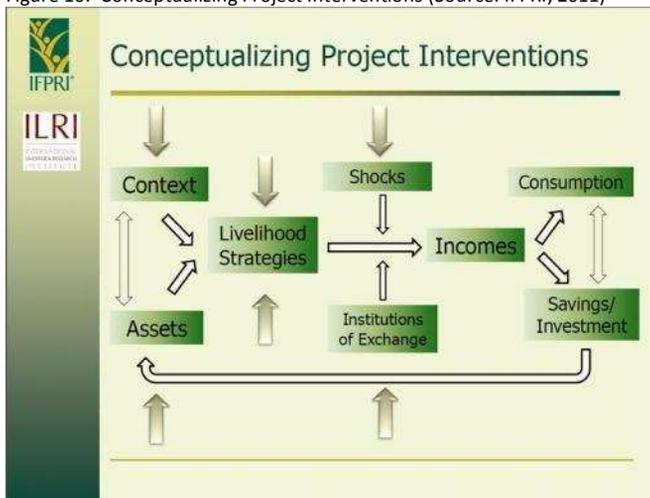


Example

Figure 9 provides a conceptual illustration of the “gender gap” in asset allocation. The graph illustratively plots the extent of men’s and women’s control over assets in each of these types of “capital” (ignoring, for the moment, the fact that each of these types of assets are multidimensional in themselves, and consequently collapsing any one dimension into a single index would be extremely problematic). A third line could be used to map joint assets.

The graphical depiction suggests, and empirical evidence supports, that men and women own different types of assets. For example, in the rural Philippines, women may have higher average education levels, while men on average own greater areas of land (Quisumbing, Estudillo, and Otsuka 2004). According to Antonopoulos and Floro (2005), Thai women were more likely to own jewellery while men were more likely to own transport vehicles. Examining patterns of livestock ownership by men and women, Kristjanson et al. (2010) found that women were more likely to own small livestock such as poultry and goats while men were more likely to own large livestock such as cattle and buffaloes.

Figure 10: Conceptualizing Project Interventions (Source: IFPRI, 2011)



Unlike previous frameworks, this model depicts the gendered dimensions of each component of the pathway in recognition of the evidence that men and women not only control, own, or

dispose of assets in different ways, but also access, control, and own different kinds of assets. The framework generates gender-specific hypotheses that can be tested empirically: Different types of assets enable different livelihoods, with a greater stock and diversity of assets being associated with more diverse livelihoods and better well-being outcomes; Men and women use different types of assets to cope with different types of shocks; Interventions that increase men's and women's stock of a particular asset improve the bargaining power of the individual(s) who control that asset; and Interventions and policies that reduce the gender gap in assets are better able to achieve development outcomes related to food security, health, and nutrition and other aspects of well-being related to agency and empowerment. The implications of these gender differences for designing agricultural development interventions to increase asset growth and returns to assets as well as for value chain development are discussed. Based on this analysis, additional gaps in knowledge and possible investigations to address them are identified.

Credits

Meinzen-Dick, R., N. Johnson, A. Quisumbing, J. Njuki, J. Behrman, D. Rubin, A. Peterman, and E. Waitanji. 2011. Gender, Assets, and Agricultural Development Programs: A Conceptual Framework. CAPRI Working Paper No. 99. International Food Policy Research Institute (IFPRI): Washington, DC. In addition, an informative PowerPoint presentation can be found on Slideshare.



Tool 1.1c A typology of farmer households; differentiating potential for women empowerment

By Vanderschaeghe and Lindo

Why use this tool?

The participation of women in a particular value chain, and particular rural context, is not homogeneous. Their participation, in terms of work, control of resources and benefits, depends on the resources of the household and the household characteristics with regard to ownership of resources, etc. The ability of women to participate in and benefit from a value chain improvement project is for this reason also not homogeneous; it is important to recognize these differences.

A typology of farmer families helps identify differential participation of women in productive systems. For example, resource-rich rural families work mainly with hired labor in the production; this increases the workload for women responsible for the feeding of the workers and reproductive work in general. In families with less economic resources, women will participate more in productive work. The extent to which they do so depends on the size of the family labor force and therefore the life cycle stage of the family.

What do you gain from using it?

- Visualize the differences and rationalities which exist in the rural set-up, focused on the different participation of women in the productive systems in terms of labor, control of resources and benefits.
- Differentiate between families in which women only participate as workforce and those where women control resources and benefits of production.
- Analyze the capacity of male and female producers to contribute to and benefit from upgrading and provide insight in their technical, business and marketing skills, current market access of the producers and capabilities for horizontal and vertical cooperation.
- Analyze potential positive and negative impact of value chain intervention on women, according the typology of farmer household.

Who applies the tool and for whom?

Practitioners, together with male and female farmers.

How does it work?

An actor analysis is made. For purpose of the actor analysis, a typology of actors in agricultural value chains is made. The results are presented in the form of a matrix.

The main question is: are there differences between rural families in the way women participate in the production system in the particular value chain?

- Are there differences in the way women participate in work (productive and reproductive)
- Are there differences in the way women access and control resources?
- Are there differences in the way women benefit from their participation in the value chain?

Relevant criteria to differentiate rural families can be:

- Resources of farm family (poor, small, medium farmer, etc.).
- Technology used in production system: e.g. ox traction can reduce men's workload, and increase cultivated areas. As a result, it could increase women's workload. Hence, women participate more intensively in ox traction production systems.

- Household characteristics: e.g. is the woman head of the household?
- Life cycle of the household (e.g. small kids limit women's participation in production, number of workforce in household).
- Ownership of productive resources.

The box provided in annex 1 can be used to visualize the typology; naming each type of rural household identified in the vertical axe, and revealing the most relevant characteristics of women's involvement on the horizontal axe.

See Annex 1 for an example of an actor analysis.

Credits

Vanderschaeghe, Mieke and Patricia Lindo, 2003, Participation of Women in Export Oriented Value Chain, case study of Value Chain of Málaga (Quequisque) in Nueva Guinea, Nicaragua, UNIFEM/ SNV, 2003.



Annex 1 Tool 1.1c Example of an actor analysis

In this case, the typology was constructed for differences in rural household in head of household, resources of farm household (poor, small, medium) and women's ownership of Málaga crop (sub-typology of previous types of households). Málaga (xanthosoma) is a high value crop (a tuberous plant/ vegetable) produced for export markets. The profitability of the crop motivated some women to grow their own crop on proper land and manage the income, next to the "family crop" controlled by their husbands.

Figure 10: Actor analysis Value Chain of Málaga (Quequisque) in Nueva Guinea, Nicaragua (Source: Vanderschaeghe and Lindo, 2003)

Typology	Socio-economic characteristics of the household	How are women involved?	Access to and control over resources by women	Impact on the lives of men and women
Female-headed monoparental household	Limited household and productive resources. Limited education.	Women cultivate crops or contract hired labor	Low access to formal credit; Access to credit from traders (middlemen/ or - women).	Control of women of crop income. Some improvement in living conditions.
Poor Farmer Households	Limited household and productive resources. Limited education.	Women participate in crop cultivation if limited adult labor force is present.	Low access to formal credit. Men access to capital from traders (middlemen/ or - women)	Economic improvement of the family. No control of women on crop income.
Small Farmer Households	Some accumulation in land and livestock; Families with children of working age; Investing in home improvements and education of children.	Women are only involved in reproductive work.	Women with little access to credit; no participation in decisions on the crop. Women manage the family income but do not control them.	Economic improvement of the family. No control of women on crop income.
Medium producers	Accumulation in land and livestock (over 50 heads); Investment in home improvement and education of children.	Recruitment of hired labor to work the in the crop. Men mainly in monitoring tasks. Women in charge of preparing food for laborers.	Little control and decision-making for women.	Evident economic improvements in quality of life; Women do not make decisions on production; Women restricted to the reproductive role.
Farmer households where women possess own Málaga crop	Some accumulation of land and livestock.	Women cultivate their own crop or use contractual labor	Women invest their resources, making decisions in relation to crop and have autonomy in income managing.	Improvements in living standards; improved income of women. Decision-making and collaboration between man and wife in household.

2. Value Chain Selection

Selecting a value chain or sub-sector on the basis of superficial observation bears the risk of choosing a sector with little potential for either upgrading or achieving gender objectives. For this reason, it is important to base selection of the value chain on the objectives of the development intervention. We promote that the selected value chain(s) must have the potential to contribute to increased women empowerment and gender equality; the chain must ‘work for women’. Tool 2.1 ‘Gender sensitive selection of a value chain’ assists in this process.

Tool 2.1 Gender-sensitive selection of a value chain

By Vanderschaeghe, Lindo and Senders based on Oxfam GB and GIZ Value Links

Why use this tool?

Selecting a value chain or sub-sector on the basis of superficial observation bears the risk of choosing a sector with little potential for either upgrading or achieving gender objectives. For this reason, it is important to base the selection of the value chain on the objectives of the development intervention. We promote that the selected value chain(s) must have the potential to contribute to increased women empowerment and gender equality; the chain must ‘work for women’.

A participatory process is required to ensure that the choice is made based on a balance of the needs and interests of a variety of stakeholders; a participatory process ensures that opinions are collected from different perspectives. Aim for consensus on strategies and transparency in decision-making and accountability.

What do you gain from using it?

- Compare a number of value chains based on growth potential and gender advancement criteria.
- Reach consensus on the selection of the value chains to be upgraded.

Who applies the tool and for whom?

Practitioners:

- To facilitate participatory processes with farmers, men and women.
- As a basis for the development of a project strategy.
- As a monitoring tool to see change in the value chain as result of an intervention

How does it work?

In order to select a value chain the following steps will be followed:

Step 1: Information gathering on potential value chains

Step 2: Participatory workshop for gender-sensitive value chain selection

Step 3: Drafting of a report with the final selection

This tool focuses particularly on step 2.

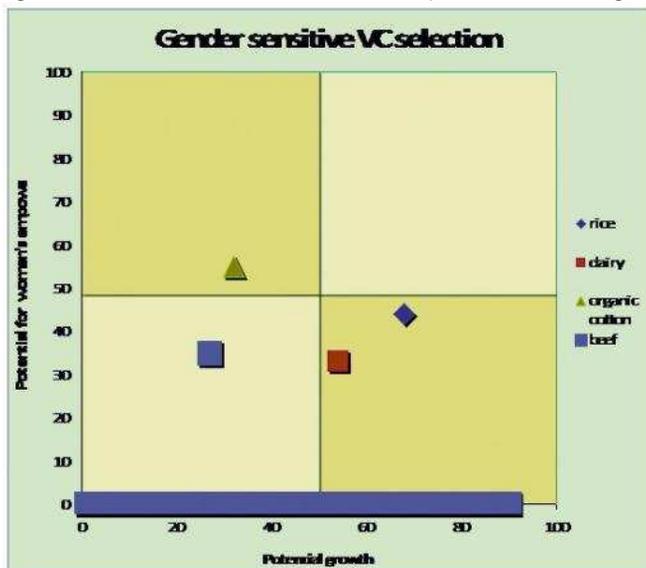
Approach

The outcome of the tool is a matrix that scores and plots several value chains on an X-axis representing growth potential and a Y-axis representing gender equality potential. See Figure 13 below for an example. The position of each value chain in the matrix is based on a set of criteria;

these are included in an excel sheet (**Annex 1**). The scoring on each indicator can be done in small groups or by individuals. There are no right or wrong answers: the sets of criteria are meant as discussion tool to make people think about both market potential and gender equality potential of a value chain development intervention. The weighing of each criterion is something that can be decided on in mutual agreement and can be discussed as well. Before making an actual decision about which value chain to concentrate on, also pragmatic criteria should be taken into account.

The tool can also be used as a monitoring instrument; by scoring the criteria at the beginning of an intervention and at the end of an intervention.

Figure 11: Gender-sensitive value chain selection (Source: Vanderschaeghe et al., 2011)



Step 1 Information gathering on potential value chains

Ensure that basic information is gathered and made available on the three sets of criteria used:

- Market/ growth potential
- Potential to contribute to increased women empowerment and gender equality
- Pragmatic arguments

The data-gathering can be based on secondary sources (e.g. research reports) in combination with interviews and discussion with various stakeholders including government, NGOs, donors and private sector, CBOs, women & men producers, to gather data on market demand, agronomy & environment and to identify key actors for various agricultural products in the specific geographical area. Specific attention is to be given to characteristics of the market structure for these products and for the potential of smallholders and women's participation.

Step 2 Participatory workshop for gender-sensitive value chain selection

Starting the workshop, it is important to explain the criteria which are going to be used for value chain selection. The information gathered in the first step on the market demand and potential for women empowerment and gender equality should be presented as starting point. After filling in the excel sheet the matrixes should be discussed. To be able to decide on a value chain also the pragmatic criteria (see section C below) should be taken into account.

Criteria for selection

The following criteria should be assessed in plenary or in groups, using a scale from 0 (no, not at all) to 5 (yes, very important) and the scoring filled in in the excel sheet. Download the excel sheets (example and an empty sheet) at <http://genderinvaluechains.ning.com/page/downloads>.

A. Criteria for growth potential

- Positive growth trend of the value chain, unmet market demand
- Available sales outlet, high interest of buyers in buying the product
- Scope for expanding production and/ or scope for value addition through processing or product improvement (new products for which there is a market)
- Low costs of the value chain vis-à-vis competitors
- Other competitive advantage of the value chain vis-à-vis competitors (unique product/ local specialty)
- Potential for collaboration and coordination between actors for value chain upgrading
- Sufficient technological and managerial level of enterprises in the sector for upgrading and innovation
- Access to infrastructure, qualified labor force, raw material, inputs
- Sufficient access to financial services
- Sufficient access to business development services for quality improvement of the production process

B. Potential to contribute to increased women empowerment and gender equality

- High share of women employed in the value chain as compared to the economy at large
- High number of women entrepreneurs in the value chain.
- Women control equipment/ assets
- Women have or can acquire skills needed for profitable value addition opportunities through processing product & diversification
- Women control the sales income and the enterprise
- Close to household within community area (geographically)
- Low entry barriers for small-scale and poor entrepreneurs (small scale of production, low start-up costs, not requiring major capital investment, using low-tech skills).
- Low entry barriers for women entrepreneurs (time and mobility, access to technology and assets, cultural constraints)
- Offering new opportunities for women
- New activities are in line with livelihood conditions (year-round income, using family labor, rapid returns, contributing to food security, keeping the environment intact, not reducing availability of clean water)

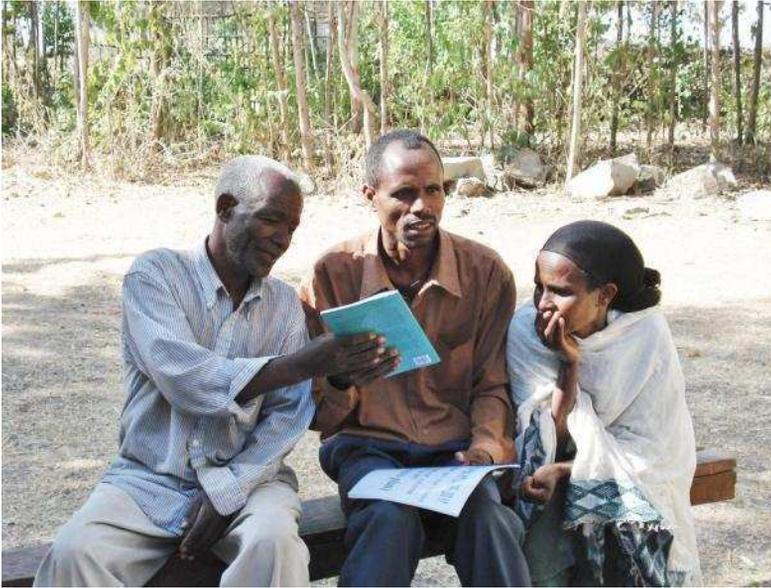
Figure 12: Matrix for gender-sensitive Value Chain Selection (Source: Vanderschaeghe et al., 2011)

Matrix for gender-sensitive Value Chain Selection													
Sub-sector or value chain													
*		score	weight	total									
	Criteria for growth potential												
1	Positive growth trend of the value chain, unmet market demand												
2	Available sales outlet, high interest of buyers in the product												
3	Scope for expanding production and/or scope for value addition through processing or product improvement (new products for which there is a market)												
4	Low costs of the value chain vis-à-vis competitors												
5	Other competitive advantage of the value chain vis-à-vis competitors (unique product/ local specialty)												
6	Potential for collaboration and coordination between actors for value chain upgrading.												
7	Sufficient technological and managerial level of enterprises in the sector for upgrading and innovation.												
8	Access to infrastructure, qualified labor force, raw material, inputs												
9	Sufficient access to Financial services												
10	Sufficient access to business development services for quality improvement of the production process												
	Total growth Potential												

*scores: 5 = high, 1 = low, weight: 1-4

	Sub-sector or value chain	beef			dairy			organic cotton			rice		
		score	weight	total	score	weight	total	score	weight	total	score	weight	total
	*												
	Criteria potential for women's empowerment and gender equality												
1	High share of women employed in the value chain as compared to the economy at large												
2	High number of women entrepreneurs in the value chain.												
3	Women control equipment/assets												
4	Women have or can acquire skills needed for profitable value addition opportunities through processing product & diversification												
5	Women control the sales income and the enterprise												
6	Close to HH community area (geographic)												
7	Low entry barriers for small-scale and poor entrepreneurs (small scale of production, low start-up costs, not requiring major capital investment, using low-tech skills).												
8	Low entry barriers for women entrepreneurs (time and mobility, access to technology and assets, cultural constraints)												
9	Offering new opportunities for women												
10	These new activities are in line with livelihood conditions (year-round income, using family labor, rapid returns, contributing to food security, keeping the environment intact, not reducing availability of clean water)												
	Total potential for women's empowerment and gender equality												

*scores: 5 = high, 1 = low, weight: 1-4



C. Pragmatic criteria

Outreach

- Size of the value chain in relation with project resources
- Significant number of women employed and new job opportunities
- Significant number of small farmers, enterprises and companies involved
- Significant area covered

Prospects of success:

- Own initiatives and commitment of chain actors, their readiness for change.
- Existence of some level of organization of chain actors.
- Sufficient resources (time, funds, and know-how) of the agency selecting the chain to invest in chain development.
- Existence of other organizations to collaborate with, demand of investors.
- Existence of institutions and service providers (financial, entrepreneurial, technological, gender) to support value chain actors.
- Conducive policy conditions and business environment.

Program-related aspects (if relevant):

- Relevance to priorities of government's economic policy ("thrust sectors").
- Corresponding to project objectives, mandate and resources of the organization.
- Relevance to mandated area of the program.
- Synergies and scope for cooperation with other support programs.

Requirements

- Several laptops with excel sheet of this tool.

Step 3 Draft of a report with the final selection incorporating comment of various stakeholders

Recommendations

Programs could plan to work with one of the below strategies, or make a combination:

- Potential dilemma of the process of selecting a value chain for upgrading is the choice; do we opt for a low-value 'women's product' or do we select one with high barriers for women to enter, by which more value is added? We might also opt for improvement of the position of women in value chains dominated by men.
- A traditionally 'women's product': minor increases in income, low margins, yet opportunities to strengthen organization, build skills, negotiate with private sector and access market services.
- A mixed organization in (for example) a bulk export commodity market: higher income, but opportunities are for fewer 'exceptional' women, and/ or women face barriers to taking on new roles.
- Improved working conditions for female laborers or unpaid family labor and/ or recognition of the importance of their work.

Credits

Vanderschaeghe, Mieke, Patricia Lindo and Angelica Senders, 2011, based on material of the Oxfam GB program Grow, Sell Thrive and material from GIZ Value links.

Annex 1 Tool 2.1 Example of matrix for gender-sensitive value chain selection

Matrix for gender-sensitive Value Chain Selection													
Sub-sector or value chain		beef			dairy			organic cotton			rice		
*		score	weight	total	score	weight	total	score	weight	total	score	weight	total
	Criteria for growth potential												
1	Positive growth trend of the value chain, unmet market demand	1	3	3	5	1	5	1	3	3	5	3	15
2	Available sales outlet, high interest of buyers in the product	1	2	2	5	1	5	1	2	2	5	2	10
3	Scope for expanding production and/or scope for value addition through processing or product improvement (new products for which there is a market)	1	1	1	5	1	5	2	1	2	5	1	5
4	Low costs of the value chain vis-à-vis competitors	1	1	1	3	1	3	2	1	2	5	1	5
5	Other competitive advantage of the value chain vis-à-vis competitors (unique product/ local speciality)	1	3	3	3	2	6	1	3	3	1	3	3
6	Potential for collaboration and coordination between actors for value chain upgrading.	1	2	2	3	2	6	2	2	4	5	2	10
7	Sufficient technological and managerial level of enterprises in the sector for upgrading and innovation.	1	3	3	3	2	6	2	3	6	1	3	3
8	Access to infrastructure, qualified labor force, raw material, inputs	1	3	3	3	3	9	2	3	6	5	3	15
9	Sufficient access to Financial services	1	1	1	3	2	6	2	1	2	1	1	1
10	Sufficient access to business development services for quality improvement of the production process	1	1	1	3	1	3	2	1	2	1	1	1
	Total growth Potential			20			54			32	1		68

*scores: 5 = high, 1 = low, weight: 1-4

Sub-sector or value chain		beef			dairy			organic cotton			rice		
*		score	weight	total	score	weight	total	score	weight	total	score	weight	total
Criteria potential for women's empowerment and gender equality													
1	High share of women employed in the value chain as compared to the economy at large	1	2	2	3	1	3	4	2	8	4	2	8
2	High number of women entrepreneurs in the value chain.	4	2	8	3	1	3	3	2	6	2	2	4
3	Women control equipment/assets	4	3	12	3	1	3	5	3	15	2	3	6
4	Women have or can acquire skills needed for profitable value addition opportunities through processing product & diversification	1	1	1	3	1	3	4	1	4	2	1	2
5	Women control the sales income and the enterprise	1	2	2	3	1	3	4	2	8	1	2	2
6	Close to HH community area (geographic)	1	1	1	3	1	3	3	1	3	3	1	3
7	Low entry barriers for small-scale and poor entrepreneurs (small scale of production, low start-up costs, not requiring major capital investment, using low-tech skills).	1	1	1	3	1	3	4	1	4	3	1	3
8	Low entry barriers for women entrepreneurs (time and mobility, access to technology and assets, cultural constraints)	1	2	2	3	1	3	3	2	6	2	2	4
9	Offering new opportunities for women	1	4	4	3	1	3		4	0	1	4	4
10	These new activities are in line with livelihood conditions (year-round income, using family labor, rapid returns, contributing to food security, keeping the environment intact, not reducing availability of clean water)	1	2	2	3	2	6	3	2	1	4	2	8
Total potential for women's empowerment and gender equality				35			33			55			44

3. Value Chain Analysis

3.1 Data collection for value chain analysis at macro-, meso-and micro level

Tool 3.1 Data collection for value chain analysis at macro-, meso- and micro-level

By Terrillon based on SNV

Why use this tool?

To raise awareness of the complexity of the system in which a value chain operates. The tools help to identify different stakeholders and how they mutually influence one and another in a positive or negative manner. The preliminary mapping should shed a light on the following aspects:

- For each level (macro, meso, micro), what are the institutions, organizations and individuals involved?
- What is their level of awareness on gender equality issues?
- Which ones are advocates of gender equality issues?
- What are the interactions between them and with other organizations working in the sector?
- What actors have the potential to work towards the achievement of gender equality goals/ impacts in the value chain?
- What financial and technical partners have a strong commitment for and dedicate resources to gender equality issues?

Who applies the tool and for whom?

Practitioners based on desk study, field work and focus group discussions.

What do you gain from using it?

Analyzing the chain with a gender perspective consists of facilitating the collection of sex-disaggregated quantitative and qualitative data at the macro-, meso- and micro-levels using both a gender and a VCD perspective. The purpose is to identify and facilitate discussions on gaps, discriminations and key gender issues, keeping in mind the multiple dimensions and levels on which gender inequalities and opportunities operate:

Figure 13: Dimensions/ Levels (Source: Terrillon, SNV, 2010)

Dimensions	Levels
economic	individual
psychological	household
social	community
political	market
...	institutional
	national
	international

Going through such an analysis provides an overview according to the following grid:

Figure 14: Data collection template (Source: Terrillon, SNV, 2010)

	A. Gender roles	B. Gendered access to resources	C. Gendered control over benefits	D: Gendered influence on enabling factors
Macro level				
Meso level				
Micro level				

Macro gender value chains analysis

This tool proposes points of attention, formulated as questions, which serve as a checklist to understand the specific context of the chosen value chain. According to the results of the analysis, key gender-based issues (constraints and opportunities) are identified and appropriate options for systemic action are selected.

Step 1 cultural setting

An analysis of the overall cultural setting, the values and norms and the institutional environment needs special attention before heading towards a gendered value chain analysis on macro-level. The following aspects should be looked at:

- What is the cultural, ethnic context in which we work? Which religion or ideology is dominating the society?
- What are the norms and values regarding women's roles and responsibilities?
 - What are the stereotypes, perceptions and values regarding women's economic contributions?
 - How do they affect sexual division of labor?
 - What is societies' willingness to accept new gender roles/ responsibilities?

Step 2 regulations and legislations

Norms and values regarding gender roles have influenced the regulations and legislations around key issues such as labor, access to resources (inheritance law, etc.), market demand (local, national, international). Some are in favor of greater gender equality and others are not:

- How is the overall legislative and regulatory environment relating to women's status and economic rights (labor law, inheritance and property, personal and family code)?
 - What is the influence of customary law and religion and substantive law? Which one is applied? In what cases?
 - What is the impact of these regulations/ legislations on women's freedom of choice, access to resources and to benefits?
 - Are provisions in laws relating to women's rights known and enforced?
- Concerning public institutions:
 - Are they gender-sensitive/ -aware?
 - Are they aware of women's specific needs and interests?
 - Do they have gender mainstreaming capacities (gender-based analysis, implementation, and assessment) and resources (human, financial)?
- Has the government made commitments to address gender equality issues in this value chain/ sector?
 - Is there a policy document (e.g. national, regional or local policy/ plan for gender equality) that expressly states the government's commitment to gender equality?

- Does this policy expressly outline how and by whom gender mainstreaming is to be undertaken (this delineates lines of accountability and responsibility)?
- Are these commitments reflected in sector policies in forestry/ agriculture/ rural development or in the framework of trade liberalization and export promotion policies?
- Do agricultural sector policies and programs take into consideration women's specific needs and interests? Do they consider the potentially differential impact on men and women?

Step 3 Macro-analysis

With the answer to the questions of step 1 and step 2 in mind, an in-depth macro-analysis can be facilitated using the gender grid below as framework. The macro-level deals with the overall institutional environment and interrelations between actors throughout the chain and analyzes whether these are conducive to the development of pro-poor, equitable, inclusive and responsive value chains.

The gender grid helps to identify and discuss with stakeholders key gender issues in relation to the cultural setting and the institutional and regulatory framework in which the value chains operate.

The questions in the grid are indicative and very general and will vary according to a specific context. However, it can help to identify underlying causes of discriminations and gaps. After this, the objective to improve gender equality can be determined.

Meso gender and value chain analysis

This meso-analysis deals with the Gender Sensitivity of specific local structures; it focuses on institutions and organizations and their delivery systems. It investigates whether they reflect gender equality principles in their structure, in their culture, in the services they provide and in the way these services are provided (producer groups, BDS, etc.).

Micro gender and value chain analysis

The macro- and meso-analyses deal with outreach and impacts. The micro-level analysis helps to identify major constraints faced by women at the household level, which will have repercussions on the meso- and macro-levels.

Figure 15: Macro-, meso- and micro-analysis grids (Source: Terrillon, SNV, 2010)

Macro Analysis	
Gender Grid	Check List-Macro Analysis
<p>Gender roles Looks at sexual division of labor within the chain: where in the chain are women and men active ("vertical integration")?</p>	<ul style="list-style-type: none"> • What is the portion of men and women working in this specific sector/value chain by activity (supply, production, processing, transportation, trade)? • Are they part of the formal or the informal economy? • What are the functional as well as sexual divisions of labor and roles within the different segments of the value chain (production, processing, trading and marketing, consumers, etc.) according to gender roles? • Are there any segments where the presence of women is more important? Are women involved in stages where value added is generated? Where is actual income earned? • What is the visibility and value granted to women's role? What are the perceptions by women themselves, men and the community? What is the nature of women's work? Is it a temporary/casual type of work? Are women only used as unpaid labor?

<p>Gendered access to resources Looks at how resources are shared/ distributed according to laws/ regulations and norms and values</p>	<ul style="list-style-type: none"> • What are men’s and women’s entitlements? What are the characteristics and factors that mediate men’s and women’s access to and control over different types of resources (natural, productive and services)? • What is women’s access to information on production, organizations and services available? Through what means of communication? Are these adapted to the possibilities of women? • What are capabilities of women to use these resources? • Who owns the land/trees/harvest, etc.? • Is information more difficult to obtain for women producers in “feminine” or in mixed value chains? What about access to information for women in other segments of the value chain (e.g. processors, or traders) • If there are constraints; what are the main constraints faced by women in different segments of the value chain? (women’s lower level of education, more marginalized and lesser access to “networks”, project, programs, less visible within segments of the value chain, less control over information? etc.) • Any specific information on market segments relevant for gender issues? (Eg. increase product offer to low income consumers in order to improve quality of life such as nutrition) • How can poor groups and other stakeholders obtain information about services in the sector, or market information?
<p>Gendered control over benefits Looks at women’s and men’s roles in the management of the chain (“horizontal integration”) and the power dynamics</p>	<ul style="list-style-type: none"> • Are there any uneven power relationships? Any gender-related discriminations/ exclusions? • How is power distributed within production and exchange relationships across the value chain? • Are benefits distributed/ concentrated in one segment of the chain? • Who decides? Who controls benefits? • What are the disempowering dynamics? • What are the entitlement capabilities of men and women throughout the value chain? Is there any uneven distribution of these capabilities? • What alternatives (choices) do women have regarding chain activities and chain management? • What is the ability of producers (male/ female) to influence the price? What are the opportunities for negotiation (voice, participation, inclusiveness) (indebtedness, sub-optimal contracting)? Who signs the contract for the sale of the product? • Do women in different segments of the value chain earn more income following the intervention (if any)? • Are women’s roles changing? Do they take leadership positions? Do they sign contracts? • What is women’s own perception of change? Did they gain more self-confidence, credibility? • Can these changes be interpreted as empowerment?
<p>Gendered influence on enabling factors Wants to determine how women/ men leaders can influence policy-making and legislations to promote their economic rights and make the overall environment more conducive to gender equality</p>	<ul style="list-style-type: none"> • What is women’s ability to influence decisions/ policies/ programs at all levels? • Do they have access to specific spaces of power (invited or claimed spaces), and places of power (municipal council, parliament, etc.)? Do they have the opportunity to speak? Are women’s voices heard? Are they listened to? Which women’s voices? • Are women in specific segments of this value chain/ sector/ activity organized? • Do they build strategic alliances with institutions working on gender issues such as women’s rights organizations and platforms? • Are institutions working on women’s and gender issues in this sector? Are women producers or farmers associations involved in decision-making at national policy and planning levels?

Meso analysis	
Gender Grid	Check List-Meso Analysis
<p>Gender roles Analysis of women's positioning within organizations (producers, users, processors) of VC (internal governance)</p>	<ul style="list-style-type: none"> • What is women's role and positioning within these organizations? • Do they face specific constraints (representation in decision-making instances, power to influence decisions, etc.)?
<p>Gendered access to resources Wants to understand women's specific needs in terms of access to resources</p>	<ul style="list-style-type: none"> • Do women have access to land, water and technology? • Do women have access to information and education? • Do women have access to and responsiveness of value chain development services: • What is women's access to business development services? • Do female producer groups have the same access to BDS? If not, why? • Are technological innovations and investments specifically addressed at men, or also at women? Are they adapted to women's needs (physical strength and daily schedules)? • Are women specific BDS needed to support female producers? • Are BDS adapted to female producer's specific needs (daily schedules, lower educational levels, etc.)? • Is childcare available? • Do service providers know how to perform gender mainstreaming to better analyze/ understand and address these constraints? Are they attentive to delivering gender-sensitive services? Are they gender-sensitive in their approach? • Do service providers apply institutional/ organizational gender mainstreaming? • Employment in BDS: does it foster employment of women? Are employment opportunities equitable? How are the working conditions? • Access to and responsiveness of financial services: • Do women who concentrate in specific segments of value chains face particular constraints in accessing financial services? What are these constraints? • What are their specific needs? (investment and cash flow needs/social pressure to face school fees and food items) • Are financial services adapted to their needs? What are the most suitable financial products? • Are there any institutions (private or public sector) which specialize in facilitating women's access to financial services?
<p>Gendered control over benefits Looks at power relations within groups/ associations, whether they are inclusive and how costs and benefits are shared</p>	<ul style="list-style-type: none"> • Are women members of producer groups? • Do they take part in meetings? Do they have the right to voice their needs and vote? • Do they have the right to access social and financial benefits offered by the organization? • Do they have the opportunity to be elected to governing bodies and if so, are they elected and to what degree? • Are there any special measures in the Articles of Association such as quotas to guarantee their participation in decision-making?
<p>Gendered influence on enabling factors Looks at the "empowerment side of groups and associations in terms of access to arenas where decisions are made"</p>	<ul style="list-style-type: none"> • What are female leaders' capacities to influence collective decision-making about sector services and value chain development? • How can those who do not have access to resources and services be included? • In what "claimed or invited" spaces and places?

Micro Analysis	
Gender Grid	Check List-Micro Analysis
Gender roles	<ul style="list-style-type: none"> • What is the sexual division of labor within the household (socially determined gender roles)? What are men's and women's reproductive roles? What tasks are performed by men and women? • How much time and energy are spent on these different tasks? • How does it relate to women and men's other roles (reproductive/ community)? • How does the work performed in the value chain add to their work burden?
Gendered access to resources	<ul style="list-style-type: none"> • What is women's and men's access to resources needed to perform tasks? • Are there any specific constraints faced by women in particular? • See 4.1b on differentiated access to resources.
Gendered control over benefits	<ul style="list-style-type: none"> • Do women/ men benefit equally at the household level? Who earns income? Who decides on the use of the income? Who decides on family budget allocation? What is women's decision-making power on spending of the household budget? • Are other types of benefits generated by women (financial, visibility, credibility, better access to information and social networks)?
Gendered influence on power dynamics within the household	<ul style="list-style-type: none"> • How is women's contribution in the value chain (?) perceived at household level? • Are gender roles changing? If yes, is women's changing role/ increased income valued within the household? Within the community? Does it have an impact on her decision-making and negotiating power? • Do women attend/ participate in more meetings at community level? Do they speak up? • For what purpose is additional income generated by the intervention spent? • What are the changes in men's behaviors/ attitudes? Do men still take their responsibilities within the household? Do they get involved in household chores and child rearing to support their wives?

Credits

Terrillon, Jacqueline, 2010, 'Gender mainstreaming in value chain development – Practical guidelines and tools', Corporate Network Agriculture, SNV, 2010.



3.2 Gender-sensitive value chain mapping

Tool 3.2a Making a gender-sensitive value chain map

By Vanderschaeghe and Lindo

Why use this tool?

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

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

What do you gain from using it?

- Get a global gender-sensitive picture of the value chain, the actors involved, their linkages and the percentages of man and women in each chain segment.
- Gain insight in the difference between man and women in terms of activities as well as access and control over resources.
- Identify opportunities for women to upgrade their position.
- Identify constraints and opportunities for women to participate in the value chain as well as an analysis of differences in power (positions) in the value chain governance.

Who applies this tool and for whom?

This tool gives guidelines to practitioners how to do a gender mapping of the value chain. This map can be used in participative workshops with value chain actors (women as well as men).

How does it work?

Step 1 Formulate hypotheses

First make hypotheses on how women participate in the value chain and then adjust your 'mapping route'. Although the general perception might be that women do not participate in certain processes or value chains, the key to a good gender analysis is go to the field with an open mind.

Our gender hypotheses should be based on the following questions:

- Where are the women in this value chain? What do they do?
- What are the characteristics of a map that convinces stakeholders and decision makers of the importance and opportunities of women in VC upgrading?

These gender hypotheses will help us to design the mapping route, look for the right tools to reveal the gender bias and identify key stakeholders for interviews or workshop.

Step 2 Actor mapping

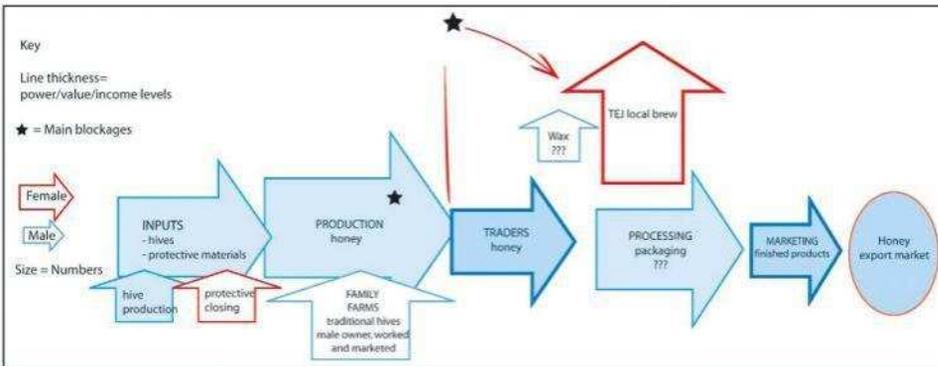
Make a visual presentation of the value chain, visualizing main actors, men and women. Make sure you invite or interview women leaders and small-scale informal women businesses in order to make an unbiased picture of the value chain.

Think about:

- What are the main processes involved in the chain?
- What are the main actors in the chains? Try to differentiate actors according to different typologies, such as:
 - Ownership or legal status (individual, household business, informal business, registered enterprise, cooperative, government)
 - Size or scale (number of people involved, micro-small-medium sized enterprise).
- How many actors in the value chain are men and how many women? (Use numbers, size, symbols and colors to differentiate men and women) (NB: segments can be mixed, composed of men and women).
- How many men and women are members of collective actors (producer organization, collective processing unit)?
- How many men and how many women are employed as workers at the different stages of the value chain?
- What are important actors outside the chain (e.g. business service providers, financial service providers, chain facilitators etc.)?
- What are important factors and actors influencing the value chain?

Example 1: Honey VC in Ethiopia

Figure 16: Honey value chain in Ethiopia (Source: Mayoux & Mackie, ILO, 2008)

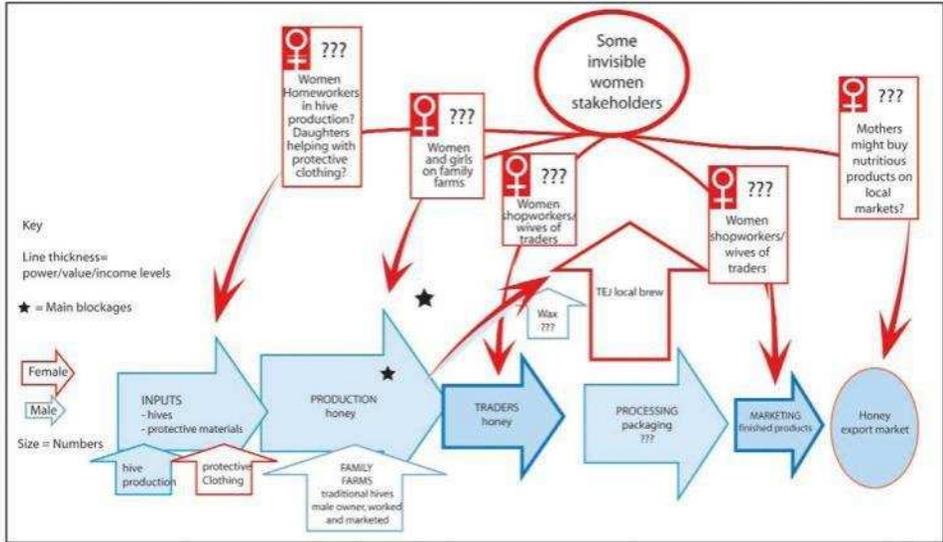


Step 3 Make invisible women stakeholders visible

This step makes women who are not mapped in the first actor mapping visible. These women are for example the wives or daughters in the family/ farm business, and laborers; they are not considered owners of the business.

Example 2: 'Invisible' women in honey VC in Ethiopia

Figure 17: 'Invisible' women in honey VC in Ethiopia (Source: Mayoux & Mackie, ILO, 2008)



Step 4 Activity mapping

An important tool for making women visible is the mapping of the activities involved in the different processes of the value chain. Which activity is done by men and which by women? Give a special color to activities that generate value or bring in quality. These might be key to identifying opportunities for women empowerment in the VC. The second example of Tool 3.3a can be useful to guide this exercise.

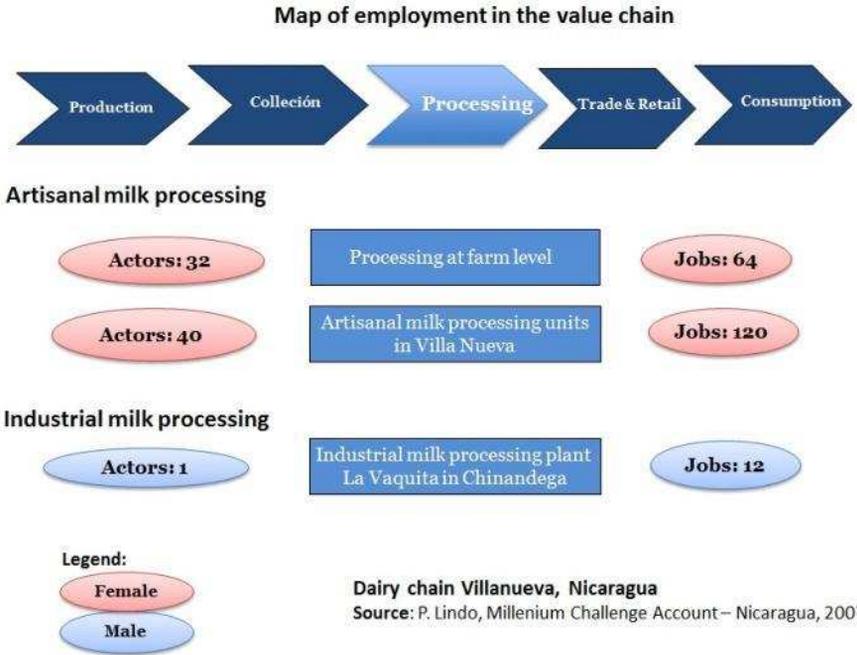
Step 5 Specific gender mapping

To highlight specific contributions of women stakeholders in the value chain, specific mapping could be necessary. The map below (example 3) shows the mapping of the number of actors and employees in a core process of the value chain. It shows that a lot of small women-owned domestic milk-processing businesses (Villanueva farm processing and Villanueva artisanal processing units) create more jobs by processing fresh cheese than the industrial processing unit (Vaquita Chinandega), which can process the same amount of milk as all small enterprises together.

This mapping made visible that the planned upgrading strategy, improving price for milk producers, focused on recollecting and selling milk to the industrial plant (instead of selling it locally to domestic milk processing businesses) will have a negative impact on employment, especially women employment in the municipality, as less milk will be available for processing by women.

Example 3: Dairy chain Villanueva, Nicaragua

Figure 18: Dairy chain Villanueva, Nicaragua (Source: Lindo, 2007)

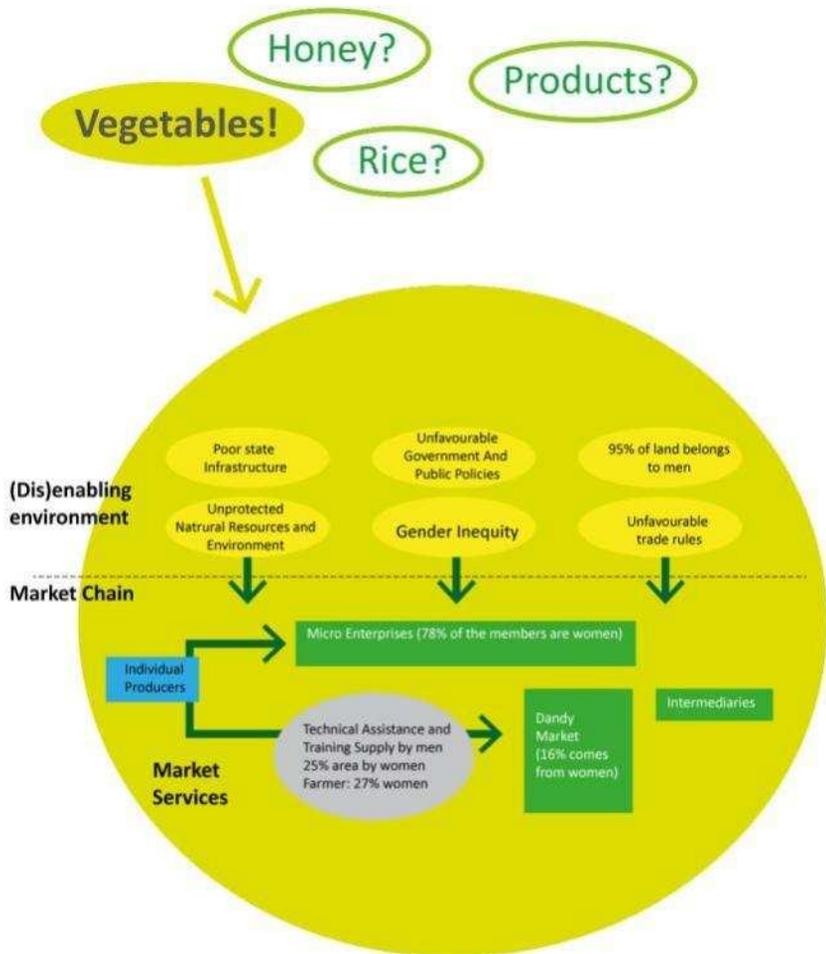


Credits

Vanderschaeghe, M. and Patricia Lindo, 2008, based on own experience, tools from MASRENACE Program of GIZ in Nicaragua, and 'Making the strongest links', Linda Mayoux & Grania Mackie, pag 28-30, 2008, ILO .

Example 4: Gendered Market Mapping

The next page is a snapshot of the gendered market mapping approach of Oxfam. The approach gives guidance in drawing gendered maps of the disabling environment, the market chain and market services of agricultural products and markets. The presentation is available on the World Wide Web: <http://growsellthrive.org/>



Tool 3.2b Making visible who contributes how to the quality of the product

By Vanderschaeghe and Lindo

Why use this tool?

Even when women take part in all agricultural and livestock value chains, women are not considered as producers; their contribution to quality and value adding in producing and processing is often ignored. In addition, their opinions and visions for the economic development of the farm, the producer organization and the value chain is seldom valued. Women do not benefit directly from their work, so they lack incentives and services to participate as equal partners in the value chain.

This tool is focused on changing the perception (self-perception and perception of others) of women's contribution to farm and family business economics and chain upgrading, as a first step to position women as important and equal economic actor in farm, business and value chain development. This tool is especially recommended when working with male-dominated value chains.

What do you gain from using it?

- Make men and women's contribution to the quality of products and processes in the value chain visible.
- Create awareness regarding the important role women play in household economics and value chain-upgrading; strengthening the negotiating power of women in their families and productive organizations.
- Create awareness of the unequal distribution of benefits between men and women from participating in the value chain.
- Create awareness of the importance of shared benefits and decision-making between men and women for development of farm and business, productive organizations and value chain.

Who applies the tool and for whom?

This is a participatory tool to be used in workshops with a group of producers or processors, inviting both men and women. As this tool looks into the household dynamics, it is important that both husbands and wives are invited to attend the workshop.

How does it work?

Men and women work in separate groups to answer the questions below. Each group answers the same questions.

Step 0 Preparation: visualization of value chain and market(s)

Before working on women and men's contribution to product and process quality, it is important that participants have clear market vision and can define product quality in terms of market requirements. A value chain mapping tool, which helps visualize and define different markets and their demands, can precede this tool (see tool 3.2a).

Step 1 Group work on contribution of men and women to the quality of the product

Each group answers the following questions handed over on a flipchart:

- How do women contribute to the quality of the product?
- How do men contribute to the quality of the product?

- What benefits do women receive for their work with this product/ in this value chain?
- What benefits do men receive for their work with this product/ in this value chain?

NB: Focus the discussion on the product of the value chain at stake.

Step 2 Group work on distribution of benefits

After answering these first four questions, a next flipchart is given with the following question:

- How are the benefits divided amongst men and women?
- Do men and women receive benefits according to their contribution?

Step 3 Plenary session to discussion on the outcomes of the group work

Share the data in the plenary session and discuss differences and similarities in the perceptions men and women have about their respective contributions and benefits of participating in the chain, as well as how this affects value chain upgrading.

Questions for facilitation of plenary session:

- What do the women think about the men's opinions? What do the men think about the women's opinions?
- Why do the women say that their benefits aren't the same? Why do the men say that their benefits are the same, if for instance their wives aren't cooperative members and do not receive extension services?

Step 4 Plenary session on consequences of the situation

In plenary or in groups of men and women, participants respond to the final questions:

- Does the fact that women receive less benefit than men for their work, affect volume and quality of the goods in the value chain? How?
- What proposals do you have for improving women's benefits?

Recommendations for the process

- Facilitation should be focused on promoting the dialogue between men and women. Make the opinions and proposals of both groups visible and especially give voice and value to the women's contributions.
- Ask the right questions to make people reflect on the status quo; on the invisible value of women's work, on the unequal distribution of income and benefits in the household.
- Reveal the contribution of women to quality and value adding.
 - Women's reproductive and productive roles are often overlooked, but are key factors to product quality and value adding; water fetching, cleaning of living and production area, managing people's and business' hygiene; harvesting and post-harvesting; home processing of products and quality control of goods.
 - Also the budget management skills of women are important to business upgrading.
 - Help people reflect on the complementary nature of men and women's roles in family business. Without women cooking, looking after kids and taking care of family property, men wouldn't have the strength or the time to dedicate to their productive roles.
- Question the unequal benefits women and men receive for their contribution to the family economy. Normally, participants will mention family benefits as nutrition, education and health as 'benefits of women'. It is important that the facilitator puts the question precisely: 'What are the benefits as a person, woman or man?', 'How do man or woman develop and progress as a result of their participation in the value chain?'
- Connect issues on the chain's upgrading and growth with gender gaps and gender constraints.

Example: The dairy value chain in Siuna, Nicaragua

Figure 19: Workshop promoting gender equity in value chains in the RAAN, Nicaragua (Source: MASRENACE GTZ and PRODER Oxfam UK, 2009)



The dairy value chain in Siuna, in the Northwest of Nicaragua, has a strong masculine image and representation, due to the fact that men own the majority of land and cattle and are assumed to be the dairy producers and owners of family production. The dairy producers' organizations have a large percentage of male membership, and chain upgrading programs convene and develop services focused on this population. The upgrading strategy of the dairy chain in Siuna focuses on improving milk quality on farm level and invests in new technology on processing level to produce an innocuous cheese for export.

This tool was used in a workshop organized by the MASRENACE program of GTZ and the PRODER project of Oxfam GB; inviting members of the dairy cooperative COACAM and their wives. Asking about the contribution of men and women to quality and innocuous milk production, the tool revealed that women carry out key activities linked to hygiene of the milking process. Women haul water from the well to the house, wash containers, buckets and cloths to strain the milk, wash the udders of the cows before they are milked and remind their husbands to wash their hands. After milking, women strain the milk in order to remove impurities. Although men milk the cows, women ensure the quality and innocuousness of the product.

As a result of the workshop, women gained self-awareness regarding their contribution to milk quality and family economy, the inequality in benefits received and their right to receive more benefits. This self-awareness has given them greater negotiating capacity in their families in relation to income from the milk and other related benefits, such as being cooperative members and having access to its services.

Quote:

"... We women work more, but the benefits we receive aren't equal. Because men manage the money, they decide what to buy and they are cooperative members and get loans and training. The woman should participate as a cooperative member, not as wife of a member..."- Women's group in workshop, COACAM cooperative

One of the results of the process has been the explicit demand from women to join the cooperatives as members. In just one year, women's membership in the COACAM cooperative increased from 8% to 43%; several families are represented by husband and wife.

Credits

Vanderschaeghe, Mieke and Patricia Lindo (2009), Workshop: 'Promoting gender equity in value chains in the RAAN', Nicaragua. MASRENACE GTZ and PRODER Oxfam UK, 2009.

3.3 Gender-based constraints and opportunities

Tool 3.3a Activity mapping and the identification of gender-based constraints (and design of possible actions to address these)

By Terrillon, McEwan and Mayanja from CIP

Why use this tool?

When developing an intervention for value chain-upgrading, you are dealing with a variety of actors, e.g. farmers; organizations and enterprises. It is important to be aware that these actors are typically composed of men and women. Men and women play different roles and have different responsibilities in the activities involved in a production process. They face different constraints in accessing and controlling the resources needed to carry out their activities. These constraints have an impact on the value chain, because they can affect volumes and quality of the produce. By gaining insight in these different constraints, this tool helps to think of actions to address each of these constraints (disaggregated by gender) and to contribute to a successful value chain-upgrading intervention.

What do you gain from using it?

- Insight in the division of work (activities for men, women, youth) within different nodes of a value chain
- Insight in constraints faced by different gender groups in undertaking their activities in different nodes of the value chain
- Support to define actions to address these constraints

Who applies this tool and for whom?

- This tool can best be used by development practitioners
- It is best used with the target population, initially with separate focus groups of men and women, followed by validation with both groups

How does it work?

Step 0 Preparation

- This tool can be used to analyze gender based constraints in a specific value chain, well-known by the participants. The tool elaborates on tool 3.2a: 'Making a gender-sensitive value chain map', which collects sex-disaggregated data along a specific value chain. Tool 3.2a provides an holistic perspective of the different nodes and linkages in the value chain.
- The tool needs at least 3 hours to fill in; longer if you work with your target populations in separate focus groups (men/women).
- For group work it can be useful to draw the tables on a flipchart.
- In order to save time, the facilitators can fill in sections pertaining to actors, chain nodes and activities prior to using the tool in focus groups.

Step 1 Identify the actors in the different nodes of the value chain

Use table 1: 'Identification of gender based constraints per actor and activity in the value chain'. Adapt the first column to your context by listing each actor (e.g. small-scale producer, processor, and vendor) of each node of your value chain.

Step 2 Activity mapping and degree of responsibility of activities

List and analyze activities carried out by the different actors identified in step 1 and mark who is responsible and the degree of responsibility per gender (male and female; you could add categories, e.g. youth). Use X: a little active; XX: active and XXX: very active.

Step 3 Identify constraints per activity

Identify constraints faced per activity for male and female that limit access and control of resources to carry out the activity.

Figure 20: Identification of gender based constraints per actor and activity in the value chain (Source: Terrillon, 2013)

Actors by Value chain Nodes	Description of activities under each node of the Market Chain	Responsibilities/ roles and level of implication by gender		Which constraints are faced that limit access and control of resources for the activity carried out, by gender	
		M	F	Male	Female
Input Supply					
Production					
Processing					

Step 4 Analyze the constraints

Fill in table 2: 'Identification of potential actions to address gender-based constraints'.

Take over the identified constraints from table 1 and put them in column 1. Specify to which target group (male, female) the constraint applies.

Analyze the consequences of the constraints on the efficiency of the value chain (column 2) and the causes of the constraints (column 3). Add as many rows as needed.

Step 5 Formulate actions to address the constraints

Identify potential actions pertaining to the factors causing the gender-based constraints; fill in the last column of table 2.

Figure 21: Identification of potential actions to address gender-based constraints (Source: Terrillon, 2013)

Gender based constraint(s)	Consequence	Cause/Factor leading to Gender based constraint	Actions to address Gender based constraints
Input Supply			
Production			
Processing			

Figure 22: Analyzing gender-based constraints in the bean, maize and groundnut value chain, during TOT of Women Economic Associations project of the World Bank, Northern Uganda (Source: Lentink, 2013)



Recommendations for the process

When identifying the constraints, keep in mind the following challenges/ inequalities faced by women at different levels:

At household level:

- How is the sexual distribution of tasks and workload?
- What type of technology are women using to carry out their activities and are these adapted?
- Who has access to/ control over resources such as land input, equipment, technologies etc.?
- Who has access to services? Which services?
- Who decides what to grow, how much and where?
- Who decides how much to market and where?
- What limitations hamper the quality and competitiveness of businesses owned by women?
- Who decides on use of benefits/ incomes earned?

At organizational/ group level/ access to services:

- How do women participate in different associations/groups? Do they face any constraints in participating? Why? What are the consequences of not participating?
- Which services do men and women get within the chain and how? Do women have access to training, meetings, markets, market information? If not, why?

At chain level/ overall environment:

- How much value added is produced in each part of the chain?
- Who creates it, men or women? Who earns more?
- Who decides on prices?
- What factors in the political, cultural or commercial environment contribute negatively to female participation?
- What opportunities do women have to upgrade their position in the chain?

Credits

Jacqueline Terrillon (freelance consultant), Margaret McEwan (research leader of CIP) and Sarah Mayanja (regional research assistant of CIP) developed this tool during a workshop provided in the gender in value chains coaching's track of Agri-ProFocus in Uganda (2012). Anna Lentink from Triodos Facet further elaborated on the tool.

Example 1: Orange Fleshed Sweet Potato (OFSP) value chain

The examples provided below are extracted from a regional workshop on 'Gender in Value Chains and Business Planning', organized by CIP (The International Potato Center) in Entebbe, Uganda, April 2013. The workshop was organized within the project 'Scaling up technologies in Orange Fleshed Sweet Potato (OFSP) using the Agricultural Innovation System (AIS)'.

The examples of processors of fresh roots are from Northern Uganda and from Tanzania.

Figure 23: Gender-based constraints per actor and activity in the sweet potatoes value chain, Uganda (Source: Terrillon, 2013)

Description of Actors	Description of activities under each node of the Market Chain	Responsibilities/ roles and level of implication by gender		What constraints are faced that limit access and control of resources for the activity carried out by gender	
		Male	Female	Male	Female
Input Supply					
n.a. during workshop					
Production - Orange Fleshed Sweet Potato (OFSP)					
Small scale producers	Site selection	XX	X		Access to land
	Land preparation	X	XX		
	Planting		XXX		Access to manure
	Weeding		XXX		
	Harvesting		XX		
Processing					
Processors and street vendors	Bake and sell OFSP donuts at the market		XXX		1. Face challenges in purchasing fresh roots because of high prices linked to

					inconsistent supply 2. Accessing adequate and affordable equipment to prepare the donuts
Baker (private business)	Mills chips into flour and uses it to bake bread	XXX	X	1. Faces challenges in obtaining sufficient supply of fresh roots	

Figure 24: Potential actions to address gender based constraints in the sweet potatoes value chain, Uganda (Source: Terrillon, 2013)

Gender based constraint(s)	Consequence	Cause/Factor leading to Gender based constraint	Actions to address Gender based constraints
Input Supply			
n.a during workshop			
Production			
Women fresh root producers face challenges in: 1. Accessing land 2. Accessing manure	Poor access to land and manure by female producers affects production and supply to other actors along the chain	Because of cultural norms, men are the main decision-makers over the use of resources such as land Men prefer to use land for what they consider as commercial crops, such as coffee or pineapple. There is competition over use of manure for food/cash crops. Men usually decide on use of manure. When it is not available at household level, manure needs to be purchased and women do not necessarily have the financial resources to acquire it.	1. Conduct sensitization /communication for behavioral change to bring men on board and recognize OFSP as commercial crop 2. Link up women processors with financial institutions offering Gender responsive products and services 3. Organize women in producer groups to facilitate collective access to land and resources
Processing			
Women processors/street vendors face challenges in: 1. Purchasing fresh roots because of high prices linked to inconsistent supply 2. Accessing adequate and affordable equipment to prepare the donuts	1. They cannot produce enough to meet demand and are limited to “petty trading” 2. Inadequate equipment to process fresh roots affects quality of flour/donuts	1. Inconsistent supply linked to constraints at production level 2. Women processors’ limited capacity to access responsive financial service and products through financial institutions	1. Link processors with (female) fresh root producer groups for consistent supply 2. Link women processors with financial institutions offering gender responsive products and services 3. Link women processors to a baker who could rent his equipment for a fee

Example 2: Roles of women and men in the honey value chain in Somoto, Nicaragua

Figure 25: Roles of women and men in the honey value chain in Somoto, Nicaragua (Source: Las Abejas, 2010)

Value Chain Node	Activity	Women	Men
Production	Inspection of hives	X	X
	Transhumance	X	X
	Nutrition	X	X
	Control of diseases	X	X
	Rent of land		X
	Preparation of material		X
	Honey harvest	X	X
	Melt the wax	X	X
	Reproduction of hives		X
	Replacement of materials	X	X
	Honey sale	X	X
	Change of the bee queen		X
	Replacement of hives		X
Value Chain Node	Activity	Women	Men
Collecting and processing	Reception of the honey		X
	Settle the honey	X	X
	Honey bottling	X	X
	Labeling of bottles	X	X
	Storage of honey	X	X

Tool 3.3b Formulating gender-based constraints and assessing the consequences of gender-based constraints

From USAID

Why use this tool?

This tool helps to distinguish the areas of inequality that are relevant to the efficient operation of the value chain. It identifies measurable conditions of gender inequality and subsequently the factors that cause gender disparities. The Gender-based Constraints (GbC) statement formulates the causal relationship between these factors and conditions. The GbC statements can serve as foundation for the formulation of actions to build a value chain with equal gender opportunities.

After having identified Gender based Constraints (GbCs), this tool provides insights into how these GbCs can work against achieving the goals of your development project or program. Hypotheses are formulated on the consequences of Gender-based Constraints on both the value chain efficiency and competitiveness, and women's economic empowerment, which helps to prioritize and address the GbCs.

What do you gain from using it?

- Insight into the factors causing conditions of gender inequality.
- Formulation of Gender-based Constraint as foundation for the formulation of actions to address these constraints.
- Insight into how particular GbCs can counteract your program's objectives.
- Insight into which GbC is most critical to address.

Who applies this tool and for whom?

Value chain development practitioners use this framework for data collection in the process of developing a project strategy. Data can be collected in various forms and with a variety of methods, e.g. a desk study, field work and focus group discussions.

How does it work?

Step 1 Identify measurable conditions of inequality (linked to a society's understanding of gender).

Measurable inequalities are revealed by sex-disaggregated data collection.

Example: Women are constrained from full membership in a horticulture association.

Step 2 Identify the factors that cause conditions of gender disparities.

Investigate the causes for inequalities. Try to find clear factors that can be addressed to change the inequality.

Example: women are not registered landowners (therefore they cannot attain full membership in the dairy association).



Step 3 Formulate a Gender-based Constraint (GbC) statement

Formulate a cause and effect hypothesis; the Gender-based Constraint Statement. Each GbC statement has three parts: (1) it shows who is being affected, (2) it identifies what result is being limited (the condition); (3) it offers a framing of the cause of that limitation (the factor).

Example

Women (1) are often constrained from improving the overall quality and quantity of horticultural crops because they lack access to services provided by producer associations (2) because of membership requirements for land ownership (3).

The below diagram can be used to formulate the Gender-based Constraint.

Figure 26: Gender-based constraint formulation diagram template (Source: USAID, 2009)

Who (1)	Condition of disparity (2)	Factor(s) causing the condition (3)

In practice, conditions of disparities and gender constraints are often caused by multiple factors and within one value chain, there are different types of Gender-based Constraints. It is important to prioritize the factors and to determine which factors are most important to address within the framework of the intervention. It might be useful to oversimplify the cause and effect hypothesis to establish a practical process that can be applied in the field.

The next diagram can be used to draw up different types (dimensions) of constraints from different observed conditions of disparities and their causal factors.

Figure 27: Different types of constraints diagram template (Source: USAID, 2009)

Dimension	Observed and measurable unequal conditions	Factors leading to the observed gender inequalities	Gbc statement
Practices and Participation			
Access to Assets			
Beliefs and Perceptions			
Laws, Policies, and Institutions			

Example

Examples of filled-in diagram for the formulation of a Gender-based Constraint:

Figure 28: Gender-based constraint formulation diagram (Source: USAID, 2009)

Who (1)	Condition of disparity (2)	Factor(s) causing the condition (3)
Women	are constrained from putting more time into market-oriented horticultural production	because: <ul style="list-style-type: none"> · they lack transport to travel quickly between their farms and their homes (lack of access to transportation), and · they are expected to be home to prepare a daily evening meal (social expectation)
Women	are constrained from full membership in the dairy association that is based on land ownership and thus do not receive full payment for the milk they supply	because: <ul style="list-style-type: none"> · they are not registered landowners (unequal access to assets)

Example of filled-in diagram of the different dimensions of gender disparities:

Figure 28: Different types of constraints diagram template (Source: USAID, 2009)

Dimension	Observed and measurable unequal conditions	Factors leading to the observed gender inequalities	Gbc statement
Practices and Participation	In comparison to men, women have less discretionary time available.	Women work on both household and agricultural tasks. Women are disproportionately responsible for household work.	Women are often constrained from improving on-farm productivity because of time-poverty linked to their household labor responsibilities.
Access to Assets	<p>Women have greater difficulty in accessing capital; they take out fewer loans than do men.</p> <p>Women own fewer and smaller agricultural plots than do men, even though the land law allows men and women to inherit equally.</p> <p>Producer association membership is based on land ownership; fewer women than men are registered members.</p>	<p>Husbands and wives are required to cosign loans, but husbands are less willing to sign for their wives than wives are for husbands.</p> <p>Title to agricultural land is typically held in men's names. Equal inheritance under the law is not followed in practice, and women do not inherit family assets equally to their brothers.</p> <p>Producer associations do not allow non-land assets to be used to meet membership criteria.</p>	<p>Women are often constrained from accessing financial capital because they lack ownership of assets that can serve as collateral.</p> <p>Women are often constrained from improving the overall quality and quantity of horticultural crops because they lack access to services provided by producer associations because of membership requirements for land ownership.</p>

Beliefs and Perceptions	Women are observed to hold fewer technical and management positions than men. Girls also form a small proportion of the agricultural science and technical students in secondary schools.	Both men and women express concerns about placing women in supervisory positions over men. These stereotypes work against even those women with degrees and excellent qualifications.	Women are often constrained from filling senior management and technical positions in processing firms because of discriminatory social attitudes toward women's employment and ability to manage men.
Laws, Policies, and Institutions	Women cannot work in horticultural processing plants at night.	Labor laws restrict women's nighttime work. Labor laws restrict the weight women are allowed to carry.	Women are restricted in the number of hours and types of jobs they can work because of discriminatory legislation.

Step 4 Hypothesizing the consequences of GbCs

Answer the following questions:

- What are the consequences of the Gender-based Constraint on:
- Achieving project objectives?
- Supporting women's economic advancement?
- Building efficient and competitive value chains?

The work sheet below can be used to formulate the consequences on the three different areas (use columns 1-4 for step 4).

Figure 29: GbC consequences and prioritizing (Source: USAID, 2009)

Gender-based constraint	What are the consequences of this constraint on:			Prioritizing constraints
	Project objectives	Women's economic advancement	Efficient and competitive value chains	

Step 5 Prioritizing constraints

The determined hypothetical consequences can help to see which GbCs have the potential to affect the program negatively. To identify the most critical issue to address, the GbCs should be prioritized (use column 5 for this step). The prioritization is dependent on a range of factors, such as project timeline, budget, short-term and long-term goals. In addition, the effects of addressing the constraint should be taken into account; more priority might be given to activities with bigger spillover effects.

It is advisable to concentrate on a small selection of constraints, because GbCs often have several causes; a bunch of strategies are then needed to address these constraints.

Example: The consequences of Gender-based Constraints for women in a horticulture value chain project

Starting point: The GbC and factors causing them

Figure 30: GbCs and factors formulation (Source: USAID, 2009)

Who (1)	Condition of disparity (2)	Factor(s) causing the condition (3)
Women	are constrained from putting more time into market-oriented horticultural production	because: they lack transport to travel quickly between their farms and their homes (lack of access to transportation), and they are expected to be home to prepare a daily evening meal (social expectation)

Step 4 & 5

Figure 31: GbC consequences and prioritizing (Source: USAID, 2009)

Gender-based constraint	What are the consequences of this constraint on:			Prioritizing constraints
	Project objectives	Women's economic advancement	Efficient and competitive value chains	
Women are often constrained from improving the overall quality and quantity of horticultural crops because they lack access to services provided by producer associations as a result of membership requirements for land ownership.	<p>Increasing productivity of targeted horticulture commodities: If women are not receiving appropriate guidance on crop production, the project will miss opportunities to increase productivity.</p> <p>Strengthening producer associations: As strong associations are built on principles of democracy, producer associations built on criteria that exclude capable producers create vested interests in the community.</p>	<p>The constraint maintains women's status quo as resource-poor producers, missing opportunities for them to benefit from efforts to pool resources and to share information, services, and inputs.</p> <p>It also overlooks opportunities to support women's empowerment by increasing their social and political capital.</p>	<p>Women's lack of access to support services and information that can improve the quantity and quality of crops reduces efforts to upgrade production. It also hampers efforts to support the production of quality crops to buyers, thereby reducing the strength of vertical linkages built along the chain.</p> <p>Associations designed to include members on the basis of their assets, as opposed to their ability to cooperate to meet buyer demands, are less strong and overlook the potential for different types of producers to contribute to effective value chains.</p>	1
Women are often	Time constraints will	As demands on	Time constraints that	2

constrained from improving on-farm productivity because of time-poverty linked to their household labor responsibilities.	affect time available for work on farms, training, or producer fairs, reducing women's opportunity to participate in and benefit from many project activities.	women's on-farm labor increases, women may suffer even greater in terms of increased time-poverty.	take away from women's on-farm labor or create increased health risks that reduce their productivity, may reduce the flow of goods in the value chain.	
Women are often constrained from accessing financial capital because they lack ownership of assets that can serve as collateral.		Women will find it harder to engage in economic activities that require new capital (e.g., start businesses, purchase additional land or heavy machinery, hire employees).	Value chains are often capital-constrained, which reduces upgrading efforts.	4
Women are often constrained from filling senior management and technical positions in processing firms because of discriminatory social attitudes toward women's employment and ability to manage men.	To increase employment in horticultural production and processing: Gains in employment through the project activity, when disaggregated by sex and occupation, will show no change in the relative status of men and women.	Persistent discriminatory attitudes about women restrict their employment opportunities and are barriers to realizing economic empowerment.	Occupational segmentation reduces overall efficiency and competitiveness of value chains by not taking full advantage of the potential of qualified women.	3

The GbCs were prioritized as follows:

1. Women are often constrained from improving the overall quality and quantity of horticultural crops, because they lack access to services provided by producer associations as a result of membership requirements for land ownership.
2. Women are often constrained from improving on-farm productivity because of time-poverty linked to their household labor responsibilities.
3. Women are often constrained from filling senior management and technical positions in processing firms because of discriminatory social attitudes toward women's employment and ability to manage men.
4. Women are often constrained from accessing financial capital because they lack ownership of assets that can serve as collateral.

This was the rationale for the prioritization of the four GbCs:

As a first priority, the project staff felt it was important to ensure that both men and women had access to the services that could improve the quantity and quality of their crops. The long-term gains in addressing this GbC would strengthen both horizontal and vertical linkages and might result in a stronger relationship between the buyer and the producer association

Second, the staff considered women's lack of time, because identifying ways of reducing women's time burden in the household would contribute to their economic advancement by freeing them for productive activities. It would allow them to participate in and benefit from program activities and potentially increase on-farm productivity.

Because the data on employment had not been disaggregated by sex, the project staff was unclear whether the discriminatory attitudes were contributing to occupational sex segmentation. However, they recognized that to support women's economic empowerment and meet gender policy requirements, they needed to ensure that the project did not support discriminatory practices. Moreover, staff felt that encouraging firms to adopt a gender-equal workplace might attract buyers whose consumers were more concerned about the origins of their products.

Finally, because the staff was facilitating market linkages with buyers who could embed credit and other services in contracts with producer associations, the project considered addressing women's lack of credit directly to be the least critical priority.

Credits

USAID, 2009, Promoting gender equitable opportunities in agricultural value chains: a handbook. This publication was produced for review by the United States Agency for International Development. It was prepared for Development and Training Services, Inc. (dTS) by Deborah Rubin (Cultural Practice LLC) and Cristina Manfre and Kara Nichols Barrett (dTS), p. p. 90-99.

Tool 3.3c Taking actions to remove gender-based constraints

From USAID

Why use this tool?

This tool helps to brainstorm and prioritize on possible actions to remove Gender-based Constraints to build a competitive and efficient value chain with equal gender opportunities. You need to have a formulated Gender-based Constraint and preferably have identified the consequences of these constraints on your program or intervention (tool 3.3b).

What do you gain from using it?

- Separate the different factors causing Gender-based Constraint to identify different areas of actions to address the constraints
- Brainstorm on possible actions to address the different factors causing a Gender-based Constraint and consequently increase the efficiency/ competitiveness of a value chain and increasing women's economic empowerment.
- Prioritize actions to address Gender-based Constraints and consequently increase the efficiency/ competitiveness of a value chain and increasing women's economic empowerment.

Who applies the tool and for whom?

Value chain development practitioners

How does it work?

Step 1 Take stock of Gender-based Constraints

GbCs are often the result of multiple (sometimes cascading) factors, as shown in the GbC statement. The constraints analysis tree (figure below) helps to spell out these different factors and how these are related. It is important to separate the factors, because they refer to different dimensions of the gender constraint and therefore may require different areas of action to address.

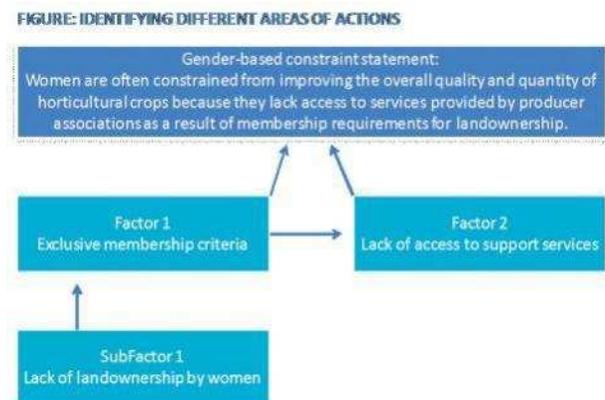
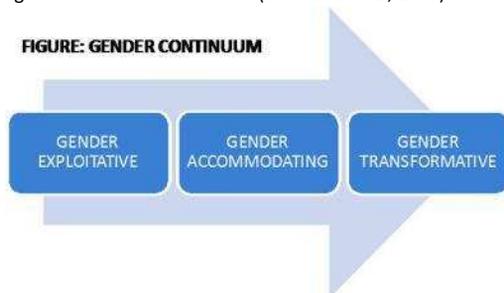


Figure 32: Identifying different areas of actions (Source: USAID, 2009)

Step 2 Identifying actions

To prioritize and design value chain interventions the gender continuum can be used (see figure and text box below for explanation).

Figure 33: Gender continuum (Source: USAID, 2009)



The continuum is made up of three broad categories of gender integration strategies: (1) Gender-Exploitative, (2) Gender-Accommodating, and (3) Gender-Transformative. The aim is to identify strategies that move toward gender-transformative strategies.

Figure 34: Gender continuum: gender integration strategies (Source: USAID, 2009)

The gender continuum: gender integration strategies

Gender Exploitative refers to projects that intentionally manipulate or misuse knowledge of existing gender inequalities and stereotypes in pursuit of economic outcomes. The approach reinforces unequal power in the relations between women and men and potentially deepens existing inequalities.

Gender Accommodating refers to projects that acknowledge inequities in gender relations and seek to develop actions that adjust to and often compensate for gender differences and inequities without addressing the underlying structures that perpetuate gender inequalities. While this approach considers the different roles and identities of women and men in the design of programs, it does not deliberately challenge unequal relations of power. In the process of achieving desired development objects, projects following this approach may miss opportunities for improving gender equality.

Gender Transformative refers to an approach that explicitly engages both women and men to examine, question, and change those institutions and norms that reinforce gender inequalities and, through that process, achieve both economic growth and gender equality objectives.

Recommendations for the process

When designing the specific actions to address Gender-based Constraints, practitioners should consider the scope and resources for their specific program. Where programs face limits on their ability to act directly to remove particular factors, other actors in the value chain or donor-funded programs can be involved to collaborate on specific tasks.

Tips for identifying action

1. Be creative and think innovatively
2. Aim for strategic and market-driven solutions
3. Seek mutually supportive and transformative strategies
4. Engage both men and women

The worksheet below can be used to formulate the actions to address the Gender-based Constraints. For each constraint and causing factor, there are multiple opportunities for actions.

Figure 35: Formulate the actions to address the Gender-based Constraints (Source: USAID, 2009)

List the most important gender-based constraints for the program	Factors contributing to constraint	What actions might address the Constraints to achieve more equitable Outcomes?
1.	1.	1.
	2.	1.
		2.
	3.	1.
		2.
		3.
2.	1.	

Example

The worksheet below provides examples of some possible actions to address the Gender-based Constraint in the horticulture value chain (the same example used in tool 4.3a and 4.3b).

As one of the objectives of this program is to strengthen trade and producer associations, pursuing a strategy that enhances productivity through an association that better represents all producers may be the most appropriate course of action (the first Gender-Based Constraint in the table). This strategy also contributes to building women’s agency and voice through participation in the association.

However, another project might consider strategies to alleviate the GbC through the private sector. A rural sales agent model might overcome the challenges women face in accessing goods and services through producer associations, by shifting the responsibility for bulking and delivering orders to input suppliers through sales agents. Where sales agents are trained to target women as customers, this could help women gain access to inputs.

Figure 36: Formulate the actions to address the Gender-based Constraints (Source: USAID, 2009)

List the most important gender-based constraints for the program	Factors contributing to constraint	What actions might address the Constraints to achieve more equitable Outcomes?
Women are often constrained from improving the overall quality and quantity of horticultural crops because they lack access to services provided by producer associations as a result of membership requirements for land ownership.	Exclusive membership criteria.	Encourage a change in membership criteria, e.g., graduated membership based on increased quality and quantity of product delivered to association.
	Lack of access to support services	Design alternative service delivery scheme for non-producer association members (e.g., rural sales agent).
		Change association rules to allow non-producer members to attend trainings and access benefits.
	Lack of land ownership by women	Raise awareness on land ownership rights.
		Advocate for equitable land distribution.
		Support better enforcement of existing legislative
Women are often constrained from improving on-farm productivity because of time-poverty linked to their household labor responsibilities.	Women's household responsibilities.	Identify labor-saving technologies to reduce women's time on household responsibilities.
	Social perceptions that link household responsibilities with women's work.	Apply family as a farming business approach.
		Address time/task allocation of household labor in family business workshops.
Women are often constrained from accessing financial capital because they lack ownership of assets that can serve as collateral.	Collateral-based loan policies.	Work with lending institutions to design women- and pro-poor- friendly business loan instruments.
	Social perceptions about women's capabilities.	Advocate for legislative framework for use of non-land assets in lending.
		Design awareness raising campaigns to promote women's leadership in business.
Women are often constrained from filling senior management and technical positions in processing firms because of discriminatory social attitudes toward women's employment and ability to manage men.		Encourage firms to adopt gender-sensitive practices and policies (e.g., nondiscriminatory employment, gender-sensitive labor relations trainings).

Credits

USAID, 2009, Promoting gender equitable opportunities in agricultural value chains: a handbook. This publication was produced for review by the United States Agency for International Development. It was prepared for Development and Training Services, Inc. (dTS) by Deborah Rubin (Cultural Practice LLC) and Cristina Manfre and Kara Nichols Barrett (dTS), p. 101-106.

4. Intervention Strategies

4.1 Households

Tool 4.1a Gender Action Learning System Stage 1

Tree of diamond dreams

From Mayoux, Oxfam Novib

Why use this tool?

Discussing gender issues is often a very sensitive process, arousing very strong feelings in both women and men at community-level and in organizations. Initially, both women and men may deny that gender inequalities exist and/ or assert that gender issues are not important

GALS is conceived as a long-term process with three basic stages. Stage 1, the tree of diamond dreams, opens up discussion specifically on gender. Stage 2, 'Steering life's rocky road' uses the outputs of GALS stage 1 as an input to focus on the individual and communities' action-learning for life and livelihood planning. Subsequently, stage 3 leads to gender mainstreaming in economic interventions. These three stages are well presented in Annex 1.

This first stage of the GALS guides the process of visioning and committing to action on gender justice and prepares communities for subsequent stages of action towards gender equality. The subsequent GALS stages build on the gender awareness and community ownership developed in stage 1 for a systematic process of planned change, gender advocacy and livelihood development.

What do you gain from using it?

- A prioritized list of culturally relevant gender justice priorities as a mandate for change and progress towards the United Nations Convention on Elimination of all forms of Discrimination Against Women (CEDAW) and/ or national gender policies.
- A range of possible individual action commitments which can be followed up as immediate steps to change.
- An agenda for action by communities and organizations.

Who applies this tool and for whom?

The tool provides guidelines to practitioners for participatory sessions with women and men in communities. The use of simple graphics and symbols enables participants to clearly visualize and understand their situation and collect useful information.

How does it work?

GALS stage 1 centers around making a gender justice mother diamond and, based on this, an action tree. In this tool, we will explain how the gender justice diamond is made; for details of making the action trees, please refer to the GALS manual (p. 36-41).

Making the gender justice diamond

Step 1 Group diamonds

The activity can be done with any number of event participants, divided into single-sex groups of 10-15 participants with one facilitator and one co-facilitator or note-taker of the same sex as the participants. Where mixed-sex participation in the event is possible, then:

Each group focuses on own-sex experience:

- Women analyze the aspects of being a woman that they like or do not like.
- Men analyze the aspects of being a man that they like or do not like.

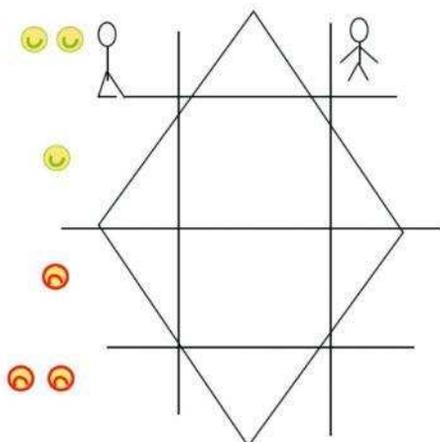
In this group discussion, the focus on individual aspirations slowly turns to discussions of justice and gender roles. Whether women should have to put up with the many forms of inequality that they do not like, and whether there are also aspects of men's position which men wish to change, e.g. not having enough time with their children or having too much responsibility in decisions.

Step 2 The mother diamond

These gender-segregated discussions are then brought together and compared in a common plenary 'mother diamond' focusing on 'common likes and dislikes as human beings' but also including analysis of gender difference and inequality.

Each aspect of human life is written on a card. Each group of cards is horizontally ranked on the diamond with the groups of 'best' cards with the most votes to the top of the diamond and groups of 'worst' cards with the most votes to the bottom. The cards are also ranked vertically: placing them in the columns for women and men if the criteria are for one sex only; placing them in the middle column if they think the aspects of life-indicators are for both sexes.

Figure 37: Mother diamond template (Source: Mayoux/ Oxfam Novib, 2010)



Step 3 Challenge action trees

The mother diamond is the bases for making the challenge action trees. This session aims to:

- Help people to analyze the reasons for and relations between different dimensions of the challenges selected. This emphasizes the need to address practical issues in strategic ways.
- Share and exchange ideas for solutions to different dimensions of the challenges.
- Generate at least 3 individual 'SMART action fruits' for each participant as their commitment to starting the road to change immediately after the event.
- Promote mixing and sharing of ideas between different participants and develop participatory skills, as well as reinforcing drawing skills.

For details of making the action trees, please refer to the GALS manual (p. 36-41).

Recommendations for the process

Gender justice diamonds are most effective in catalyzing change when used in mixed-sex workshops.

It is very important that the diagrams from stage 1 are kept safe, so that they can be found and used again. The outcomes from the gender justice diamond feed into the visioning of the road journeys: Stage 2 'Steering life's rocky road'. The challenge action trees and mother tree of diamond dreams are tracked to see whether and how the action commitment fruits have ripened, and further trees are prepared for other issues, thus broadening the process of change. A short video of the mother diamond and tree is also useful to disseminate the outcomes and refresh people's memories - as well as a fun diversion to start the 'rocky road' process.

Video examples

The WEMAN YouTube channel provides a number of videos, including the documentary on women's empowerment for gender justice in Western Uganda; 'mapping the road to change.'

Figure 38: Examples of microfinance organizations in Pakistan (Source: Mayoux/ Oxfam Novib, 2010)



Figure 38 provides two examples of GALS diamonds from microfinance organizations in Pakistan. The figure on the left shows that women wanted houses registered in their names, to be able to

buy their own clothes, have mobile phones to keep in contact with their married daughters and friends, and to travel (airplane and mobile phone, upper right corner of the drawing).

The figure on the right shows a woman lying dead in a grave (in the left bottom corner) because she has been murdered or committed suicide as she could no longer carry on with the abuse; her children are crying around her body. The women estimated about 5% women in the community were estimated to be at that level of despair. In the left upper corner the vision of ideal relations between women and men from Pakistan is drawn. This is now part of the WEMAN program logo.

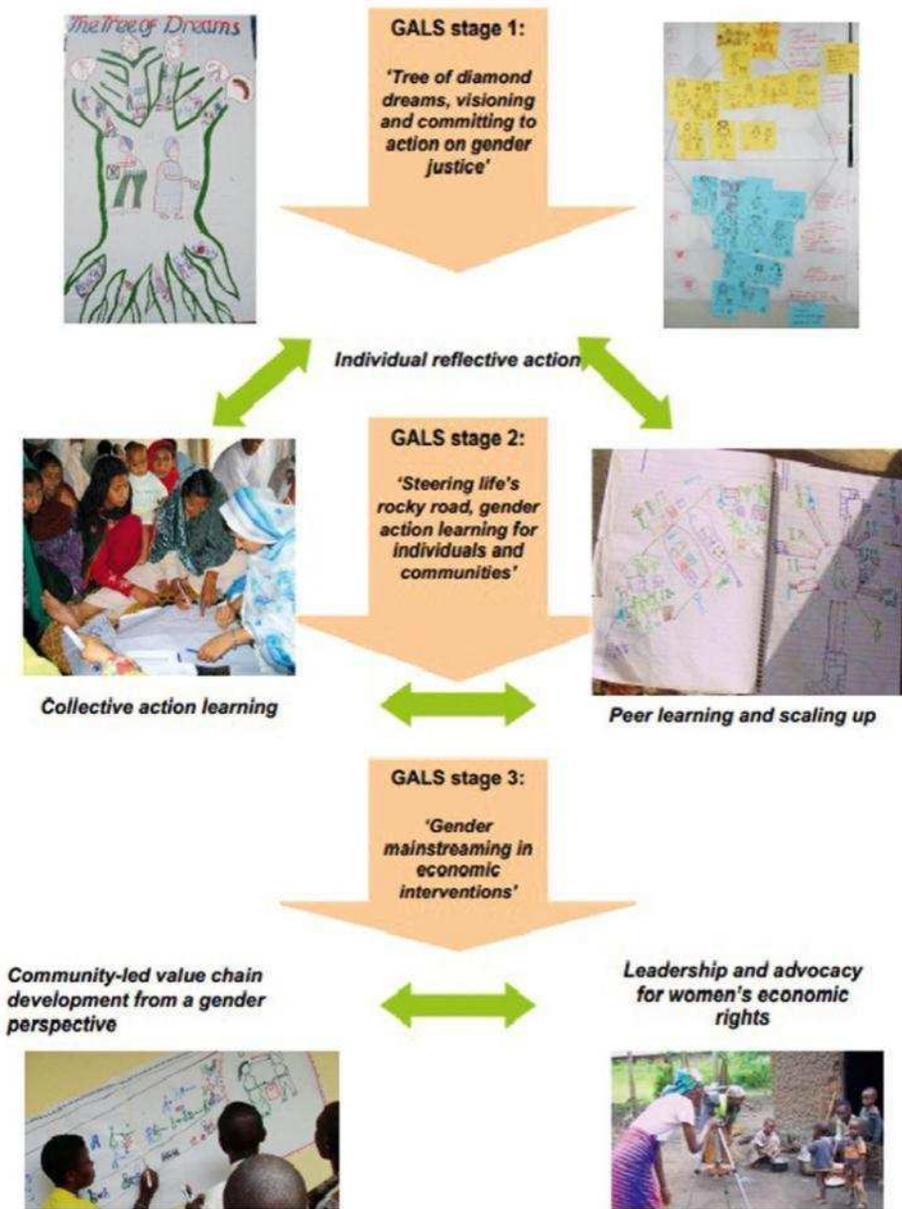
Men have also demonstrated a desire for change and greater social justice. Men wanted better relations with their wives and to be able to take their wives to the cinema and enjoy themselves openly. They also want to spend more time with their children, and want their girls to go to school and have computers.

Credits

Mayoux, Linda, Oxfam Novib, 2010, Tree of diamond dreams, visioning and committing to action on gender justice Manual for field-testing and local adaptation GALS stage 1.

This manual is part of the series of manuals for Gender Action Learning System (GALS) methodology. GALS is a key part of Oxfam Novib's Women's Empowerment Mainstreaming And Networking (WEMAN) program for gender justice in economic development interventions, including market and value chain development, financial services and economic policy and decision-making. GALS is a community-led empowerment methodology aiming at 'constructive economic, social and political transformation' on gender justice.

Annex 1 Tool 4.1a Overview of GALS stages



Tool 4.1b Gender Action Learning (GALS) Stage 2 'Steering life's rocky road'

From Mayoux, Oxfam Novib

Why use this tool?

In stage 1 of GALS, participants have developed a clear idea of what gender justice means for women and men. They develop a commitment to change and formulate some initial action steps towards this change. Moving forward in life requires a clear vision, an understanding of where we are now, how we got here and how we can move forward step-by-step to achieving our vision. GALS stage 2 helps people to steer along the 'rocky road of life', the empowerment road journey.

The empowerment journey looks broadly at life goals, including personal development, 'happy families' and livelihoods. It highlights the interrelationship between these elements at the individual level. The inescapable conclusion promoted through the way the tools are structured and sequenced is that the only possible way forward to poverty reduction for women, men and children is to address the unnecessary gender inequalities which constrain not only women, but also men and children.

What do you gain from using it?

In Stage 2 of GALS people develop a vision with SMART 'milestones', analyze opportunities and constraints and track progress over time as an action learning and change process.

Who applies the tool and for whom?

The tool provides guidelines to practitioners for a participatory a session with women and men in communities.

How does it work?

The Rocky Road process has 6 stages:

Step 1 Where do we want to go? Drafting the road map for the personal empowerment journey and time bound objectives for 'milestones'

In this step people will design their 'empowerment journey. This will help people to reflect on the personal implications of the gender justice diamond from GALS stage 1. It introduces the idea of the personal empowerment journey as a roadmap for change. It starts with the long-term vision and dream for their livelihoods, 'happy family' and personal development, because this is what inspires people to start and also continue when life gets difficult. It reinforces faith in the possibilities for change, identifying time-bound milestones for what people think they can achieve within the 6-12 month period of stage 2.

Learning outputs: future and current indicators on the personal empowerment journey.

Action outputs: a clear idea of what changes have taken place since the Tree of diamond dreams (GALS stage 1), what still needs to be done and some ideas on strategies through sharing with others.

Step 2 How did we get here? The achievement journey

In order to see how we can move forward, it is important to see what we have done in the past and how we can learn from that. It is important in life always to stay positive. This means having

pride and confidence in what we have achieved, rather than always dwelling on future problems. The achievement journey plots the time up to the current situation as a separate road journey, with all its twists and turns. It focuses particularly on changes that have happened since GALS stage 1, Tree of diamond dreams. A key part of this analysis is the analysis of opportunities and constraints in the past.

Learning outputs: past opportunities and challenges which may also occur in the future are placed on the empowerment journey, considering their positioning carefully and color-coding for gender, etc.

Action outputs: a circle is drawn around expected future opportunities and constraints where appropriate as key action points, with some ideas on strategies through sharing with others.

Step 3 What can help or hinder us in our progress? The opportunities and challenges map

Having inspired people, and clarified their visions and milestones, and appreciated their past achievements, it is then possible for them to analyze their present situation without getting too depressed. In GALS it is important to always start with the positive elements, before starting to think coolly and constructively about what actions to take. The circle mapping of opportunities and challenges (based on Venn or chapatti diagrams) looks at relationships, resources and power in the household and community – which relationships, resources and organizations can help and which need to be changed.

Learning outputs: the conclusions on current opportunities and challenges are placed on the empowerment journey to complement those from the achievement journey.

Action outputs: current opportunities and constraints, together with those from the past, are prioritized as key action points with some ideas on strategies through sharing with others.

Step 4 Sharing strategies and accelerating change, challenge action trees

This step brings together the experiences of change felt since the ‘Tree of diamond dreams’ and the strategies suggested in the previous stages. This stage may be done once, e.g. as a larger collective event. Or it could be repeated for different priority issues related to gender justice over a period of months. Common issues emerging from experiences so far have been property rights, unequal division of labor, violence and adultery. As in ‘Tree of diamond dreams’, the challenges in addressing each issue are examined. For each challenge a possible solution is proposed. Then for each solution concrete SMART actions are identified as ‘fruits’ and agreed for individuals. This time group actions are identified as ‘flowers’ and lastly external support as ‘bees’. Trees need enough fruits and flowers to attract the bees or the bees may never come.

Learning outputs: the fruits achieved are progressively aggregated on a ‘mother tree’. They are also marked on the milestones of the individual empowerment journeys.

Action outputs: based on this analysis and the group discussion of strategies, as homework individuals place new action fruits in future milestones or vision on their empowerment journeys.

Step 5 What have we achieved? Gender justice diamonds revised

There should now be a summary of all the fruits which have ripened regarding different issues. This stage looks at how individuals have progressed, and how those who are still having problems can be assisted. Depending on the quality of the relations within the group, this can be a fairly rigorous impact assessment of step 2 achievements, aggregated for the whole organization.

Learning outputs: how far each person has managed to achieve her/ his goal. Who is still having problems on which issues?

Action outputs: how can people who are still having problems be helped and remaining issues be addressed?

Step 6 The 'mother road', from individual to collective action strategy.

The outcomes from all the previous processes are now used to make a 'mother road' or collective action strategy for the group, and also for the organization, focusing on what the group, community or organization now needs to do to support the individual initiatives. The steps, achievements, opportunities and challenges are then tracked over time as the next phase of the action learning process, and fed into the gender justice mainstreaming in economic interventions (stage 3 of GALS).

Video examples

The WEMAN YouTube channel provides a number of videos.

Credits

Mayoux, Linda, Oxfam Novib, 2010, Steering life's rocky road Manual GALS stage 2.

This manual is part of the series of manuals for Gender Action Learning System (GALS) methodology. GALS is a key part of Oxfam Novib's Women's Empowerment Mainstreaming And Networking (WEMAN) program for gender justice in economic development interventions, including market and value chain development, financial services and economic policy and decision-making. GALS is a community-led empowerment methodology aiming at 'constructive economic, social and political transformation' on gender justice.

Figure 39: Schematic overview of a vision journey (Source: Mayoux/ Oxfam Novib, 2010)

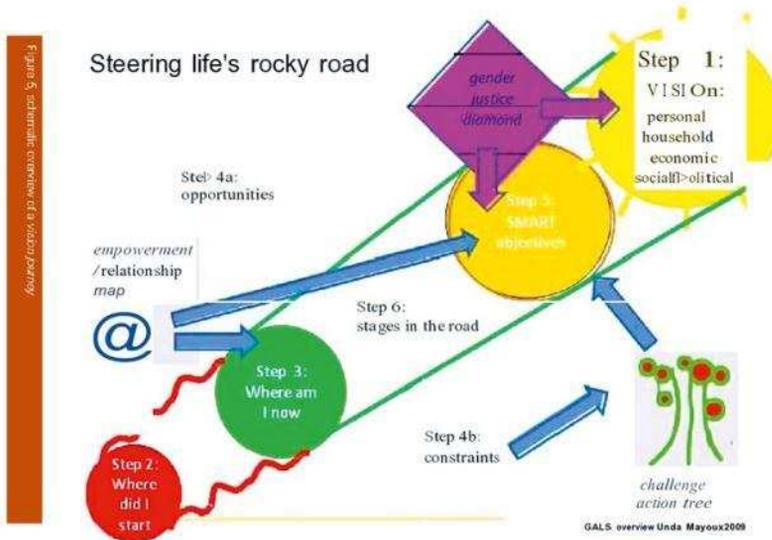


Figure 40: Examples of a vision journey (Source: Mayoux/ Oxfam Novib, 2010)

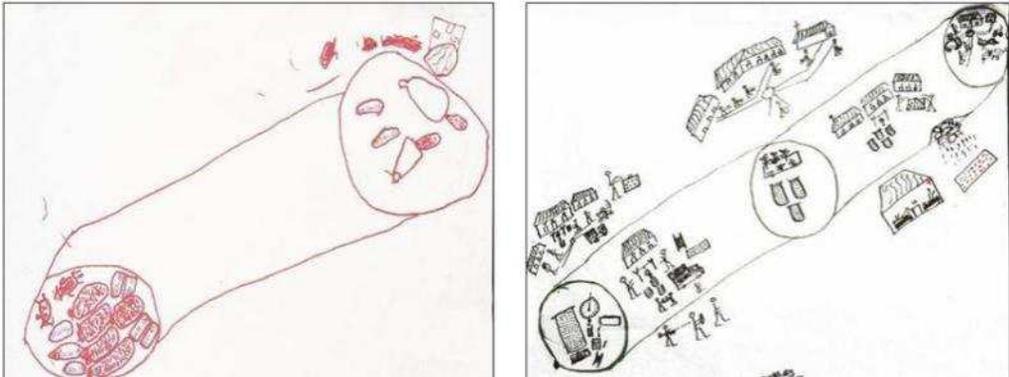
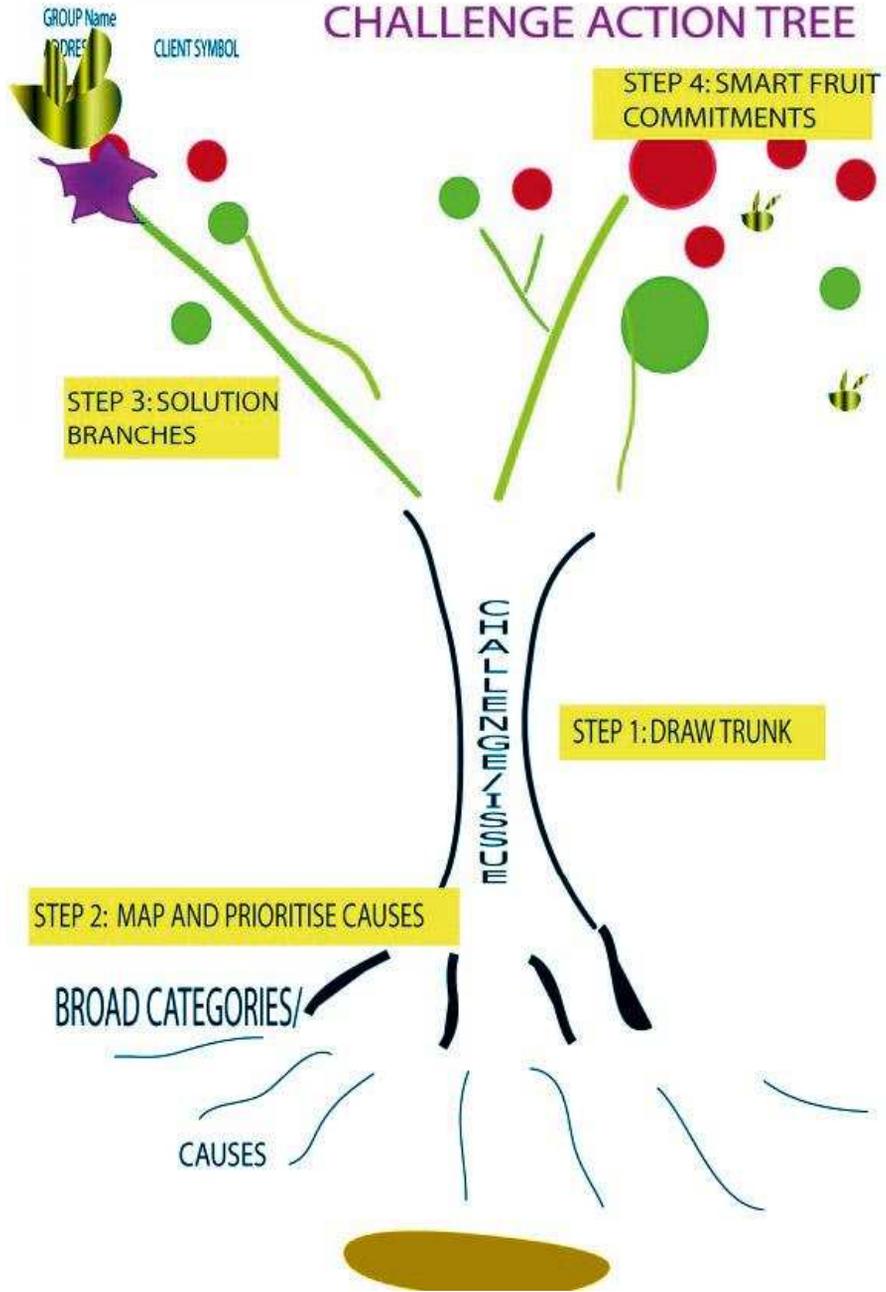


Figure 41: Overview of a Challenge Action Tree (Source: Mayoux/ Oxfam Novib, 2010)



Tool 4.1c The Household Approach

From Agricultural Business Initiative Trust (aBi Trust)/ Hans R. Neumann Stiftung

Why use this tool?

Most agriculture products are produced in farming households. Gender inequity affects the management and business performance of the household farming and hence value chain performance. Women have little or no saying on the management of the farm enterprise and use of benefits, although women take up much of the productive work in the farming business. Particularly married women are usually poorly informed on issues pertaining to production, post-harvest handling and marketing. Their contribution to productivity and quality is not socially nor economically recognized. As a result, women feel little motivated to invest in production with little return for themselves.

The household approach is an intervention focused on households to reach more equitable sharing of responsibilities and decisions at household level, based on the conviction that farming households are able to improve their business performance and family livelihood through improving intra-household collaboration.

What do you gain from using it?

- Insights in ways to improve business performance of family farming through enhancing gender equity within household and improving intra-household collaboration.
- Insights in strategies to promote gender equity in a non-confronting way and harmony at household level.
- Insights in addressing gender equity in male-dominated value chains.

Who applies the tool and for whom?

Development practitioners that are interested in the design of an integrated business and gender intervention strategy at the level of farmer households or producer organization. It focuses on working within the household, convening both husband and wife and other family members.

How does it work?

This tool describes an *approach*, detailing the goals, principals and intervention strategies. The household approach combines complementary strategies at different levels. For each intervention strategy, suggestions are given how to carry out the strategy.

The goals of the household approach

The household approach is focused on promoting changes in gender dynamics and hence business dynamics at household level. It assists households to participate in:

- joint visioning of the farming business that unites all household members
- joint planning to achieve this vision and assures a more balanced sharing of roles and responsibilities at household
- joint working to achieve the goals, sharing workloads and hence reducing workload for women
- a more transparent information sharing on production, post-harvest handling practices and marketing
- joint decision-making on benefits from production and household expenditures

The approach leads to increased production and productivity of value chains due to pooled labor, proper budgeting and utilization of family revenue and hence increased adoption of improved technologies and re-investment in the businesses. The approach enables women and youth to have access to production resources in the households and be part of decision-making. It increases women's self-esteem and confidence, because they become entrepreneurs and decision-makers in their homes and in the broader community and, consequently, are more empowered.

The approach leads to more harmony in households, which has a positive impact on food security, income and assets of the household, as on social and health issues: reducing domestic violence, mitigating risks and impacts of HIV/AIDS and promoting family planning.

The principals of the household approach

- It is a positive, **non-confrontational way** of addressing gender inequalities within the households and organizations, not intended to threaten or sideline men. By inviting all household members for every training, it brings on board men to a dialogue with women on gender issues and stimulates them to support their wives, female relatives and women in the community.
- It is based on recognizing farming as a family business (FaFB) and to win both women's and men's commitment and support in improving their performance.
- The household approach works within a "Common good" framework that gives all household members a stake in resources, production and income.
- Emphasizes improvement of household livelihood and welfare as ultimate purpose.
- It is an approach focused on promoting new gender dynamics in family business through implementing complementary strategies at different levels: **trainings at household level** focused on joint visioning, planning and benefit sharing from value chain participation; employing **change agents** to reach and counsel households, closing the gap investing in **leadership and entrepreneurial training** of women and youth, and **awareness-raising** at group, village and value chain level.
- The household approach employs a group approach through change agents to help in reaching households. Change agents are farmer leaders that are selected by the group members as role models. Their capacities are built to counsel, follow up and mentor households within their groups.

The main intervention strategies of the household approach

Capacity building of the implementing organization in gender equality mainstreaming

This involves training of staff and board of implementing organizations in the household approach in order to get commitment, build capacity to apply the approach and support to develop gender policies to guide the process of gender equality mainstreaming at institutional level.

Identifying, training and follow-up of change agents

Change agents are selected by group members as role models and are the main actors to roll down the approach to the household level. They mobilize members within their groups to participate in activities; assist households to make joint business action plans and follow up households on joint action plan implementation. They mentor, counsel and mediate for conflict

resolution at household level. They sensitize the communities on the importance of men and women working and making decisions together on the use of resources acquired, using different forums (e.g. churches, cultural events) disseminating information to and from the groups. Change agents are also in charge of monitoring change through regular visits.

How?

- Change agents are selected by their group members based on: respectability and trustworthiness, ability to read and write and proactivity in group.
- They are trained in gender using gender analysis tools to help them appreciate the inequalities that exist in the specific value chain and get their commitment to champion the cause.
- They are further trained in counseling, communication and report writing. They are linked to lead farmers and extension workers to do community sensitization.

Couple/ Household trainings conducted at group/ village level or producer organizations, convening household members to identify gender inequalities within household and plan for collective actions to address them.

How?

- Conduct separate and collective group discussions with use of participatory gender analysis tools such as time series, activity profile and access/ control over resources matrices. Each group/ household is expected to do that and then assess the impact the inequalities have in their household. (See Tool 1.1a Access to and control over resources and benefits and Tool 3.2b Making visible how men and women contribute to the quality of the product.)
- Depending on the issues raised, the groups make collective pledges to respond to some of the gender issues affecting productivity and quality of the family business.
- Each household develops a vision drawing pictures on where they are and where they want to be in respective years and then plans on how to achieve the vision. The household heads are the chairs of the household planning process. These plans are the ones followed up by the change agents to ensure their implementation. (See Tool 4.2d Household envisioning and planning)

Training of female and youth leaders to improve their self-confidence, skills, position and condition within households and in the communities. They are also trained in leadership and entrepreneurship to increase their competitiveness in agri-business.

Awareness campaign at community level promoting the message of farming as a family business

How?

- Organize community dialogues on gender issues at producer organization/ group level to build on community gender awareness, facilitated by staff and change agents.
- Promote drama shows to sensitize communities on gender inequalities and benefits of working together in households. Drama shows are especially effective to communicate the message and attract youth to be part of the intervention. Training and support to existing and new drama groups on issues related to family development, negative practices perpetuating gender inequalities and promotion of harmony and development.

Radio awareness campaigns and IEC: Radio is a powerful way to reach many households beyond the project area, especially in rural or remote areas.

How?

- Organize radio talk shows on issues selected by farmer groups. Model households are invited to share their experiences and success stories; listeners are linked to change agents for more information and guidance. Through discussing topics such as land rights or domestic violence, communities can be sensitized on gender equity.
- Design spot messages. Regular spot messages (weekly) in the first year are important to help the message reach the population and change people's attitude.
- Other Information, Education, Communication (IEC) strategies through T-shirts, posters, billboards, fliers, pens, TV/ documentaries, visuals are also a way of carrying out sensitization of communities. Clear messages need to be identified and conveyed.

Gender training for the value chain actors to make women's contributions visible, promote the need of their active participation within households and organizations and improve gender equality along the value chain and community generally (see Tool 3.2a Making a gender-sensitive VC map, for example).

Hold annual stakeholder meetings to bring on board chain actors, policy makers, religious, traditional and cultural leaders, and other interest groups like NGOs or CBOs. These is a way to promote and engage them in discussions on gender equality issues, and get their input, commitments and support as part of the strategy.

Credits

ABi Trust Uganda, 2010-2013, Integrated household approach to promote gender equality mainstreaming in value chains for increased women's income and economic empowerment.

The household approach was a pilot project by DANIDA with the National Union of Coffee Agribusinesses and Farm Entreprises (NUCAFE). This idea was then interlinked with evaluation results of the Agricultural Sector Programme (ASP) in Zambia to come up with the aBi Trust model of the integrated household approach. The approach was adapted by aBi Trust Uganda as the implementing model for all her partners including NUCAFE, Hans Neumann Stiftung and MDFA.

Kyarimpa, Peninah (Gender for Growth Fund Manager aBi Trust Uganda), Terrillon, Jacqueline and Joynson-Hicks, Emma, 2013. Building a Business Case for Gender equality in Sustainable Coffee Value Chains through the Household Approach.

Example: The business case for gender equality in sustainable coffee value chains through the Household approach



The Hans R. Neumann Stiftung (HRNS) has been supporting the coffee value chain development in Uganda since 2009, under the name “Building Coffee Farmers Alliance in Uganda Project” (CFAU), in alliance with the Douwe Egberts Foundation (DEF) and International Coffee Partners (ICP). The CFAU project targets seven districts (Luwero, Nakaseke, Nakasongola, Masaka, Mityana, Mubende, Kasese) and up to 53,000 households. A gender survey in 2010 revealed several challenges within coffee farming households.

“HRNS added the household approach as a gender component to the CFAU project in 2011 with the support of the AgriBusiness Initiative (aBi) Trust and the Bill and Melinda Gates Foundation (BMGF) after realizing that their interventions did lead to increased coffee production and incomes for households, but may not have resulted in significant improvement of livelihoods. “

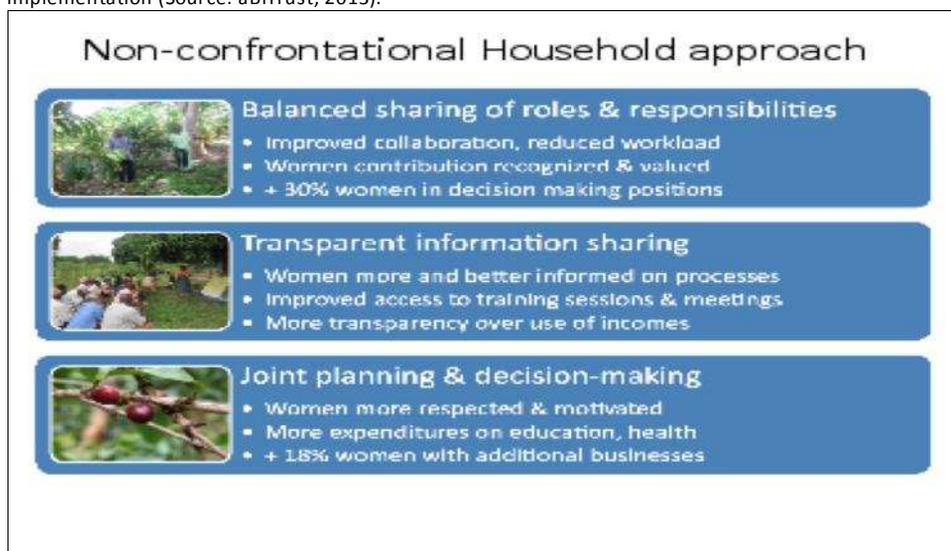
Women in coffee farming households in Uganda are responsible for up to 70% of productive activities on an unpaid (family labor) basis. However, they have little or no saying on management of farm enterprise and use of coffee income. Married women usually don't own resources (land and trees, equipment), are poorly informed on issues pertaining to production, post-harvest handling and marketing and participate little in coffee related interventions outside the household, such as marketing or trainings, skill development in agronomic practices to improve coffee productivity and quality. Practices such as not picking red ripe cherries of coffee or storing coffee in the rain, affecting quality are common. Issues of mistrust and stealing of coffee among family members and an increased number of domestic violence cases are present, especially during the coffee marketing season.

Women have a crucial role to play in value addition activities (tend the coffee garden, pick, dry, sort, etc.). On top of this productive role, they often have to grow food crops on a piece of land and have to tend the household chores. They are sometimes not able to support their husbands,

because of lack of time or exhaustion. When women’s work is not visible, nor valued, when women are not informed nor involved in decision-making on production, post-harvest handling or marketing, they feel demotivated. Yet their contribution is crucial to ensure enhanced productivity and quality. Their involvement in decision-making on expenditures at household level is also paramount in ensuring improved quality of life of the family.

Notwithstanding the important role of women in family coffee farming, the CFAU project was not reaching married women since 95 % of women participating in CFAU project were widow or single. As a response to this gender survey, the household approach (see tool description) is implemented since 2011 in five districts Luwero, Masaka, Mityana, Mubende and Nakasongola. In April 2013, HRNS carried out an M&E survey in the Masaka and Luwero districts. It aimed at assessing achievements by the gender project reached in 2012 by comparing households under the gender component to a control group. The main benefits for coffee farming households and the coffee sector are described below:

Figure 42: Changes in gender relations within household resulting from household approach implementation (Source: aBiTrust, 2013).



The household approach embedded in the CFAU project not only positively changed gender relations within the household, but also positively impacted productivity and quality of coffee households, increasing their income by 44 % compared to the control group. This also triggered a positive impact on others actors in the coffee sector: a more constant and reliable supply of quality coffee to coffee exporters. The return on the investment measured by the increase of coffee income of households on the total cost of program per household is 479 % with gender intervention, compared with 375 % without gender intervention. The household approach contributed to the creation of a virtuous circle generating social, economic and financial benefits for actors along the chain and leading to a win-win situation for all.

The testimonies in figure 43 illustrate the importance of information-sharing and joint planning at household level for improved farm enterprise performance.

Figure 43: testimonies of participants in the household approach (Source: Terrillon & Joynson-Hicks, 2013)

“Previously, my husband never involved me, never revealed the amount of money from the coffee sales. Excluding me from knowing how much money he got from coffee would hurt my feelings and I would be demotivated to work on the coffee garden. I used to fake sickness during the months when we would be weeding and harvesting coffee to avoid working on the garden where I do not benefit. After sensitization on joint planning and joint decision-making my husband now informs me about the proceeds from coffee sales and we plan together to address family needs. I am now happy to work on the coffee garden and this has resulted in increased production. We used to produce approximately 10 bags of coffee per season but now we have reached 30 bags per season. The income obtained from coffee is being used to pay school fees for our children.”

Ssemuju Herman and Nassali Rose of Butalaga DC Masaka, 2012

“Before the gender sensitization, I lost a lot of coffee. I never involved my wife in supervision of workers. I have a big coffee shamba. Almost two bags of coffee every season were lost. By involving my wife no coffee is lost and we decide together on how the money is utilized and we have been able to plant more coffee trees and build a new permanent house”. Mr. Kiwanuka Rajab, Chairperson, Nabumbugu Company, Mityana

Tool 4.1.d Household envisioning and planning

From Agricultural Business Initiative Trust (aBi Trust)

Why use this tool?

This tool is an essential tool for the household approach described in Tool 4.1c based on recognizing farming as a family business (FaFB). The tool focuses on assisting households in improving intra-household planning and collaboration, improving both gender equity within households as well as business performance at household level.

What do you gain from using it?

- Households visualizing the dreams they would like to realize by describing a vision of the kinds of households they aspire to have in future that unites all household members.
- Households having a joint business action plan to achieve their household vision, assuring a more balanced sharing of roles and responsibilities during the implementation, and joint decision-making on the benefits of the farming household business.

Who applies the tool and for whom?

The tool is used for couple or household trainings conducted at group/ village level or producer organizations. For all trainings implemented, all household members are invited to participate: husband, wife and adult children.

How does it work?

Step 1 Identifying gender inequalities within households

Before working on visioning and planning within the household, it is important to conduct group discussions with the target group to analyze inequalities between women and men in workload, control over resources and benefits at household level. Each household is expected to assess the impact of these gender inequalities in their lives and reflect on how gender issues affect productivity and quality of the family business. The following participatory tools can be used in this step: Tool 1.1a Access to and control over resources and benefits and Tool 3.2b Making visible how men and women contribute to the quality of the product.

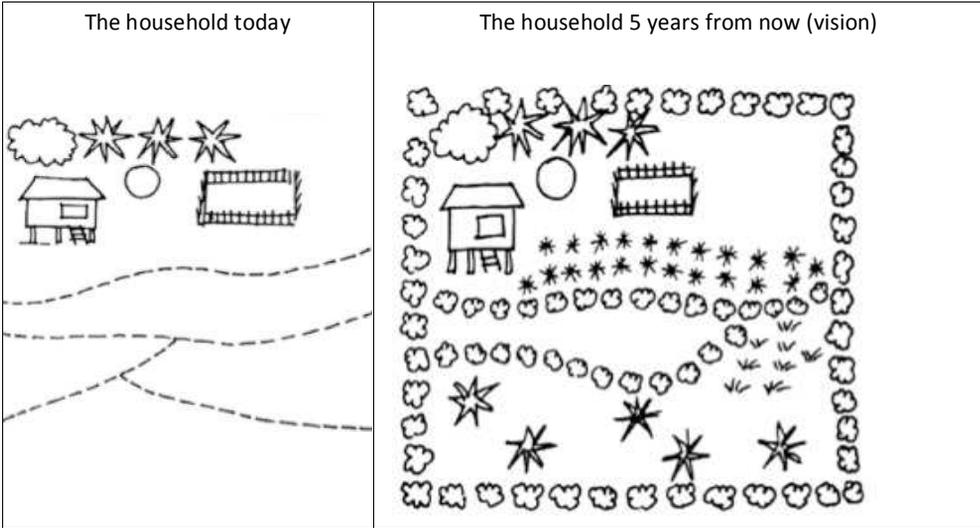
Step 2 Visioning the household

Ask each household member to think of their households at its current status. The members share, agree and then draw the picture of the current household, using symbols to show the resources, such as buildings, land, developments on the land, children, etc.

Ask the members of the household to imagine what sort of household they would like to have in the next 5 years and beyond, and to draw the picture of the future household they would like to have. The maps serve as the vision of the future, which can be used as basis to make plans for improving household livelihoods and against progress can be monitored.

Encourage household members to put the maps on the walls in their houses to remind them of where they are and how far they have gone in achieving their dreams.

Figure 44: example of current and future household drawings (Source: aBiTrust, 2013)



Step 3 Joint household planning

Give each household a chart for household planning (figure 45). Ask the household members to look at the two maps drawn in step 2. Let them fill in the chart focused on reaching their future vision identifying the following topics:

- Identify any problems or challenges that stop or constrain the household from moving from the current situation to the one desired (vision).
- Think of solutions for addressing these problems.
- For each solution, think of a set of activities for achieving the solution.
- For each activity, identify the resources needed, indicating which of these are currently available and which are not (examples of resources: land, seed, implements, livestock, people and money for meeting household needs), the responsible person, the priorities and source of funding.
- Estimate how much it would cost you to implement the first year of activities

Encourage household members to put the plan on the wall next to the maps to guide the implementation of the planned activities. These plans are the ones followed up by the change agents to ensure their implementation (see Tool 4.1c The household approach)

Figure 45: Chart for household planning (Source: aBiTrust, 2013)

Problem/challenge to achieve the vision	Solution	Activities to be done, by who and when	Resources required to carry out the activity	How to acquire the unavailable resources (source of funding)

Credits

ABi Trust Uganda, 2010-2013, Integrated household approach to promote gender equality mainstreaming in value chains for increased women's income and economic empowerment. Kyarimpa, Peninah (Gender for Growth Fund Manager aBi Trust Uganda).

4.2 Producer Organizations

Tool 4.2a Effective/ democratic decision-making between household and producer organization

By Vanderschaeghe, Lindo and Sánchez for HIVOS

Why use this tool?

Most important value chains and producer organizations are male-dominated, but represent family businesses where women take an important part in production, processing and value-adding.

As long as the producer organization (of farmers, processors, business people, etc.) addresses itself to its members as individuals and not as representatives of their households, it reinforces the “self-image” that men are the only ones with the right to dispose of the harvest and benefit from the family economy.

It is important that the producer organization ensures that all family members are informed and in agreement when making key decisions, such as how to use a loan, organic certification, investing profits, which services to develop as organization, etc.

This tool focuses on the interaction between the producer organization and the household economy and the need to democratize decision-making processes.

What do you gain from using it?

- Create awareness on communication and decision-making practices among/ within the families of the members of producer organizations related to production and economic issues promoted by the organization.
- Reflect on the importance of members taking informed economic decisions, in consensus with other household members, rather than taking decisions by themselves.
- Decide on what organizations can do to promote communication and democratic decision-making within the family of their members.

Who applies the tool and for whom?

This is a participatory tool to be used in workshops with farming organizations and collective enterprises. As this tool looks into the household dynamic, it is important that both husband and wife are invited to attend the workshop.

How does it work?

This is a two hours participatory workshop.

Step 1 Division in groups

Explain that participants are going to create a role-play. The participants are divided into two or more groups of no more than six or seven people per group. Men and women are working in separate groups.

Step 2 Subject of the role-play

The subject of the role-play will be communication and negotiation within the household about the following topic:

- A cooperative member (man or woman) returns from a cooperative meeting where it was decided to offer loans to the members for carrying out X improvements on the farm.

The role play will show what happens when the cooperative member returns home from the meeting; how s/he tells his family (or not) about the offer of a loan, and how a decision is made on this proposal.

Other topics for the role-play can be:

- Cooperative decided to go for organic certification of member farms.
- Cooperative decided to upgrade quality requirements of products they receive from members for collective selling.

Step 3 Role-play

Each group prepares their role-play, making up a short script and allocating the different roles (member, member's wife/ husband, sons, daughters, grandparents, etc.)

Step 4 Presentation of role-play

Each group presents their role-play to the other groups.

Step 5 Reflection - plenary session

In a plenary session, all the participants reflect on the following questions:

- How were the information and proposal about the loan offer of the cooperative presented to the household members?
- How did you perceive the household communication? Who is participating in the decision-making process? Who is being heard? Who takes the final decision?
- How do decisions taken by the cooperative members affect the household economy?
- What can organizations do to improve communication within the family in relation to production and management decisions?

Recommendations for the process

- The role-play allows us to see that different family members have different ideas and concerns when faced with the same topic. For instance on the loan offer, questions of household members focused on how much will the interest be, what will they have to put up for collateral, how long will they have to repay the loan, etc., all of which enriches the discussion and the decision-making process.
- The final plenary session ends with the message on the importance of good communication and participation by all household members in order to make the best analysis of new commitments or changes in farming practices, business management or marketing of goods.
- The more family members are invited and can take part in cooperative meetings, the more complete is the information received and the better will be the decisions taken by the cooperative and the family, so things work out well.

Credits

Vanderschaeghe, Mieke, Patricia Lindo and Javier Sánchez, 2009, Tool validation sessions for introducing gender to farming organizations within the context of organic produce chains and fair trade, Hivos, 2009.

Tool 4.2b Increasing women’s access to producer organizations through analysis of GbCs

From USAID 2009

Why use this tool?

Producer organizations can facilitate collective learning and risk-sharing while increasing the potential for upgrading of production and quality improvement. Members have access to new and more services, including inputs, finance and training. In addition, members’ bargaining power is increased. Women are often excluded from membership or cannot benefit equally. This tool helps to provide insight in the constraints women face in accessing (services of) producer organizations as well as provide strategies to counter these constraints. The tool is based on the Gender-based Constraints approach of USAID (see the tools in 4.3).

What do you gain from using it?

- Insight in the constraints women face to access (services of) producer organizations.
- Insight into the factors causing women to access (services of) producer organizations.
- Examples of strategies to counter women’s constraints in accessing (services of) producer organizations.

How does it work?

Step 1 Strategies are formed to counter Gender-based Constraints for women to access producer organizations

Below, three Gender-based Constraints are elaborated, as are the strategies to counter these constraints:

Figure 46: GbCs and counter strategies (Source: USAID, 2009)

1. Women are often constrained in accessing (services of) producer associations	
Causes/ factors contributing:	Strategy:
Exclusive membership criteria, based on land ownership.	Encourage association membership to be based on other criteria rather than access to factors of production (e.g. legal title to land or registered ownership of animals), for example output (e.g. liters of milk, baskets of tomatoes). Create women-only associations if appropriate to encourage the entry of more women into new economic arenas. Raise awareness on land ownership rights and advocate for equitable land distribution. Support better enforcement of existing legislative framework on land policy.
The assumption that only men are producers.	Make contribution of women visible in family business, producer organizations and value chains. Build awareness that producing is a family business and that producer organizations should focus on family members with their own perspectives and needs.
The single membership policy of associations where men, as head of the family, represent the (interests of) the entire family,	Encourage membership of “wives” and other family members. Encourage change of association rules to promote family members to attend meetings, trainings and access benefits.

2. If women are allowed to be members, they are often constrained in participation	
Causes/factors contributing:	Strategy:
Services are only delivered to members	Design alternative service delivery schemes for non-producer association members (e.g. rural sales agents).
Women are not aware of the fact that they are invited to be (allowed to be) member	Ensure that information about new associations is announced using communication channels used by both men and women.
They cannot afford the membership fees	Encourage entry and membership fees at a level and on a payment schedule both men and women can manage.
Time constrain limit their participation to meetings.	Ensure that meetings are held at times and in venues that facilitate women's participation.
3. If women participate as members, they do not access leadership positions	
Causes/factors contributing:	Strategy:
Perceptions about men's and women's leadership qualities	Provide training on association governance that establishes gender-equitable principles of leadership and decision-making (quotas)
Structural constraints on time and mobility of women	Investigate potential barriers to women's leadership positions within associations

Step 2 Checklist for thinking about constraints and solutions concerning women's access to and position in producer organizations

- What are the criteria for membership in the association?
- What are the benefits to members?
- How many members are men? How many members are women?
- How much are membership fees (registration and maintenance)?
- What are the schedule, frequency, and location of meeting?
- Do you believe that being a man or a woman helps someone to become an association leader?
- What is the number and sex of association officers?
- What are the qualifications needed to become an association leader?
- What financial resources (financial, time, other) are required to be an association leader?
- What is the role and positioning of women within the mixed organization?
- How are the power relations within the organization?
- What are female leaders'/ groups' capacities to influence decision-making about sector services and value chain development?
- Investigate potential barriers to women's entry and continued membership into associations.
- Investigate potential barriers to women's leadership positions within associations.

Credits

USAID, 2009, Promoting gender equitable opportunities in agricultural value chains: a handbook. This publication was produced for review by the United States Agency for International Development. It was prepared for Development and Training Services, Inc. (dTS) by Deborah Rubin (Cultural Practice LLC) and Cristina Manfre and Kara Nichols Barrett (dTS).

Example: Setting quotas for supporting women's leadership

A coastal zone management project in Tanzania found that women were not actively participating in the village producer associations and environmental management groups and purposefully set out to achieve more gender-equitable participation. A meeting was held with both men and women to discuss the lack of participation by the women. The men recognized that when women did not participate, their understanding of the issues would suffer and the men themselves would not benefit from the ideas, experiences, suggestions and help they could get from the women. [The men] perceived the lack of participation by women to be the result of customs and tradition, rather than their own unwillingness to listen to the women. Women identified poor timing of the meetings and the lack of advance notice as the problem. Men and women discussed their different perceptions. The women decided that they would attend the meetings and men promised that they would listen to the women, and that meetings would be held at a time that would be more suitable for women and announced in a better manner. Subsequently women attended many of the meetings (although initially in low numbers); they took seats in the village environmental committees, and participated in the formulation of the fisheries management agreement. The project helped the village to establish quotas for women's committee membership to reflect the activities on which women worked.

Source: Van Ingen, T., C. Kawau, and S. Wells, 2002, Gender Equity in Coastal Zone Management: Experiences from Tanga, Tanzania. The World Conservation Union, December 2002.

4.3 Businesses

There are ethical and legal reasons for promoting gender equality in the Corporate Social Responsibility policy of your businesses and value chain, but there are also compelling business case arguments for supporting greater gender equality, including increased productivity, staff retention, wider talent pools for recruitment, and greater security of product supply. The tools presented here can assist companies in integrating gender in their business strategy and, as a consequence of this, in their sustainability/ CSR reports. By doing so, companies may win recognition by workers, investors and consumers. It could allow all interested stakeholders to gain insights into the effects of organizations' operations, products, and services on both women and men.

There are three 'gender and CSR' tools that each work on a different impact level of your company:

- *Tool 4.3a Business as a direct employer*
This tool supports the integration of sound gender and CSR practices directly at the work floor.
- *Tool 4.3b Business as a key player in value chains*
This tool supports the integration of sound gender and CSR practices wider in the value chain your business operates in. This tool includes special attention for agri-food supply chains and supply chains for the untapped market of the 'Base of the Pyramid'.
- *Tool 4.3c Business and the community*
This tool supports the integration of sound gender and CSR practices in the wider community your business operates in.

Credits

Oxfam International, 2012, Gender equality, it's your business. Briefings for Business. No 7. International Edition. © Oxfam International February 2012.

IFC & GRI, 2009, Embedding Gender in Sustainability Reporting, A Practitioner's Guide Executive Summary. IFC In partnership with the governments of Germany, Iceland, and Switzerland.

United Global Impact and UNIFEM, 2009, Women's Empowerment Principles. Equality Means Business. In addition, a presentation providing an overview of the Women's Empowerment Principles can be found on Slideshare.

Tool 4.3a Business as a direct employer

From Oxfam International, GRI & IFC and UNIFEM & UNGC

Why use this tool?

Large companies could do much more to improve their business by better representing and supporting women employees. For example, in the EU, the gender pay gap increases with age, level of educational attainment, and years of service: it exceeds 30 percent in the 50–59 age group, compared with 7 percent for those under 30. The periods in which pay gaps increase are often linked to the years when families have young children.

What do you gain from using it?

- *Improve the efficiency of your business*

Addressing gender equality in the labor force and in the Board room of your own company enables you to attract and retain the best employees, increase productivity, improve morale, reduce absenteeism, increase return on investment in staff training and career development, enhance your corporate image and reputation, and increase innovation. There is also evidence on the link between numbers of women in management and on the Board, and a company's financial performance. Companies with women at the top 'make better decisions, produce better products, and retain several key business advantages over more homogeneous companies'. Finally, evidence suggests that commercial teams that reflect the demographic characteristics of the market are better positioned to respond to changing consumer needs, and that products developed in this way can better respond to the needs of the consumer base.

- *Meet the equality requirements*

Companies in most countries where they directly employ personnel are obliged to promote the rights of women and guarantee that female workers enjoy equal wages, adequate working conditions and fair career prospects. These obligations are supported by the ILO. The ILO Constitution's Preamble also stresses 'the provision of an adequate living wage'. The CEDAW (The Convention on the Elimination of All Forms of Discrimination against Women), adopted in 1979 by the UN and signed by 64 countries a year later is an international bill of rights for women, and dedicates a chapter to women's rights in employment.

Who applies this tool and for whom?

This tool provides a checklist of possible actions to be taken by the management of a company. The checklist can also be used for lobby by personnel of the company to encourage the management to address gender equality.

How does it work?

Step 1 Implementation and Practice

a. Ensure Gender Equality in Organizational Governance and Values

Organizational governance and values should be the starting point for reporting gender-related organizational practices, as an organization's governing principles and values affect everything it does.

In order to implement gender equality at the governance level, an organization can make a clear and explicit commitment to gender diversity in the organization's mission statement, in order to:

- Produce an organizational plan on how to achieve the organization’s commitment to gender diversity with measurable targets (e.g., numbers of women as board members and in management posts), assigned responsibility, a timetable for action, and procedures for monitoring implementation.
- Establish a budget for gender initiatives at the organizational level.
- Identify a board-level individual who champions the organization’s gender-equality policy and plan.
- Appoint a person or team to manage gender equality within the organization.
- Include gender as a performance indicator on the organizational scorecard.

b. Gender Equality in the Workplace

The following policies, initiatives, and activities may help facilitate the goal of gender diversity and equality and in the workplace:

- Ensure fair and comparable wages, hours, and benefits, including retirement benefits, for comparable work regardless of gender. Conduct regular fair-pay reviews.
- Undertake recruitment and retention campaigns that target women and men.
- Ensure both women and men participate in recruitment panels.
- Encourage the employment of women and men in occupations that are not normally considered “typical” for their gender.
- Provide professional development opportunities such as formal or informal networking and equal mentoring opportunities for women and men at all levels, including those women working in non-traditional fields.
- Implement concrete, verifiable actions promoting work-life balance, such as flexible work options, family leave, dependent care, wellness programs, and workforce exit and re-entry opportunities. Allow employees to take time off work for childbirth, parental leave, and family-related responsibilities.
- Allow time off from work for employees seeking medical care or treatment for themselves or their dependents, including family planning, counseling, and reproductive health care, and support opportunities of return to positions of equal pay and status in the event of ill-health.
- Prohibit discrimination based on marital, parental, or reproductive status in decisions regarding employment or promotion.
- Consider supporting access to childcare either by providing childcare services or by providing information and resources regarding such services.
- Provide protection from exposure to hazardous or toxic chemicals in the workplace, particularly when those substances have known or suspected adverse effects on the health of women and men, including their reproductive health.
- Prohibit and prevent all forms of violence in the workplace, including verbal, physical, and sexual harassment. Provide information on violence against women to employees.
- Implement initiatives to ensure the safety of female employees while in the workplace, as well as during travel to and from the workplace and on company-related business.
- Ensure there are separate toilets and, where necessary, changing facilities for female and male employees.

Step 2 Measurement

Figure 47: Suggested Measures of Gender-Equality Performance in the Workplace (Source: GRI & IFC, 2009)

Organizational objective	Measurement		
	Basic	Moderate	Advanced
Have a fair and unbiased wage system		Ratio of remuneration of all employees and by employee category, by gender	
	Management approach to flexible work schedules	Uptake rate of flexible working arrangements, by gender	
	Initiatives to provide child-care support and/or facilities to employees	Maternity/paternity/parental leave return rates, by gender	
Offer equal job opportunities	Initiatives to promote equal opportunities at the workplace	Ratio of job applications to new contracts signed, by gender	
Support human resource development	Average hours of training per year per employee by gender and part time and full time employee category	Percentage of promotions in the organization's main employee categories, by gender	
Ensure a safe and healthy work environment	Initiatives to provide information, education and training on sexual harassment in the workplace	Total number of incidents of sexual harassment and action taken, by gender	
Have in place an effective grievance mechanism for workers	Available channels within organization for filing gender-based discrimination grievances		

Green = qualitative performance measurement examples

Lime = quantitative performance measurement examples

Step 3 Report on achievements and progress made

Publicly report on progress to achieve gender equality. Although many companies now recognize the business case for gender equality and have launched programs and initiatives aimed at empowering women, few are monitoring their performance or communicating their progress in a transparent way.

Companies that do report on their progress have found that doing so helps to set gender equality goals and targets. Being able to communicate progress can also create a competitive advantage.

Example: British Telecom (BT)

BT embraces diversity as a real means of enhancing its business, including gender diversity: attracting, promoting and retaining more women through its recruitment, retention, talent management, and pay policies and practices, thus gaining competitive advantage by securing a more talented workforce. BT monitors pay equality and has pay structures in place to ensure that employees who provide equal value receive equal pay. The reward structures in place ensure that, for all roles, salaries are based on the skills required by the role. BT's flexible and remote working policies enable employees to deliver to customers while also fulfilling responsibilities to their family and wider community. BT provides employees with access to a wide variety of information and services through its Family and You portal. The portal identifies a range of critical life stages and the provisions made by BT and others to support employees. For example, new parents are linked to guidance about Childcare Vouchers, and employees who become Carers are linked to the BT Carers Network. BT's Women's Network provides support for women, to enable them to get into management or hold senior management positions. In BT, 99 percent of new mothers return to work after maternity leave. BT regularly compares its practices and approaches to those of other organizations by benchmarking; in the UK, BT is currently in the Top 10 employers for Opportunity Now (Gender) and Working Families (working parents, carers, and work-life balance). The company also received a 2011 listing in The Times' Top 50 Employers for Women.

Credits

Oxfam International, 2012, Gender equality, it's your business. Briefings for Business No 7. International Edition. © Oxfam International February 2012.

IFC & GRI, 2009, Embedding Gender in Sustainability Reporting, A Practitioner's Guide Executive Summary. IFC In partnership with the governments of Germany, Iceland, and Switzerland.

United Global Impact and UNIFEM, 2009, Women's Empowerment Principles. Equality Means Business. In addition, a presentation providing an overview of the Women's Empowerment Principles can be found on Slideshare.

Tool 4.3b Business as a key player in value chains

From Oxfam International, GRI & IFC and UNIFEM & UNGC

Why use this tool?

The outsourcing of the production of goods and services to small and medium-sized enterprises in developing countries has created new opportunities for women's employment, both as employees and women entrepreneurs. However, much of this employment is informal employment, where workers often lack protection under legal or regulatory frameworks in terms of wages, working hours, and unemployment benefits and only few female entrepreneurs manage to get integrated in high value chains.

Women make up a growing percentage of the global agricultural labor force and produce a high percent of all basic foodstuffs. However, women face unequal access to essential inputs, land ownership, and services – such as credit and extension – all of which are crucial for successful farming. Large companies and their suppliers can take steps to uphold women's rights and economic opportunities in the supply chains, while at the same time ensuring access to untapped channels of agricultural produce for their company.

Increasingly, companies are recognizing the potential of previously untapped and less affluent markets in developing countries, and are looking at women both as clients and as potential sales agents and distributors of products to reach these markets. This trend – described as selling to the 'bottom of the pyramid' – involves the design of products such as micro-credit or micro-insurance financial products, mobile phone banking facilities, smokeless stoves, or simply medicines and cosmetics in smaller pack sizes, that fit the needs of poor groups.

What do you gain from using it?

- Avoid reputational damage

Being aware of the real conditions in your value chain, and engaging in a constructive dialogue that drives continual improvement in gender equity, greatly reduces a company's risk of sudden reputational damage. Consumer and media interest in supply chain conditions is growing as the world becomes smaller and more interconnected. Adopting an honest, longer-term relationship with your supply base, rewarding suppliers who best meet your gender equality and human rights standards and buyers who source product from the best suppliers, will result in higher standards throughout your chain, longer-term commercial relationships, and a more stable business model.

- Diversification of suppliers

Doing business with a diverse range of suppliers (including businesses owned by women) reduces supply chain risks.

- Increased crop quality and productivity

There are also compelling business cases for purchasing more from women smallholders, and for providing better inputs and training as women form the majority of the agricultural producer base in many parts of the world. Evidence shows that enabling women to have equal access to inputs, services, and land improves yields. It shows that female smallholders often pay greater attention than men to crop quality and that productivity tends to increase as a result of increasing their access to technical training.

- Open up new markets

Bottom of the pyramid' products and services enable companies to identify new markets and, at best, get genuinely essential services to those who have previously been disregarded as unprofitable by commercial markets. They can open up completely new business avenues for companies.

Who applies this tool and for whom?

This tool provides a checklist of possible actions to be taken by the management of a company. The checklist can also be used for lobby to encourage the management to address gender equality in their supply chain.

How does it work?

The tool deals with the following 3 steps, which can be considered as subsequent steps, in reality they will be dealt with interchangeably in an iterative process:

Implementation and practice

1. General supply chain management
 - a. Business as purchaser of agri-food commodities
 - b. Selling products and services (Bottom of the Pyramid)
2. Measurement
3. Reporting

Step 1 Implementation and practice

a. General supply chain management

Procurement departments or those responsible for contracting and relationship management with suppliers play a significant role in organizations' policies, criteria, and decision-making regarding supplier selection. There are a range of initiatives and activities in which organizations can engage in as part of an institutional-wide gender sustainability strategy.

Promotion of gender equality practices within the supply chain:

- Publish a clear and unambiguous executive-level policy statement/ position to help ensure that employees and the public are aware of the organization's support for gender equality practices in their supply chain.
- Put in place procurement policies and procedures that are gender-sensitive.
- Identify mechanisms to help ensure that suppliers meet these policies and procedures in order to be eligible for procurement.
- Run supplier mentoring and training programs on gender practices and reporting.
- Seek suppliers sharing the organization's commitment to gender equality. Request from potential suppliers information on their gender policies and supplier diversity.
- Publish a list of the largest suppliers and their gender policies.
- Request third-party audits of suppliers' gender performance data.

Promotion of supplier diversity:

- Adopt a widely accepted definition for a 'women's enterprise' for the purposes of being able to effectively report on gender diversity in the supply chain.
- Determine the financial value and percentage of total procurement spending done by vendor, broken down by gender and type of supplier.
- Within the guidelines of the local law, analyze the existing supply chain to establish the current baseline number of first- and second-tier suppliers that meet the definition of

women's enterprises, and identify opportunities to reach out to and strengthen partnerships with women-owned and-managed businesses.

- If applicable, establish targets to raise the number of women's enterprises within the supply chain.
- Work with a third-party organization that can help identify, verify, and certify women-owned businesses in the organization's supply chain.
- Identify a "women's enterprise champion" within the organization's procurement department to keep track of supplier-diversity statistics.
- Make available to staff a list of suppliers and sub-contractors that are women's enterprises for inclusion in procurement processes (particularly during outreach at the 'expression of interest' stage).
- Increase transparency by making public key information about how the organization's supply chain works, how the organization sources from vendors, what is being sourced from vendors, and, if applicable, how small and medium enterprises (SMEs) can register as preferred suppliers and compete for contracts.
- Create outreach initiatives, offer a supplier mentoring program, and host matchmaking events and "procurement fairs" targeting women-owned businesses to help develop their capacity to become quality suppliers.

b. Business as a purchaser of agri-food commodities

Purchasing from women smallholders

- Ensure that more women benefit from technical training, extension services, and production inputs provided by your company – for example, by recruiting female as well as male extension staff, and by making training methods appropriate for women.
- Ensure that membership criteria for contract farming schemes and smallholder supplier groups offer equal opportunities for women.
- Actively source from women's smallholder groups.
- Ensure that prices paid for products enable growers to receive a living wage.
- Introduce targets for women's representation on boards of contract farming schemes, and reward cooperatives that meet these targets with more commercial contracts.
- Increase active participation and leadership of women in smallholder and co-operative groups from which you source.
- Support and promote women's rights, including equal property rights, equality in decision-making, and equal rights to work and leisure, and freedom of association.

c. Business as a provider of services and products in developing economies; the untapped market of the 'Bottom of the pyramid'

Women as clients

- Women are an untapped customer base, as women tend to acquire goods and services on behalf of the entire household.
- Where 'bottom of the pyramid' products are designed with female markets in mind, ensure that products are genuinely meeting the needs of women consumers. Companies should keep themselves abreast of current debates around the development of products and sales models being trialed in developing countries and use well-regarded social impact assessment frameworks to assess the social and gender impact of products intended for 'bottom of the pyramid'-markets.

- Companies that understand the different needs of women and men at different levels of society make more appropriate products to meet consumer demand. Companies therefore need to ensure a balance of women and men in their product development and marketing teams. They also need to perform market testing with female consumers, larger sections of the community, and local NGOs, who will have a picture of social needs in their market area.

Women as employees (e.g. sales agents)

- Ensure that all workers in your value chains are safe in their day-to-day operations.
- In the case of mobile distribution agents, the safety of distributors is a primary concern: women travelling alone for business are exposed to risks that companies have a duty to minimize. This may require providing mobile telephones for reporting on their location, or providing security coverage where they are selling to homes.

Step 2 Measurement

Figure 48: Suggested Measures of Gender-Equality Performance in the Supply Chain (Source: GRI & IFC, 2009)

Organizational objective	Measurement		
	<i>Basic</i>	<i>Moderate</i>	<i>Advanced</i>
Do business with organizations that respect gender equality	Description of gender equality in procurement policy and plans	Percentage of suppliers that have gender- equality policies or programs	Percentage of suppliers that report on their gender- equality policies and practices
			Gender composition of supplier workforce
			Percentage of suppliers' managerial posts, by gender
Promote women's entrepreneurship and supplier diversity			Financial value and percentage of total procurement by supplier company and type of good or service, broken down by gender and type of supplier
			Male - female ratio suppliers' shareholders

Green = qualitative performance measurement examples

Lime = quantitative performance measurement examples

Develop similar tables for

- Purchasing from women smallholders
- Women as clients
- Women as employees (e.g. sales agents)

Step 3 Reporting

Report regularly on achievements made. Management and reporting of sustainability issues, including gender, are typically considered the domain of large organizations, but are increasingly being embraced by SMEs within the global supply chain.

An emerging trend is that these smaller but no less important organizations are writing their own sustainability reports and getting them certified by assurance providers. In 2007 over 80 reports were published by SMEs in the global supply chain.

One approach to gathering gender information on the supply chain is for larger organizations to work with and support their suppliers in producing sustainability reports containing gender information.

Larger organizations could include in their own sustainability reports information on initiatives they have in place to support suppliers in implementing gender-equality policies and programs and in reporting on these activities.

Examples

I General supply chain management

1 MAS Holdings

While gendered labor segregation can all too often be a feature of women's participation in garment manufacturing, enlightened companies have taken strides to address this. MAS Holdings, a textile supplier in Sri Lanka, realized that its women workers were leaving as they married or had children, creating a talent shortage. The company polled its workers to see what would help them stay at work. Nursery facilities, IT and English language education, and career development training have all led to lower staff turnover and a bigger pool of future managers. Despite competition from other suppliers with cheaper costs, a commitment to women's rights and empowerment has won MAS contracts with companies such as Victoria's Secret, Gap, Nike, Adidas, and Marks & Spencer. MAS has stayed ahead of the curve by investing in its female workforce, and is seeing its commitment pay off.

2 The Body Shop

Women have always been central to The Body Shop's Community Fair Trade sourcing program. Working with over 25,000 farmers worldwide, five of the company's partners are women-led smallholder associations, which sustain and harvest the land's natural resources to produce raw materials for The Body Shop. The associations also develop social projects that directly benefit members' families and communities. These include projects such as building schools and health care centers in rural villages and educating the women members on the importance of financial security, such as savings accounts. The women producing The Body Shop's raw materials are also encouraged to trade at local markets and use organic practices. This means that the women are able to grow their own businesses and develop their own communities, while The Body Shop maintains a quality and reliable supply base.

Quote:

"... We are working with very large corporate buyers and large government agencies in our target markets who are interested in having their supply chains be more inclusive and more representative of their communities, and that includes women-owned businesses as suppliers..." - Elizabeth Vazquez, Quantum Leaps Inc. and WE Connect International, USA

II Business as purchaser of agri-food commodities

Quote

"... Recent research commissioned by the Bill & Melinda Gates Foundation shows that by increasing women's participation in smallholder sourcing programs, many international food companies can improve crop productivity and quality, grow the smallholder supply base, and improve access to high-value markets..." – M.K. Chan (2010)

3 FRICH

The FRICH (Food Retail Industry Challenge Fund) project is supporting tea company Finlay's outgrowers in Kenya to set up five new cooperatives. To ensure that female as well as male outgrowers can join the cooperatives in their own name, the project bases membership eligibility on the grower having been assigned land where they have control over the produce: formal land titles are not necessary (which is important as most African women do not own land). Moreover, as women producers are often registered under their husbands' names even when the husband is not involved in farming, the project insists that, in such cases, the woman must be registered as the member. Finally, to ensure that women (and youth) are represented in the cooperatives' governance structures, quotas have been established at the various management levels: for example, each buying center must elect one older man, one older woman, one young man, and one young woman to form its committee.

III Selling products and services (Bottom of the Pyramid)

4 Vodafone Kenya; M-PESA Kenya

Poor access to cash, savings, and insurance are problems faced by many poor women in Africa. In Kenya, Vodafone has launched M-PESA, a mobile phone banking facility, which allows people to make payments, send money to relatives, transfer cash, and repay loans. Recent reports cite evidence that mobile banking, crucial in rural areas with few resources, allows women to control their own money, increases the scope for entrepreneurship, and reduces the strain of travelling to their male relatives – often in the city – for money, saving journeys that can take up to a week.

The service reaches nine million Kenyans and expansion into India, South Africa, Tanzania, and Afghanistan is rapidly progressing. As Vodafone's former CEO, Arun Sarin, explained: 'M-PESA is not a charity. It's actually good business and good for society. If we can help improve the quality of life for millions of people, there is no better thing that a company like Vodafone can do.'

Credits

Oxfam International, 2012, Gender equality, it's your business. Briefings for Business No 7. International Edition. © Oxfam International February 2012.

IFC & GRI, 2009, Embedding Gender in Sustainability Reporting, A Practitioner's Guide Executive Summary. IFC In partnership with the governments of Germany, Iceland, and Switzerland.

United Global Impact and UNIFEM, 2009, Women's Empowerment Principles. Equality Means Business. In addition, a presentation providing an overview of the Women's Empowerment Principles can be found on Slideshare.

Tool 4.3c Business and the community

From Oxfam International, GRI & IFC and UNIFEM & UNGC

Why use this tool?

Businesses can promote gender equality in their operations by the manner they engage with the local communities they operate in. This engagement can take the form of organizations managing their negative impacts on the communities, such as environmental damage, population displacement, and use of natural resources.

Organizations also have the ability to distribute their positive impacts more equally among women and men in their communities through employment, contracting, charitable contributions, and investments. This tool provides tips on how to let the wider community benefit from your business.

What do you gain from using it?

An increased developmental impact can improve a companies' image and stimulate a more sustainable way of production, by:

- developing a more inclusive recruitment pool within the community
- building loyalty with local customers
- avoiding litigation and disruption to their operations

Who applies this tool and for whom?

This tool provides a checklist of possible actions to be taken by the management of a company. The checklist can also be used for lobby to encourage the management to address gender equality in the relations between a company and the community.

How does it work?

Step 1 Implementation and Practice

The following provides a range of examples of community initiatives and activities that organizations can engage in as part of an organization-wide gender approach and community engagement strategy.

Women's empowerment:

- Ensure that women have representation on governance and decision-making bodies such as committees that engage with the local community and that make decisions on community investment projects.
- Consult with the organization's internal women's network (if one exists) to gather "intelligence" from female employees on gender issues in the community and approaches to resolving them.
- Set up a process in which women in the community are consulted to ensure that their voices are heard (in some cases it may be useful to consult with women separately).
- Consult with women during the scoping process of community projects and ensure their representation in helping to identify and select community initiatives funded by the organization as well as in decision-making and governance structures, so they can participate in determining how funds get spent, on which communities, and on which types of initiatives.
- Support the establishment of an (external) women's community consultative council, if deemed useful.

Community Initiatives:

- Connect the diversity official of the organization (if one exists) with the staff that design and implement community initiatives. The diversity official may be able to bring a unique gender perspective to the community programs.
- Find out if there are any existing public sector-supported initiatives with a gender focus that might be of interest to the organization. Consider whether such initiatives might be worth leveraging in a tripartite (private sector, community and government) arrangement.
- Ensure that any partnerships (whether public or private) fit with the organization’s values on gender.
- Work closely with local governments and communities on policies and practices that promote gender equality and the empowerment of women.
- Consider employee volunteering as mechanism to help better understand and address gender issues in the local community.
- Support the provision of educational information about domestic violence to the local community.

Building Women’s Capacity:

- In order to enable women’s effective participation in local community programs throughout design and implementation stages, identify women’s learning needs in the community and help ensure that these needs are addressed.
- Provide career information and training programs designed for the local community that are accessible by and targeted to both women and men.
- Consider establishing programs to encourage women to enter non-traditional fields related to the organization.

Social impact assessment

- Ensure that gender-differentiated impacts on local communities are taken into account during an environmental and social impact assessment process and that gender - disaggregated data are included in the baseline information obtained.

Step 2 Measurement

Figure 49: Suggested Measures of Gender-Equality Performance and the Community (Source: GRI & IFC, 2009)

Organizational objective	Measurement		
	<i>Basic</i>	<i>Moderate</i>	<i>Advanced</i>
Contribute to the well-being of women and men in the affected communities	Initiatives, including donations and grants to address equality in the community	Management approach to the consultation of local women in devising community engagement/ investment programs	
	Management approach to determining community engagement/ investment activities, including policy and criteria	Total number of community engagement/ investment programs targeting women	Total number of direct beneficiaries of community engagement/ investment programs, broken down by gender
		Management approach including gender impact	Total monetary value of community engagement/

		assessments to addressing gender- related community impacts	investment programs, broken down by gender of the beneficiaries
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Green = qualitative performance measurement examples

Lime = quantitative performance measurement examples

Step 3 Reporting

Report regularly on achievements made. Management and reporting of sustainability issues, including gender, are typically considered the domain of large organizations, but are increasingly being embraced by SMEs within the global supply chain.

An emerging trend is that these smaller but no less important organizations are writing their own sustainability reports and getting them certified by assurance providers. In 2007, over 80 reports were published by SMEs in the global supply chain.

One approach in gathering gender information on the supply chain is for larger organizations to work with and support their suppliers in producing sustainability reports containing gender information.

Larger organizations could include in their own sustainability reports information on initiatives they have in place to support suppliers in implementing gender-equality policies and programs and in reporting on these activities.

Quote:

"... The opportunity to discuss the question of gender in reporting is quite timely in Brazil because Brazilian companies are much more interested today than 10 years ago on how they dialogue with the society on what they are doing..." - Thereza Lobo, Comunitas, Brazil (Taken from IFC/GRI report, see in Credits below)

Credits

Oxfam International, 2012, Gender equality, it's your business. Briefings for Business No 7. International Edition. © Oxfam International February 2012.

IFC & GRI, 2009, Embedding Gender in Sustainability Reporting, A Practitioner's Guide Executive Summary. IFC In partnership with the governments of Germany, Iceland, and Switzerland.

United Global Impact and UNIFEM, 2009, Women's Empowerment Principles. Equality Means Business. In addition, a presentation providing an overview of the Women's Empowerment Principles can be found on Slideshare.

4.4 Business Development Service Providers

Tool 4.4a Analyzing services from a gender perspective

By Vanderschaeghe, Lindo and Sánchez for Hivos

Why use this tool?

One of the most important gaps in service delivery is related to gender. Often, the lack of use of services by women is awarded to their lack of interest: “Women are not interested in technical training” and so on. Rarely, service providers and producer associations try to understand the causes of why women are not accessing their services.

This tool gives new insight and inputs to service providers and economic associations for the design of products and services assuring gender equality and women empowerment. At the same time, it can be used to monitor and evaluate the effectiveness of their services from a gender perspective.

What do you gain from using it?

- Insight in the differences in men and women’s perceptions about the type and quality of services offered by farming or business organizations and service providers.
- An overview of the different needs and interests of men and women, in particular women’s demand for production and business services.
- Service providers gain insights in the importance of a differentiated evaluation of services as basis for the design of products and services with gender equity and a women-empowering approach.

Who applies the tool and for whom?

This is a participatory tool to be used in workshops with a group of producers, processors, businessmen and women, inviting men and women. As most economic actors are family businesses, it is important that both husband and wife are invited to attend the workshop. Invite service providers as observers.

How does it work?

Men and women work in separate groups. Try to differentiate the group in subgroups that have similar conditions in relation to access and needs of services. For instance, women who are member of a farmer association receive services from their association; women who are not member do not receive those services. A small business has different access and needs of services than a mature business.

Figure 50: Workshop in Coffee Cooperative “José Alfredo Zeledón”, San Juan de Río Coco, Nicaragua (Source: Lindo et al, 2009)



Step 1 Drawing of services in the value chain

Ask each subgroup to make a collective drawing on a flipchart responding to the question: 'Which services do you receive to improve your participation in the value chain? Who is providing this service?'

Write down on another flipchart: 'What other services do you need in order to improve the performance of your business in the value chain?'

Step 2 Exchange between subgroups (men vs. women)

In plenary session, one representative of each subgroup explains the meaning of the drawing of his group. Next, each group is asked to comment on the drawing of the other group.

- What do men think of the drawing of women?
- What do women think of the drawing of men?
- What similarities and differences do you perceive in the drawings and the needs of men and women?
- Why this differences?

Make people reflect on the differences between men and women. The facilitator makes a synthesis of similarities and differences.

Step 3 Service evaluation

In plenary session, the group decides on one or two important services to evaluate. Each group is asked to respond on a flipchart to the following questions for each of the services analyzed:

- Who receives the service? (Number of men and women, all or part of members, wives, sons and daughters, families that live close to the road, etc.)
- How is the service delivered? (time, place, conditions, etc.)
- How much does the service cost?
- Are you satisfied with the service?
- What are the suggestions for improving the service?

Step 4 Reflection – plenary session

Groups present the results to the plenary session. The facilitator helps to make a synthesis of most important reflections and recommendations for service improvement from a gender perspective.

Time: 3 hours.

Materials:

- Flipchart
- Masking tape
- Fine markers of different colors
- Thick markers

Recommendations for the process

Not only productive and business services, but also reproductive services (day-care center, health services, etc.) are important for women, so they can release workload and time.

Credits

Lindo, Patricia, Mieke Vanderschaeghe and Javier Sánchez, 2009, Workshop for the validation of tools for addressing gender in producer organizations, Hivos, 2009.

Figure 51: Workshop in Coffee Cooperative “José Alfredo Zeledón”, San Juan de Río Coco, Nicaragua (Source: Lindo et al, 2009)



Tool 4.4b The value chain game

From Oxfam, Training tools for Poor Women's Economic Leadership Projects (PWEL)

Why use this tool?

This tool helps businesses to position themselves within a value chain, to analyze how they are linked to other business and organizations and consequently to gain an insight into how they can increase demand and returns for their businesses. There is a particular step on the (gender balance of the) ownership of the businesses.

What do you gain from using it?

- Get an overview of an industry.
- Analyze own involvement in the industry.
- Picture involvement of women in the different businesses in the value chain.
- Explore the profitability of existing or emerging business.
- Explore ways of participating in newer, more profitable sectors.
- Understand the relationship with other business processes.

How does it work?

This is a participatory tool to be used in a workshop joining women and men entrepreneurs from different links of a value chain. For the game, you need to make several blank pieces out of cardboard.

The value chain game is based on a training toolkit of Oxfam (see the link under Credits below).

Step 1 Create a value chain (30 min)

1. Ask the participants to think about different businesses in a value chain, starting with one business and asking the question: "Which other businesses provide resources to or a market for this one?" List the possible value chain businesses on a white board.
2. Divide participants into groups. Assign a few items from the list to each group, and give them as many blank pieces.
3. Explain that each group must "illustrate" the listed businesses; one on each piece. Participants are free to use words as well as pictures.

Step 2 Arrange the value chain (30 min)

1. Make new groups and hand one just made VC piece to each.
2. Each group must take turns to describe the business in his VC piece and place the piece in a line, next to, or in-between pieces already put on the floor by other groups in a chronological order, making a value chain.
3. Ask if the groups know of any other businesses that are related to the ones discussed. Use the blank pieces to add in appropriate positions of the value chain.
4. Explain to the group that each business process feeds into (supply to) or from (create demand for) others. Prices and profitability of any business depends on the supply and demand conditions.
5. Ask the group to identify their business within the chain. Explore collectively what conditions are necessary in order for that business to be most profitable.
6. Explain to the group that profitability of any one business increases as one gains control over other business processes on the supply side as well as demand side.

Step 3 Where are the women? (15 min)

1. Explain to the group that the task is to mark each piece with red and blue push-pins to show involvement of women (red) and men (blue) in that business segment at any level.
2. Participants must use one, two or three push-pins of each color depending on whether that business segment involves/ employs few or many women or men.
3. Let the group collectively discuss each piece in turn.
4. After all the pieces are marked, lay them out so that they are visible to all the participants.
5. Ask the group to reflect on the pieces. A few participants can quickly share what the distribution of red and blue pins implies.

Step 4 Sort by ownership (30 min)

The colored push-pins representing women and men should remain on the pieces for this activity. Draw a grid as shown below.

Figure 52: Owned by men/ women diagram (Source: Oxfam, year unknown)

Owned by Men	Owned by Women
Place those pieces here that represent businesses where men are owners.	Place those pieces here that represent businesses where women are owners.

Explain to the participants that the task is to arrange the VC pieces within the boxes to reflect the current situation. Some pieces may be placed in between boxes, in case the distinction is not clear.

1. Ask the group to count the red push-pins in each box, and then reflect on what this arrangement implies. A few participants can share their thoughts.
2. Now ask the group to rearrange the pieces and pins to reflect an ideal situation.
3. Allow each participant to speak about this vision, probing for reservations or misgivings and addressing these issues.

Step 5 Demand and profitability (45 min)

1. Remove all the push-pins from the pieces for this activity. Draw a grid as shown below.
2. Explain the participants that the task is to arrange the VC pieces within the 4 boxes based on available knowledge. If there is not enough information about any business, those pieces can be kept aside for the time being.
3. Let the group reflect on the pieces as they are arranged, and identify businesses women should be engaged in, given their current circumstances. Keep the selected pieces for discussion and remove the rest.
4. For the business identified, depending on which blocks the are placed in discuss the following:
 - How to increase demand (for pieces in blocks C and D).
 - How to increase returns (for pieces in blocks A and C).
 - How to reduce risks of supply/ demand shocks (for pieces in block B).

Participants may come up with several interesting solutions, but in general, the issues that must not be left out of discussions are:

- Improvement of quality (typically by adopting new processes) to increase demand.
- Increasing volumes (typically through mechanization) to increase returns.
- Gaining control of other key businesses upstream and downstream to secure profitability.

Credits

Oxfam, year unknown, Training toolkit for Poor Women Economic Leadership Processes (PWEL). p. 14-19.



Tool 4.4c A mini-market study

From ILO, Gender + Entrepreneurship Together (GET); GET Ahead for Women in Enterprise Training Package and Resource Kit

Why use this tool?

This tool enables (women) entrepreneurs to practice with the 5 Ps of marketing, by providing practical guidance how to carry out a small market study. Studying the market is important, because it informs one about the clients' needs and about supply of competitors. This is needed to run a profitable business and improve business operations. This tool gives examples, tips and actual practice in the field to carry out a small market study, with an illustrative example of a female entrepreneur.

What do you gain from using it?

This is a training tool to enable participants to explore the 'market' in a systematic way through interviews with business women and their customers and through observation of businesses

Who applies the tool and for whom?

Organizations and practitioners that aim to improve the marketing skills of women entrepreneurs in emerging markets through training

How does it work?

Step 0 Preparation

Participants will prepare for and carry out field work (step 3) by visiting businesses (shops, street or market trades) in small groups (2-4 participants in each group). They will interview owners or staff of businesses and customers, and review the location and display of these businesses. There are many ways of organizing such field work, and the training team needs to decide what is most relevant for participants and what is feasible in terms of available and easy-to-reach locations and logistics:

- All participants should at least interview one person and carry out one observation inside and/ or outside businesses.
- Depending on the situation, you can ask small groups to each visit one type of business in a location of their choice, for example, one group can look at trade shops, another can select handicraft businesses, etc. If participants already have a business or a clear business idea, they may wish to visit the same type of business that they (plan to) have. Or, each group can visit a different market place or producers' group. Or, ask each group to interview or observe business women and business men and/or both female and male shop assistants or clients to draw out differences between the sexes in the market study.
- If participants can visit 'model' enterprises you may need to request the cooperation of business owners in advance.

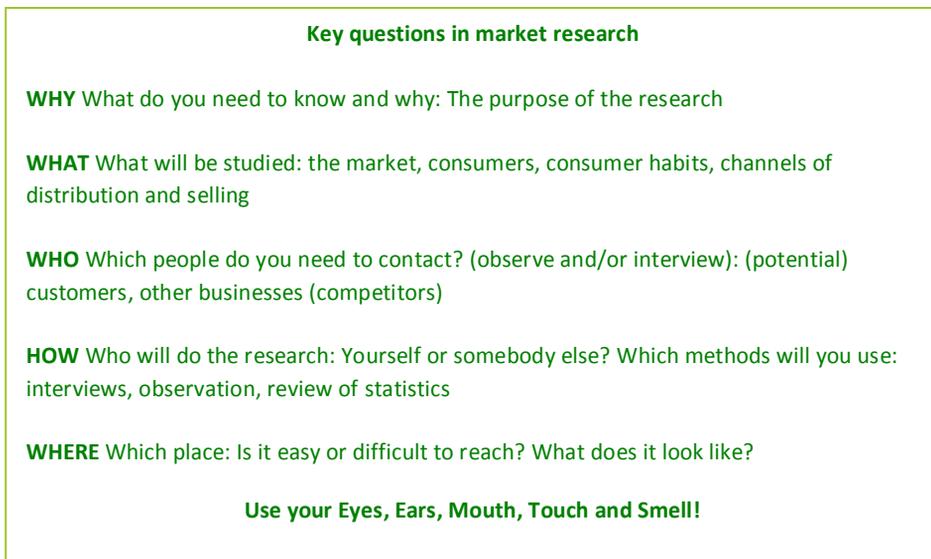
This exercise can be the last of the day and the reporting of their findings will take place on the following day.

Step 1 Key Questions in Market Research (10 minutes)

Introduce this exercise as an opportunity to practice market research. Highlight that market research is essential for people or groups who want to go into business. Ask participants what

they would want to know if they would do market research for their own business. List key points on a flipchart or board, using the Key Questions in Market Research (see figure 55).

Figure 55: Key questions in market research (Source: Bauer et al., ILO 2004)



To illustrate this, give the example of Ms. Sameth. Ms. Sameth is thinking about selling drinks at the entrance of the university where there are many university teachers and students. Sameth would need to buy a mobile cart and this is an expensive investment for her. Before starting this business, she needs to know whether she will be able to attract enough customers, and what the preferences of these customers are. Therefore, she decides to do a simple market study by interviewing potential customers at the entrance of the university, and by buying drinks and chatting with people who already sell drinks there.

Step 2 Develop questionnaire (45 minutes)

During this step, participants will develop a brief questionnaire to prepare for their Mini Market Study. Explain that a market study usually consists of finding out information about the product or service you plan to provide in your business by:

- interviewing customers on their preferences. Note: These can be individual customers, for example, the women and men who go to a repair shop to get their bicycle fixed or buy groceries for the family. But, customers can also be other shops. For example, a group of village women who produce handicrafts will sell these to tourist shops. Thus, these shops are their customers. In this case it is useful for the producers' group to find out from the staff or owners of the shops about the preferences of their customers, the tourists.
- interviewing owners or staff of businesses which sell similar products or services on the product or service and the competition.
- looking at the location of the businesses, and the display inside the shop or of the market stand.

Divide participants into 4 to 6 small groups. Give each of them their assignment (see under Preparation) or let them select the type of business, location or product group that they want to study. In each group, each participant will:

- interview staff or owners of businesses and/ or (potential) clients of selected businesses: at minimum one interview by each participant
- observe the location and the interior of these businesses

Ask each group to design their own brief questionnaire for their Mini Market Study. Give them some tips on the types of questions they may want to focus on, using the Questionnaire for the Mini Market Study (figure 56).

Figure 56: Questionnaire for the Mini Market Study (Source: Bauer et al., ILO 2004)

Questionnaire for the Mini Market Study

Example questions for interviews on customer preferences with staff or owners of businesses

- | | |
|--------------------------|---|
| • Who buys? | Profile of customers? Are they also users? (not always obvious) |
| • Why do they buy? | Need, prestige; habit; price |
| • What do they buy? | Size, quality, colour, design |
| • When do they buy? | Seasonal, daily, weekly, event-related |
| • Where do they buy? | Market, home, post, mall, location, other |
| • How do they buy? | Orders, impulse, credit, bulk |
| • How often do they buy? | Regular, casual, occasional |
| • How much do they buy? | User rates, quantities |

Example questions for interviews on the competition with staff or owners of businesses

- Who are your competitors?
- What are their advantages?
- What are their disadvantages?
- Is there a lot of competition?
- What do you do to attract customers so that they come to you and do not go to your competitors

Key points for observations

- Use all your senses: Eyes, Ears, Mouth, Touch and Smell
- Is the place easy-to-reach?
- Is the interior and display clean and attractive?
- What are the attitudes of the sales people towards the customers?

Step 3 Discuss questionnaire (15 minutes)

Ask the groups to present their questionnaires and let the other participants give comments and suggestions for improvement. Before participants start off with their field work, make sure they understand some basic do's and don'ts in interviewing:

- Interviews are best done on a one-to-one basis
- Ask each person you want to interview if he or she has time to answer some questions (select a quiet time, when it is not busy)
- Briefly introduce yourself and the aim of the interview
- Start with some friendly remarks, and easy questions, because you need to establish contact with the person you interview and 'break the ice'
- Ask open questions: What do you think about ...? Why did you select this shop to do your grocery shopping?

- Avoid closed questions: questions that people can only answer by saying 'yes' or 'no'
- Avoid suggestive questions that may lead the responding person's answer in a certain direction
- Ask only a few questions that are really important to reach your aim: the objective of the market research
- Speak clearly in a language that your respondents easily understand.
- Keep track of a logical sequence in your questions: Do not 'jump' from one subject to another
- Thank the respondent at the end of the interview.

Ask the groups to divide work among them, discuss their findings together and prepare for the reporting in plenary after the field work.

Step 4 Market study fieldwork (time to be determined)

Participants carry out the field work.

Step 5 Present results (15 minutes)

Coming back from the field work (the next day), the groups will discuss their findings and prepare their presentations. Each group will then briefly present their key questions and main findings to the whole group.

Step 6 Discussion (15 minutes)

Conclude the session by discussing the following questions:

- How did it go? Was it easy or difficult?
- What were the main lessons you learned?
- Did you identify any differences between female and male entrepreneurs, their businesses and their clients or customers? If yes, what did you learn and why?
- What are the main points to consider for a future market study?
- Is it useful to do a market study? Why is it important?
- Is it important to plan a market study? Why?

Summarize these points as a conclusion to the session.

Credits

Bauer, Susanne, Gerry Finnegan and Nelien Haspels (2004) 'Gender and Entrepreneurship Together: GET Ahead for Women in Enterprise: Training Package and Resource Kit', Bangkok, Berlin and Geneva, International Labour Office, 2004. Exercise 18 'Mini Market Study, from Module 3.2 Marketing, p. 178-187.

Tool 4.4d Input management in the production cycle

From ILO, *Gender + Entrepreneurship Together (GET); GET Ahead for Women in Enterprise Training Package and Resource Kit*

Why use this tool?

This is a practical tool to gain insight in all the inputs involved in a production process and in the different phases of a production cycle. Women entrepreneurs not always have a clear overview of the inputs involved in their production process, e.g. they tend to neglect the time spend in the preparation phase. Gaining insight in all the inputs is the first step in running a profitable business.

What do you gain from using it?

- identify and learn how to manage the key inputs in the production of a good or service
- understand the different steps in a production cycle

Who applies the tool and for whom?

This tool is a guide to facilitate a training session on 'input management in the production cycle'. It can be applied by organizations that aim to promote enterprise development among low-income women (and/ or men).

How does it work?

Step 0 Preparation

- The tools and raw materials for making a product or providing a service (see above) should be borrowed and/ or bought in advance.
 - Inputs for a product and a service suitable in the given location – see examples:
 - Example of production – lemonade production:
 - 5 plastic cups, 1 big jar, 2 table spoons, 1 knife, 1 tray
 - 10 lemons, 100 grams of sugar, 1 big bottle of drinking water
 - Example of a service – hair dressing:
 - 1 set of hair dressing utensils: water bowl, comb, towel, scissors, mirror
 - Raw materials needed as inputs: water, shampoo
- Ask for volunteers to act as the entrepreneurs: one to demonstrate the making of a product and the other to demonstrate the provision of a service.
- Participants may be shy to do a role-play which involves physical contact with another person (in this case brushing and/ or cutting hair of a customer).
- Trainers need to respect this and give the role-players the freedom to act as they want: do not force them in any way.
- Flipcharts and markers are needed.

Step 1 – 5 minutes

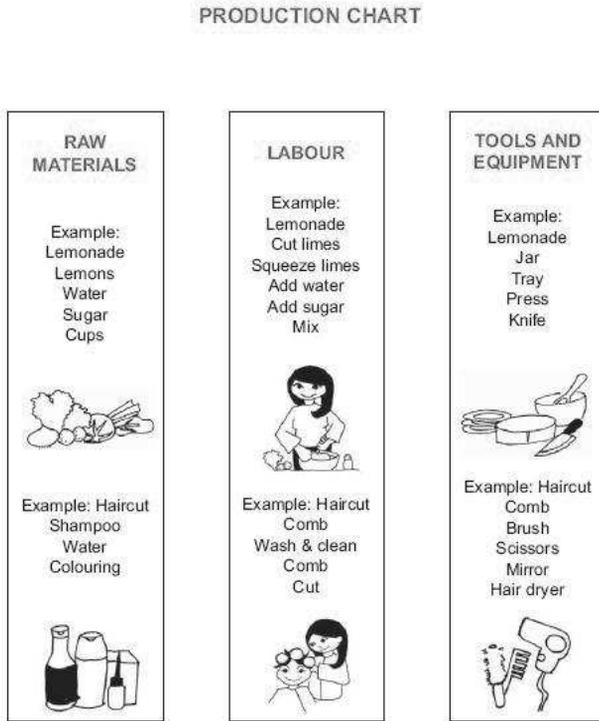
Introduce the aims of the exercise: to learn how to manage the key inputs in the production of a good or service. The participants will view two short production cycles in action: one for making a product and one for providing a service. Two volunteers will act as entrepreneurs and demonstrate the production process by transforming raw materials with their labor and tools into a finished product or service. By observing and analyzing, the participants identify the key elements of a small-scale production cycle.

Step 2 – 45 minutes

Ask the participants what they think are the **main inputs** needed in production and in the provision of a service.

Conclude that there are 3 main types of inputs: raw materials, equipment and labor.

Figure 57: Production chart (Source: Bauer et al., ILO, 2004)



Explain that participants (apart from the 2 volunteers) will be divided in 6 small groups :

- 3 groups will observe the 3 inputs (equipment, raw materials, and labor time) in lemonade production
- 3 groups will observe the 3 inputs in hairdressing.

For each production process the 3 groups will have different tasks:

Task of Group 1:

- Fill in the Raw Material List (either on flipchart or print)
- How do you think the materials can be better managed? Describe each suggestion in detail.

Figure 58: Raw Materials List (Based on: Bauer et al., ILO, 2004)

Items	Quantity	Remarks

Task of Group 2:

- Fill in the Labor Time List (either on flipchart or print)
- How do you think the steps can be better managed? Describe each suggestion in detail.

Figure 59: Labor Time List (Based on: Bauer et al., ILO, 2004)

Process/Step	Time (minutes)	Remarks

Task of Group 3:

- Fill in the Tools and Equipment List (either on flipchart or print)
- How do you think the tools/ equipment can be better managed? Describe each suggestion in detail.

Figure 60: Tools and Equipment List (Based on: Bauer et al., ILO, 2004)

Items	Quantity	Remarks

Each group will put its findings on a flipchart. Ask the participants to observe the action carefully.

The two volunteers can now demonstrate how they prepare their delicious lemonade and make those fancy hairstyles.

Step 3 – 30 minutes

Ask the groups to present their findings. Go through the different inputs and suggestions for improvement and discuss:

- For the raw materials: check whether all items were used, and whether there are left-overs.
- For the labor: check whether participants have written down the time that was needed for each step in the production of the lemonade or the hairdressing service. Include the time spent by assistants if any. Include the time spent in talking with the customer. Mention that some of the steps involved were not shown in the exercise, such as the buying of raw materials, distributions and storage.
- For the tools and equipment: check whether participants have listed all tools and equipment. Mention that there may be a need for other types of equipment, related to steps in the production cycle that were not shown in the exercise, for example a fridge for storage.

The outcome of this part of the exercise should be kept available for tool 4.4e 'Costing and Pricing'.

Encourage participants to further analyze and exchange experiences on labor time, quality, quantity, inputs and outputs. Start on general discussion on the production process, using the points below:

- How could one modify/ substitute tools and equipment to increase productivity, or simplify and improve the production or service process?

Explain that each production process consists of 3 main steps:

- **Make ready:** This involves preparing required components and getting the materials (transport); measuring the ingredients (inspection and operation); cutting vegetables, preparing beef slices; washing the salad (operation).
- **Do:** Putting the cooking oil in the pan (operation); laying the beef slices or the vegetables in the pan; cooking and frying (operation).
- **Put away:** Removing the finished product from the pan (transport); keeping the fried slices in a container (storage).

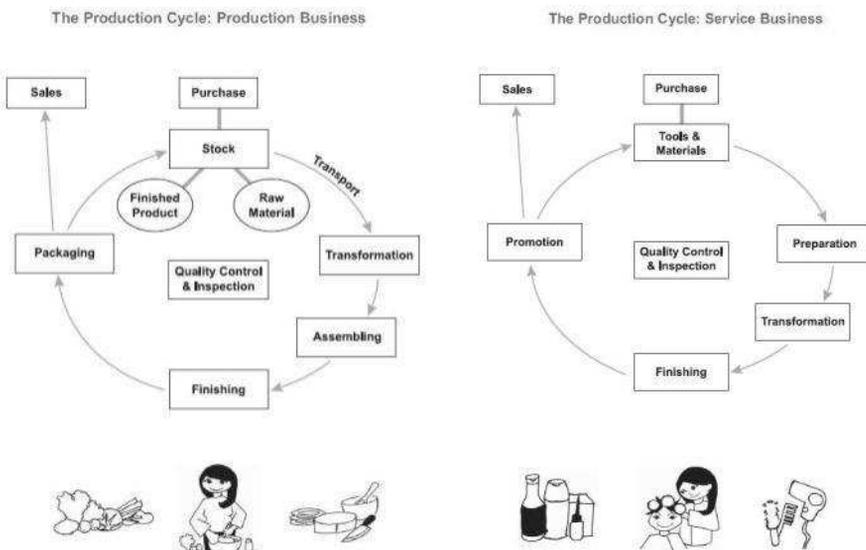
It is important to know how much time you spend on each step. Often people forget to calculate the time spent on preparatory activities, or the time spent on talking to customers.

Sometimes women who start a small business do not calculate their labor time, in other words the time that they work in their business, at all. Remember that time is a cost, because the time you need for your business cannot be used to do something else. For more information on this topic, see tool 4.4e 'Costing and Pricing'.

Step 4 – 15 minutes

Show the 'production cycle' both for a business which produces and sells goods and a service business (on the online version of the toolkit these can be downloaded separately).

Figure 61: Production cycle for businesses (left) and for services (right) (Source: Bauer et al., ILO, 2004)



By and large, the cycles shown will have been completed. Ask the participants to relate the steps in the exercise to the steps in the production cycle. Discuss each of the steps with the participants. Invite them to explain the main steps in the production cycle of their own business.

In the round-up, emphasize that every production process can be improved upon. Make sure that the participants have fully understood the different elements of production, as these will become important for a better understanding of finances later on.

Credits

Bauer, Susanne, Gerry Finnegan and Nelien Haspels (2004) 'Gender and Entrepreneurship Together: GET Ahead for Women in Enterprise: Training Package and Resource Kit', Bangkok, Berlin and Geneva, International Labour Office, 2004. Exercise 19 'All It Needs to Create a Product or Service', from Module 3.3 Production, Services and Technology of the business project part, p. 191-200.

Tool 4.4e Costing and Pricing

From ILO, Gender + Entrepreneurship Together (GET) 'GET Ahead for Women in Enterprise Training Package and Resource Kit'

Why use this tool?

Costing is the way you calculate the total costs of making and selling a product or providing a service. Many women entrepreneurs are not aware of all their costs (e.g. labor time is often not regarded as costs) and therefore can operate their businesses at a loss. Good costing practices will help an entrepreneur to have better control over the costs and set better prices. Consequently, it allows for better informed decision making and managing an income-generating activity in a profitable way.

What do you gain from using it?

- understand how to calculate the cost of a product or service
- know how to set prices

Who applies the tool and for whom?

This tool is a guide to facilitate a training session on 'costing and pricing'. It can be applied by organizations that aim to promote enterprise development among low-income women (and/ or men).

How does it work?

Step 0 - Preparation

- The outcome of the group work of Tool 4.4d 'Input management in the production cycle' needs to be available for steps 1 and 4 in this exercise; the flipcharts listing the main inputs for lemonade production.
- Prepare headings on flipcharts or boards: Start-up Costs; Operational Costs; Fixed Costs and Variable Costs for use during step 2 (optional)

Step 1 – 20 minutes

Recall the experience of Tool 4.4d: A demonstration was given of the operation of a production and a service business. Ask participants what the three main inputs, or cost elements are in making a product (Materials, Labor and Tools/Equipment).

Show the **Materials, Labor and Tools/ Equipment Lists** of the lemonade production completed by the participants.

Ask participants whether there are any other costs an entrepreneur incurs when producing and selling lemonade? What other costs can they think of? (business registration fee, tax, rent for the workplace, interest on loans, electricity, water, transport, advertising and promotion etc.)

Write the answers on cards and stick them on the wall. Add other costs if required. Explain that these costs are **overhead costs**.

Go to Step 3 for groups with little business experience. For more advanced groups, explain the difference between fixed costs, variable costs and start-up costs as in step 2 below.

Step 2 – 20 minutes (optional)

Ask the participants if we can simply add up the material costs, the labor costs, the cost of tools and the other costs mentioned by the participants to calculate the cost of 1 cup of lemonade? (No, because some of these costs are higher when we produce more. Other costs stay the same when we produce more).

Explain the difference between fixed costs (also called overhead costs or indirect costs), variable costs (also called direct costs) and start-up costs.

Fixed costs are the costs that do not vary with the number of goods or services produced and sold by the business (rent, salary for regular workers in the business etc.). Fixed costs can change over time. Rent can increase over time, for example, but this has nothing to do with the amount of products produced or sold.

Variable costs are the costs that vary with the number of goods or services produced by the business (raw materials, salary of workers who are paid per unit of output or who can be hired as extra labor to deal with extra production/sales).

Start-up costs are the costs that are only incurred once to start the business (business registration fee, fee to open a bank account, purchase of land).

Ask participants to categorize the different costs as either “fixed costs”, “variable costs” or “start-up costs”. Re-arrange the cards on the wall in 3 columns under the words “fixed costs”, “variable costs” and “start-up costs”.

The costs of tools and equipment are fixed costs. Tools and equipment have to be replaced when they are old. Therefore, we have to calculate the replacement costs of tools and equipment per month or per year. These replacement costs are called “depreciation costs”.

Different types of tax can either be fixed or variable costs. Businesses that pay a fixed amount of tax every month or year, can consider this a fixed cost.

Businesses that pay import tax on raw materials, can consider this a variable cost since it increases with the amount of production. Businesses that pay a certain percentage of their profit as “profit tax” will not include this tax in their cost calculation. Once they have calculated how much profit they will make, they deduct the profit tax from the amount of profit made.

Labor costs can be fixed or variable. The time a business woman spends at her market stall everyday – no matter how much she produces or sells – are fixed labor costs. The extra hours that she herself, other family members or workers spend to produce orange juice, are variable labor costs.

Step 3 – 10 minutes

Continue with further discussing labor costs, because participants need to understand that ‘TIME is MONEY’. Explain why it is necessary to include both the labor time of the business woman and the labor time of other people working in the business in cost calculations:

- The time that a business woman spends on the business is a cost, because she cannot use that time for other purposes. She is busy with her business (this is known as ‘opportunity costs’).
- Women tend to consider that the time spent working in the household for their family or in their business is ‘free’ time. This is not true in both cases. Their labor contribution is vital for the well-being of their family and it is also necessary for business success.
- They have to decide whether they want to pay themselves a regular salary and see this as a ‘cost’ to their business, or whether they pay themselves only if they know how much profit they make.
- All business women need to check regularly if their business brings in enough money or not. It does not make sense to work very hard for many hours and earn very little.

Step 4 – 30 minutes

Put figure 62 (Chart for cost per unit) on the board and explain that this is a chart to calculate the cost per product (for example a cup of lemonade) or per service (for example a haircut). Guide the participants through the steps of calculating the cost of 1 cup of lemonade.

Figure 62: Chart for cost per unit (for service and production) (Source: Bauer et al., ILO, 2004)

Product:		Monthly production:	
Raw materials	Purchasing unit	Purchasing price	Cost
Equipment	Purchasing price	Number of Months it can be used	
Labor costs			
Overhead costs			
Total costs per month			
Total costs per product/service			

Tell participants to assume that the business produces and sells 1,500 cups of lemonade every month and that the only labor time involved, is the time needed to produce the lemonade (for example, the lemonade is sold at a supermarket and picked up every day by the truck of the supermarket). Demonstrate how to calculate the cost of making lemonade.

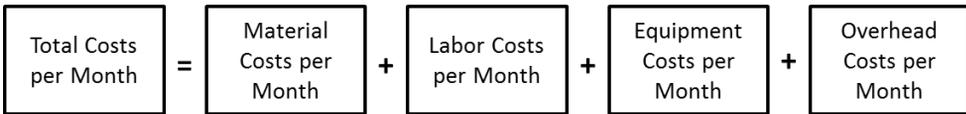
- For **Cost of Materials per Month**: Invite a participant to calculate on the form.
- For **Equipment Costs per Month**: Demonstrate how to calculate depreciation cost of tools and equipment. For example: The monthly depreciation cost of a tool such as a knife or a chopping board is the cost of this tool divided by the number of months that it can be used. Write the monthly depreciation on the form.
- For **Labor Costs per Month**: Invite a participant to calculate on the form.

- For **Overhead Costs per Month**: Demonstrate how to calculate other overhead costs per month (transportation, water for cleaning etc.) and write them on the form.

Invite a participant to calculate the **total cost per month** and the **total costs per product**.

Give the participants another example. Imagine that the business woman produces and sells the same amount of 1,500 cups every month. But instead of selling the lemonade to a supermarket, she sells it herself at the market. She spends four hours a day to produce the lemonade, to travel to and from the market, and to sell the lemonade there. Ask a participant to make the necessary changes in the Chart. Make sure that all the labor costs are included.

- Summarize how to cost a product:



$$\text{Costs per Product} = \frac{\text{Total Costs per Month}}{\text{Products per Month}}$$

Step 5 – 30 minutes

Divide participants into groups to make their own cost calculation. The groups can use the results of the hairdressing example of Tool 4.4d, or they can use the example of their own production or service business.

Let them use figure 62 ‘Chart for cost per unit’ and calculate:

- The costs of materials per month
- The labor costs per month
- The equipment costs per month (depreciation)
- The overhead costs per month
- The total costs per month and per product

When the participants work in groups, go around to observe and assist group work if required.

After 30 minutes, ask the groups to put the flipcharts on the wall. Go over one by one and correct the calculations if required.

Step 6 – 15 minutes

Refer to the results of step 4 and ask participants to set a price for 1 cup of lemonade. How much should we charge for a cup of lemonade? How do we set this price?

Invite participants to answer. Probe until the three main pricing criteria have been mentioned.

Put figure 63 (Pricing form) on the wall. Agree upon a price level for the lemonade, and write it in the “Our Price” box.

Figure 63: Pricing form (Source: Bauer et al., ILO, 2004)

Pricing form	
Product:	Our Price:
Total costs per product	→
Competitor's price	→
Price client is willing to pay	→

Generalize as follows:

- cost-based pricing: real product costs + x%
- competitor-based pricing: what does the competitor charge?
- market-based pricing: what is the client willing or able to pay?

Step 7 – 10 minutes

Ask the groups to discuss during 10 minutes and decide:

- What price are you going to sell your product or service for?
- How did you arrive at that price?

After 10 minutes, ask the group to present their results.

Step 8 – 10 minutes

In the plenary, ask participants to look back at the total costs per cup of lemonade in the lemonade costing exercise. Ask them:

- If you sell your lemonade at this price, are you making a loss? A profit?
- How many cups do you sell? (1,500 cups per month)
- How much money do you get from sales? (selling price x 1,500 cups) How much does it cost you to produce that many cups? (Total Costs per cup x 1,500 cups) What is special about the two amounts? (the same)
- So what does **break-even** mean? (**Total Sales = Total Costs**, you are neither making a profit nor a loss).

Pointing at the price participants set for a cup of lemonade, and ask them:

- If you sell your lemonade at this price, are you making a profit? (Yes) How much profit do you make per cup? (Profit per cup = Selling price – Total Costs per cup)
- How much profit in total do you make every month? (Profit per cup x 1,500 cups)

Step 9 – 5 minutes

Ask the groups to go back to the results of their costing and pricing exercises and work out:

- If they sell at price they decided on, how much do they earn per product? How much do they earn per month?
- Let the groups work during 5 minutes and let them present the results.
- To conclude, ask the participants to repeat:
 - how to calculate the cost of a product/ service
 - how to set the price of a product/ service, and
 - why it is important to include your labor costs in these calculations.

Credits

Bauer, Susanne, Gerry Finnegan and Nelien Haspels (2004) 'Gender and Entrepreneurship Together: GET Ahead for Women in Enterprise: Training Package and Resource Kit', Bangkok, Berlin and Geneva, International Labour Office, 2004. Exercise 22 'Costing and Pricing', from module 3.4 Finance of the business project part, p. 217-224.

Example of the 'Healthy Lemonade for All' Business

Figure 64: Example chart cost per unit (Source: Bauer et al., ILO, 2004)

Product: Lemonade				Monthly production: 1,500			
Raw materials	Purchasing unit	Purchasing price	Cost				
lemons	1,500 lemons	80 per lemon	120,000				
sugar	2 kg	1,500 per kg	3,000				
plastic cups	1,500 cups	50 per cup	75,000				
drinking water	375 liters	160 per liter	60,000				
straws	15 bags	500 per bag	7,500				
Equipment	Purchasing price	Number of Months it can be used					
Knife	1,500	12 months	125				
Press	2,100	6 months	350				
Cutting board	1,500	24 months	62.5				
Jar	5,000	12 months	416.67				
Labor costs							
Labor time	25 hours	1,000 per hour	25,000				
Overhead costs							
Water for cleaning	0.5 m3	500 per m3	250				
Transportation			2,000				
Total costs per month			293,704.17				
Total costs per product/service			195.8				

4.5 Financial Service Providers

Tool 4.5a Knowing the financial system and how it might fail women

From DFID & GIZ

Why use this tool?

This tool is derived from 'Promoting women's financial inclusion - A toolkit'. This toolkit offers a practical guide to design a women's financial inclusion program as a way to improve women's economic empowerment. Access to financial services is highly unequal, with poor people – and particularly poor women – least served by existing institutions and systems. Yet women run a large part of enterprises and farm activities. Financial inclusion projects can help to achieve both gender equity objectives and poverty reduction objectives.

The M4P principles (see 3.1 from the introduction of the Gender in Value chains toolkit), focus on addressing the underlying constraints that inhibit the effective development of market systems around poor people.

This tool provides guidance to make a thorough analysis of the market for financial services and how they affect (or exclude) women.

This tool does not treat all activities to be carried out for a financial market analysis; rather it is a checklist to ensure the completeness of your analysis.

What do you gain from using it?

- Insights into barriers women face to access financial services, both from the supply as well as the demand side
- Insights in the characteristics of a well-functioning financial system at all levels of society

Who applies the tool and for whom?

As starting point for development practitioners who want to design a program or project in which increasing access to finance for the poor and women is (one of the) objectives.

How does it work?

Step 1 The characteristics of a well-functioning financial system

In thinking through how to intervene in support of greater financial inclusion, including for women, it is helpful to first consider what the characteristics of a well-functioning financial system are. These are, in a sense, outcomes – the successful result of efforts to modify a dysfunctional system that currently works against the interests of the poor. A well-functioning financial system is one that has:

- a clear and appropriate policy and regulatory framework that is implemented effectively;
- adequate, credible information available to different market players (including providers, consumers and regulators);
- appropriate knowledge-based services to the same players;
- access to an effective payments infrastructure;
- effective competition between suppliers;
- a diversity of sustainable suppliers;
- innovation in products and processes.

Step 3 links a number of gender-based barriers to financial inclusion to these specific market characteristics and suggests remedies for how these barriers can be overcome.

Of course, a program may not be aiming to have an impact across the entire financial system, but it is nevertheless useful for program designers to understand how a more targeted program might contribute to an enhanced financial system.

With these elements in place, a financial system might reasonably be expected to deliver a choice of products and services that, over time, become increasingly accessible to more people – including poorer people – and actually get used.

Financial products that do not meet the needs of customers may be physically accessible, but the quality of access may be poor – for example, the product may be expensive or the service delivery cumbersome. This has a big impact on people’s willingness to stick with a product. As a result, it is possible to see high lapse rates on bank accounts or insurance policies, because people cannot maintain a minimum balance or keep up with monthly premiums. For this reason, it is important that we look beyond mere access and focus on usage patterns as well.

Figure 65: continuum of access (Source: Napiet et al., DFID, GIZ, 2013)



Figure 65 shows there is a continuum in which access alone (for example, physical access) is not enough to ensure that a product is used (and used repeatedly, if not permanently, over time). Effective access transforms mere access into actual usage. In other words, a financial product is likely to be used when it is physically accessible, when it has a clear value proposition for the user (i.e. its utility outweighs the cost) and when the user is eligible for it.

Step 2 Three-tier market structure (macro, meso, micro) – plus a fourth tier

It has become commonplace to analyze markets by reference to a three-tier structure:

1. **Macro:** policies, regulations, macroeconomic factors – the rules and environmental factors that govern how markets operate.
2. **Meso:** market information, payments systems, services to market players (such as those provided by credit information bureau, apex organizations, rating agencies, market research firms, etc.) – the information and services that lubricate market activity.
3. **Micro:** financial institutions – banks, insurance companies, parastatals, microfinance institutions, etc. – the organizations that actually deliver financial services.

Deficiencies in any or all of these three layers could cause markets to fail. For example, financial markets may have an appropriate regulatory framework and good market information but lack suppliers who compete and innovate.

Simply put, the three-tier structure of macro, meso and micro describes the supply side of financial markets. The seven characteristics of a well-functioning market system referred to in step 1 above can be grouped into the macro, meso, micro structure (see step 3 below).

However, effective supply must be met by effective demand. For this reason, it is important to add a fourth tier – that of the individual consumer – to ensure that the demand side of financial markets is properly taken into consideration.

Step 3 Inclusive and well-functioning financial systems – the supply side

Figure 66: Inclusive and well-functioning financial systems – the supply side (Source: Napiet et al., DFID, GIZ, 2013)

	Characteristic	Institutions involved	Possible gender barriers	Potential actions
Macro	Clear and appropriate policy and Regulatory framework	<ul style="list-style-type: none"> ▫ Financial market regulator and supervisor ▫ Central bank ● Government departments (e.g. Ministry of Finance) 	<ul style="list-style-type: none"> ▫ Rules relating to asset ownership and registration, and inheritance ▫ Recognition of collateral types ▫ Know Your Customer (KYC) regulations (e.g. if proof of identity not available) 	<ul style="list-style-type: none"> ▫ Legal and regulatory reform and implementation
Meso	Adequate credible information available to market actors	<ul style="list-style-type: none"> ▫ Credit bureau ▫ Rating agencies ▫ Asset registries ▫ ID systems 	<ul style="list-style-type: none"> ▫ Women not captured appropriately in the system (e.g. if credit records from MFIs are not captured) ▫ Lack of records (e.g. no ID, name not on collateral deeds) leading to poor credit rating 	<ul style="list-style-type: none"> ▫ Improve systems and processes to better assess women's credit history
	Appropriate knowledge-based services to same market actors	<ul style="list-style-type: none"> ▫ Accountants ▫ Lawyers ▫ Consultants ▫ Financial advisors 	<ul style="list-style-type: none"> ▫ Availability of gender-specific expertise in the market 	<ul style="list-style-type: none"> ▫ Advocacy and awareness training ▫ Gender training for professionals
	Access to an effective payments infrastructure	<ul style="list-style-type: none"> ▫ Payments service providers and other financial institutions (e.g. VISA, Moneygram) ▫ Mobile network providers and mobile cash ▫ Central bank 	<ul style="list-style-type: none"> ▫ Women remit more frequently (study in Vietnam) so could be hit by high costs ▫ Access to mobile phones (e.g. no ID) ▫ Distance from payment services 	<ul style="list-style-type: none"> ▫ Review adequacy of existing payments options, including interlinkage between traditional and mobile solutions, cost and accessibility

Micro	Effective competition between suppliers	<ul style="list-style-type: none"> Private sector institutions (e.g. banks, insurance companies, nonbank financial institutions, payments companies) 	<ul style="list-style-type: none"> Uncompetitive provision of services more likely to be demanded by women Existing institutions unsuited to women's needs 	<ul style="list-style-type: none"> Funding of DFIs to fill the gap where there is limited or no effective competition Interventions to enable competition between market players (e.g. credit guarantees)
	A diversity of sustainable suppliers	<ul style="list-style-type: none"> Microfinance institutions (MFIs) and development Finance institutions (DFIs) Other (e.g. SACCOs, ROSCAs) 	<ul style="list-style-type: none"> Few women in senior management positions and on boards, so less able and/or willing to focus on women's specific requirements 	<ul style="list-style-type: none"> Industry advocacy and gender awareness training with linked change process. Transformative leadership capacity in institutions to pioneer gender equality
	Innovation in products and services	<ul style="list-style-type: none"> Lack of gender awareness and perceived demand for tailored products Few women in senior management positions Risk averseness leading to products with reduced risk (e.g. lower maturity investment loans) 		<ul style="list-style-type: none"> Industry advocacy and gender awareness training Demonstration of successful innovations that can be replicated by the private sector (e.g. M-Pesa) Gender dimension in research

Step 4 The demand side – constraints and actions

Demand-side barriers to women accessing financial services relate mostly to the community and individual level and are summarized in the table below.

Some demand-side barriers can be addressed in the design of the financial services, e.g. by designing a specific product or service delivery system. Other demand-side barriers require parallel or linked support services, such as health, training, etc. These may be developed by the institution providing financial services or through a linked organization or contractor. Operating across five countries in Latin America, Pro Mujer is a microfinance and women's development organization that serves as a prominent example of how finance can be bundled with other services. However, financial service providers often resist this development of linked services, preferring to stay focused on their core business and streamlining business processes in the interests of maximizing efficiency. Such institutions would argue that their comparative advantage lies in financial services and not in social services.

A well-designed program that aims to provide a range of services will need to take into account the expertise and specialism of different institutions, the cost of various delivery options and the availability of services in the market, and develop partnering strategies accordingly.

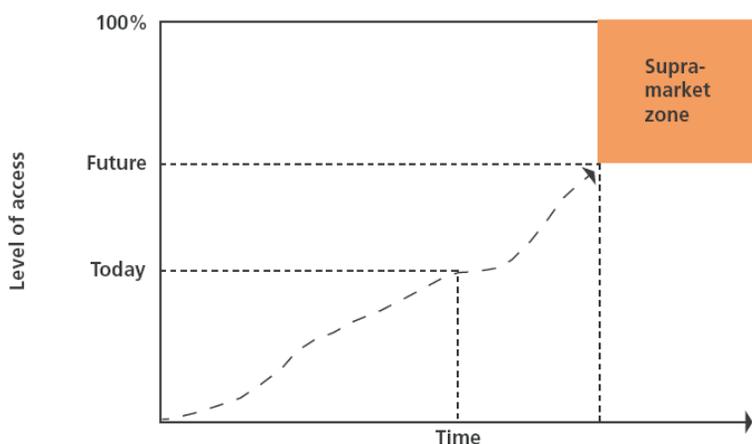
Figure 67: Constraints and actions to access financial services-the demand side (Source: Napiet et al., DFID, GIZ, 2013)

Barriers	Actions
Social and cultural factors contributing to gender inequality and women's social, economic and, specifically, financial exclusion	<p>Support civil society, women's groups and networks to:</p> <ul style="list-style-type: none"> ▫ provide information; ▫ advocate at various levels; ▫ strengthen women's social support systems alongside financial services. <p>Develop community-based gender training for men and women, boys and girls, and gatekeepers alongside and as part of financial services. Train community-based facilitators to become trainers, who are then able to mobilize and train women's groups, e.g. to encourage them to join SACCOs.</p>
<ul style="list-style-type: none"> ▫ Women's lack of access to health, education and training services ▫ Lack of access to employment and assets ▫ Problems with mobility and ability to link with others ▫ Lack of self-esteem and decision-making power ▫ Care and household responsibilities ▫ Lack of ID ● Other factors of discrimination and exclusion such as race, religion, disability 	<p>Specific products or service delivery methods and legal, policy and regulatory reform: mobile banking, use of mobile phones and technology to reach remote geographical areas, products with no need for formal ID and collateral, group saving and lending, health insurance components of credit, mandatory savings and insurance.</p> <p>Access to income through social transfers, employment, microenterprise.</p> <p>Linked services for women: health, education, training and skills, business development services.</p> <p>Personal development for women: support groups and networks, self-esteem, leadership, assertiveness and gender training.</p> <p>Support for care responsibilities: cash transfers, crèche and child-minder clubs, an extended school day, care for the elderly and infirm.</p> <p>Investment in time and labor-saving infrastructure.</p>

Step 5 Limitations of the market

Given the right conditions, markets should grow as firms pursue profits. But they can also be expected to grow less quickly as the prospect of being able to make a profit diminishes. Eventually they will reach a natural limit, or frontier, beyond which consumers are too poor to be able to access the market. Porteous (2004) calls this the 'supra-market zone' (see figure 68 below).

Figure 68: Market development and the access frontier (Source: Napiet et al., DFID, GIZ, 2013)



Source: Porteous (2004)

Here, it may be possible for governments to intervene to extend or ‘push out’ the access frontier –perhaps by providing a subsidy to providers or by providing the services itself.

In financial markets, government (or donor-funded) initiatives to push out the access frontier have included providing subsidized credit or credit guarantees. Government-owned financial institutions typically operate on the access frontier, channeling funding to underserved market groups – although not always successfully. Certain kinds of information may be provided to the market as a public good, for example to encourage innovation.

Cash transfers (e.g. government grants) are sometimes paid through bank accounts or, increasingly, mobile payments mechanisms. Here, market infrastructure is being used not just as an efficient channel for making the payments, but also to encourage financial inclusion on a lasting basis. This can be an effective way to target women who are the main recipients of government grants in many developing countries. In South Africa, for example, where some bank accounts were specially designed to receive grants, the percentage of grant recipients (almost all women) who had bank accounts rose sharply between 2004 and 2008 – from 22% to 56%.

Credits

Napier, M., C. Melamed, G. Taylor and T. Jaeggi, 2013, Promoting Women’s financial inclusion: A toolkit. DFID, GIZ. TopKopie GmbH, Frankfurt am Main. February 2013. From Chapter 3. Project design. 3.2 Knowing the financial system and how it might fail women. p. 39-43.

Tool 4.5b Agri-market research tool for financial service providers: Gendered Agricultural Calendar

By Anne Marie van Swinderen, Triodos Facet, for the HIVOS-Triodos Fund

Why use this tool?

This tool provides a guideline to facilitate a workshop with (potential) clients of financial service providers to draw an agricultural calendar of income and expenditures. In order to match demand and supply of financial services, it is important to carry out market research; knowing the clients' needs is an important step (see also tool 4.5e and f).

This is a tool to acquire an overview of farmers' annual cash-flows to determine their repayment capacities. It is a participatory tool and discerns between female and male agricultural producers. Income and expenditures of agricultural producers can fluctuate greatly throughout the year, because of the different production seasons. Also between men and women producers there are often large differences; men are often resource owners of cash crops, while women have smaller but more regular sources of income.

Insights on repayment capacities can serve as input for financial service providers to design appropriate financial products with appropriate repayment schedules. This will ensure commercially sustainable products. On the other side, it will increase access to finance for male and female agricultural producers.

What do you gain from using it?

- An understanding of the cash-flow of female and male agricultural producers
- An understanding of the repayment capacities of female and male agricultural producers
- Input to design loan products with suitable repayment schedules for agricultural producers

Who applies the tool and for whom?

Financial service providers, or organizations building the capacity of financial service providers, aiming to design products for female and male agricultural producers.

How does it work?

Step 0 Preparation

To carry out the workshop, 4 experienced participatory group facilitators who speak the local language are needed.

To draw the calendars, the following material is required:

- 12 sheets of paper, at least 60 cm x 40 cm;
- 4 x 3 colored markers;
- wide cello tape (to put the papers on the wall, but the groups may also prefer to write on the floor)

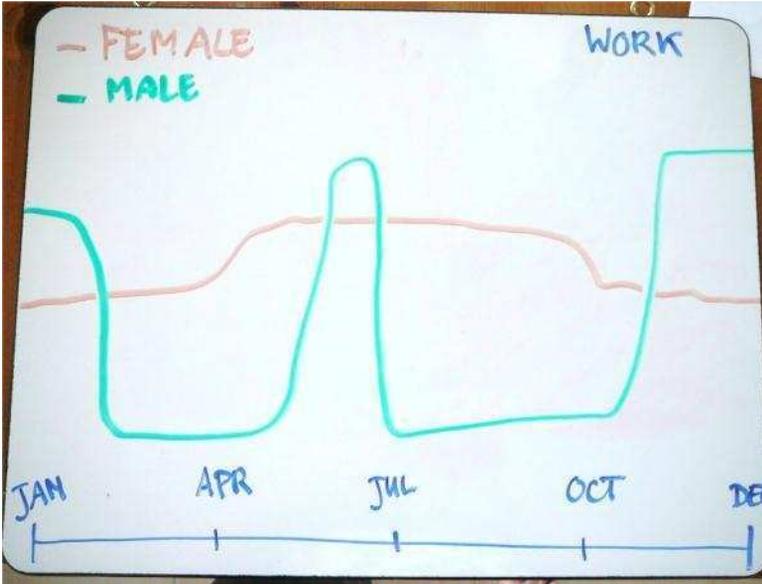
Step 1 Formation of small groups

Form four small groups of 5 to 6 people to discuss and draw the calendars. Try to form relatively homogeneous groups, men and women separate and if possible make groups with similar age, sectors, similar size farms, etc.

Step 2 Drawing workload over the seasons

Facilitate the group to identify their workload over the seasons. What are they doing when? This should combine agricultural and other work. They can either do this for an average of the group or they can choose one representative person in the group and map her/ his precise situation. Allow them to draw the calendar roughly, according to the example graph depicted in figure 69; in the workshop, more details on types of work should be given.

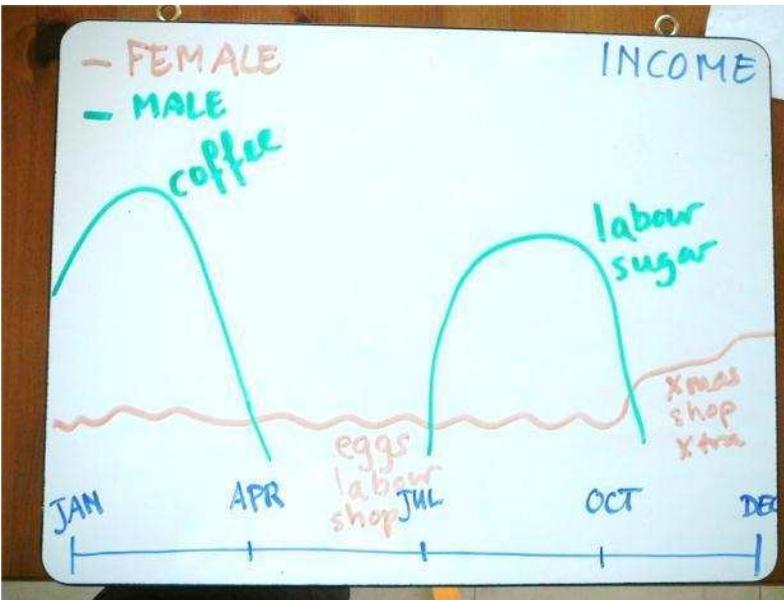
Figure 69: Workload calendar (Source: van Swinderen, 2013)



Step 3 Drawing the income calendar

Make another calendar map for income: show with income peaks where the income comes from. With steady income, also indicate in writing what the income consists of. See the picture in figure 70 below for an example of a rough way of making such a calendar map.

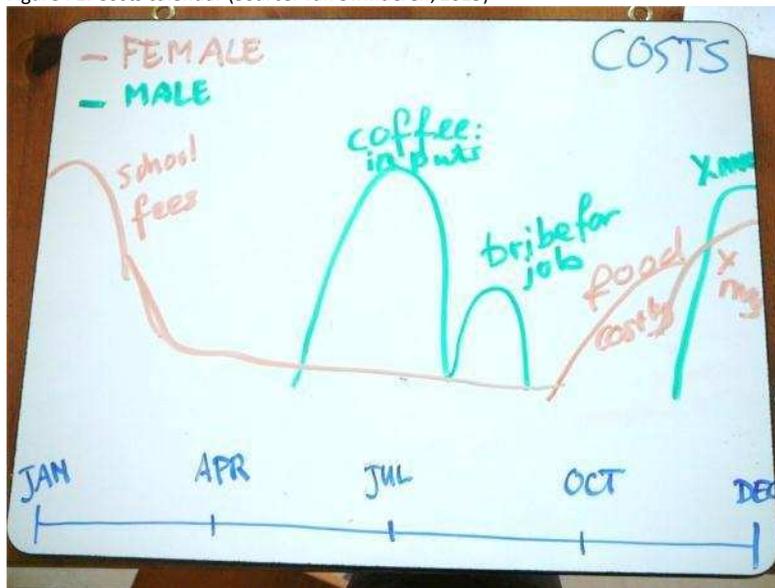
Figure 70: Income calendar (Source: van Swinderen, 2013)



Step 4 Drawing the cost calendar

The third calendar we make is of expenses. In a process similar to the one before, draw a peak when there are more costs, and a valley when there are fewer costs. The group should be stimulated to think about periods when they have no more food on the farm and would need to buy food; costs for the farm, costs for health, education, etc.

Figure 71: Costs calendar (Source: van Swinderen, 2013)



Step 5 Discussion and identification of learning points for design of repayment schedules

Each group brings their three calendars back to discuss in the larger group.

- First, focus on the **work calendar**: identify the differences and similarities between the different calendars of the four groups. Then discuss briefly what the work fluctuations means for loan repayment and savings. Pay particular attention to the differences between male and female producers. Obviously the seasons when people are really busy will be more difficult to repay if this involves a lot of travel time.
- Secondly, discuss the **income calendar**. See where the income peaks are, and identify the months without any income. Particularly look at differences between male and female. Their income may not coincide. On the basis of this map, you can identify with the group in which months most loan repayment can take place, and in which months least.
- Thirdly, look at the **cost calendar**; discuss **expenditures** over the seasons and identify when these are highest. Again differentiate between men and women.
- Finally, it is important to combine the income and expenditure calendars and identify to which extent income coincides with expenditures. When there is a lot of income but little expenditure, these will be the times when most loan repayment can take place. The reverse, when there is no income but high costs, are obviously the seasons when farmers really cannot repay any loans without having to borrow that money from elsewhere.

Step 6 Drawing of ideal loan repayment calendar

As a group, make a calendar for ideal loan repayment schedules, separately for women and men.

Recommendations for the process

Try to be open-minded and flexible during the workshop. Possibly it can be difficult for the target group to think conceptual and draw simplified maps and calendars of their activities. The focus should be on gathering input from the clients to be able to design useful products for the target group of the service provider.

Example COAC Maquita

This tool was used in a one day workshop with clients of COAC Maquito. The Savings and Credit Cooperative Maquita Cushunchic (COAC Maquita) was founded in 1998 by grassroots organizations of women living in the South of Quito, the MCCH Foundation (Trading as Cushunchic Maquita Brothers), the New Land Foundation, and the Fund Ecuadorian Populorum Progressio (FEPP), with the aim of providing financial services to its members in the Southern suburbs of Quito.



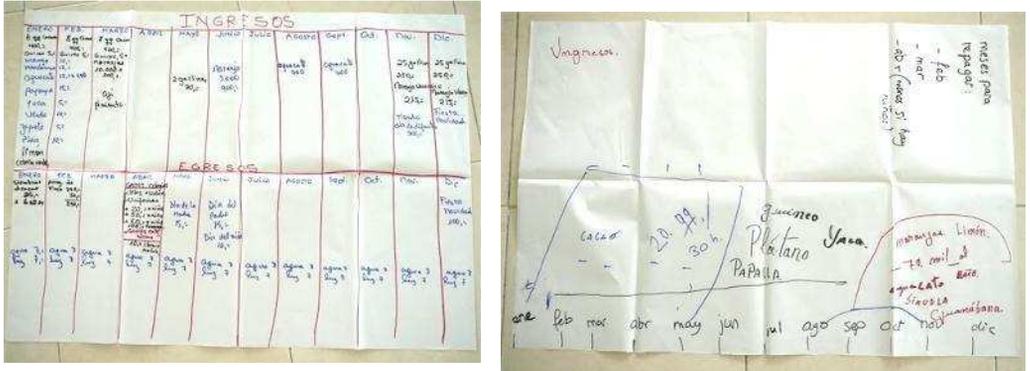
Figure 72: Drawing income and expenditures calendar, women group (left) and men group (right) (Source: van Swinderen, 2013)

During the workshop two staff members of Maquita were present as well as the Triodos Facet consultant. Male and female producers drew their own maps in small groups (see figure 72).

During the discussion of the maps in plenary it became apparent that the incomes of the groups are well divided over the seasons; only a few months were identified in which loan repayment is not possible. Specifically women have several income sources, although modest, such as the sale of chicken eggs. These can be sold throughout the year. In addition, they can cope with emergencies by selling the chickens or other small animals they own.

Specialized producers in a product (mono -culture) have cash flows that are much more concentrated. Particularly cocoa farmers receive their income during the months of January to April. The costs are higher during May to August, because in these months people need to spend on labor for maintenance and renewal of land plants and cocoa. For this segment would be useful to have a repayment schedule focused on the months of January to April and less repayment during May to August.

Figure 73: The income (ingresos) and expenditures (egresos) calendar of the women group (left) and income (ingresos) calendar of the men group (right) (Source: van Swinderen, 2013)



Ideal repayment schedules for men and women were quite distinct. Men are often owners of cash crops; they need a lot of money at once to invest in the planting and cultivation of the cash crop. Afterwards they sell slowly and can pay back their money in smaller amounts. These are the traditional microfinance loans. Often, women’s finance needs are the opposite. For example, they rear meat chicken (broilers) and need finance for several inputs such as feed, medicines, etc. This finance they need gradually, right from the beginning of the production up to the end of the production cycle. This means they need access to finance that is disbursed in small, frequent amounts. Financial solutions for women could be to deposit their microfinance loan in a mobile wallet and withdraw it gradually as they need to buy inputs. Or they need the possibility to overdraft on their account.

Credits

Swinderen, A.M., van, (Triodos Facet) 2013, within the ‘Sustainable Agricultural Finance Expansion Programme for Partners of Hivos and Hivos Triodos Fund’, 2013-2015. The program aims to increase access to finance for small agricultural producers, agricultural SMEs and producer organizations by strengthening the capacity of MFIs. The tool above was developed working with Maquita (Ecuador) and Sembrar Sartawi (Bolivia) and based on Participatory Action Learning and PRA methodologies.

Tool 4.5c Managing your money

From CARE International Rwanda

Why use this tool?

This is a very practical tool to provide a workshop to rural micro-entrepreneurs to help them improve their money management practices. Sound money management practices are crucial for the survival of any business. This tool is particularly suitable for women, because it starts with the basics and explains how to manage your money in a simple and fun way. People participating in the workshop do not have to be literate.

What do you gain from using it?

Guidance in facilitating a workshop on money management which will provide participants with:

- Insight in types of saving goals, distinguishing between needs and wants and long-term and short-term plans
- Insight in prioritization and planning of expenses
- Insight in how to separate business and personal money
- Insight in how to track money in and out
- Exercises to practice with budgeting

Who applies the tool and for whom?

Practitioners that aim to improve money management practices of agricultural entrepreneurs.

How does it work?

Step 0 Preparation

- Materials: notecards, markers, tape, counting objects (e.g. stones, soft drink caps).
- Read through the tool in advance to make sure it is all clear. The *Italic* parts are the guides to the facilitator.
- Draw tables on a white board, blackboard or flipchart, or use handouts to show the guiding illustrations of this tool.

Step 1 Setting your goals (10 minutes)

Ask the group: What are your dreams for the future?

Invite 2-3 volunteers to share their dreams. Explain the following, and show the pictures for each type of goal:

These dreams about the future can be called goals. A goal is something you want to achieve in the future – perhaps related to your family, perhaps in your business. A goal might be to visit a relative who lives in another place, to learn a new skill, or to buy a mobile phone.

Goals that involve what we want to do with the money we save are savings goals.

Generally, these savings goals fall under one of three categories, the THREE TYPES OF SAVINGS GOALS: (*show the pictures in figure 74 while you explain*)

Figure 74: The three types of saving goals (Source: CARE, 2010)

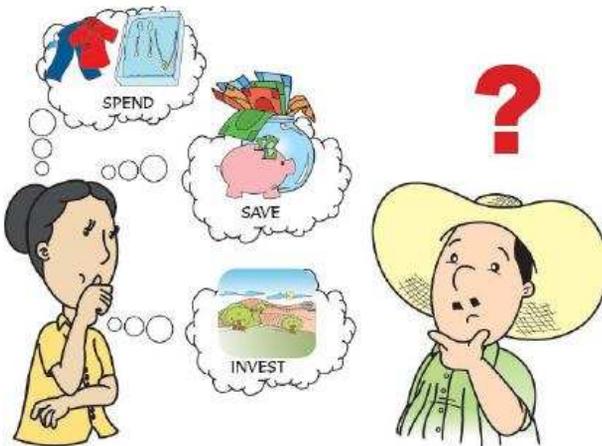
<p>1. PERSONAL OR FAMILY USE – like a mobile phone, the fee for the metal for the roof of your house.</p> 	<p>2. EMERGENCIES – save in case of a fire, a landslide, or a drought, for example.</p> 	<p>3. FUTURE OPPORTUNITIES – renting or buying land, buying a pig, goat or cow, or starting a business.</p> 
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Ask the group: Which of your goals are for personal or family use? Emergencies? Future opportunities?

You can do three things with money (show figure 75):

Figure 75: Three purposes for money (Source: Triodos Facet, 2013)

You can do three things with money:



Step 2 Saving goals (15 minutes)

Say: I am going to tell you a story about Fred and Judith. Listen carefully! I want you to think about Judith’s and Fred’s savings goals.

Read the story of Judith and Fred, in figure 76.

Figure 76: Fred and Judith’s goals (Source: CARE, 2011)

When you have finished reading the story, ask:

- What are Judith’s and Fred’s savings goals? [home improvement, chickens, money to buy medicine during the rainy season, a mobile phone, local beer, a second-hand bicycle]
- Which goals are for personal or family use? [home improvement, mobile phone, local beer]
- Which are for emergencies? [medicine during the rainy season]
- Which goals are for future investment? [chickens, used bicycle]

Wrap the session up by saying: Like Judith and Fred, you have savings goals.

How can having a savings goal help you to save?

[When you save for something you really want, or that is important to you, you are motivated and have discipline to control your spending]

Step 3 Prioritize expenses (15 minutes)

Ask the group: In a typical week, what do you spend money on?

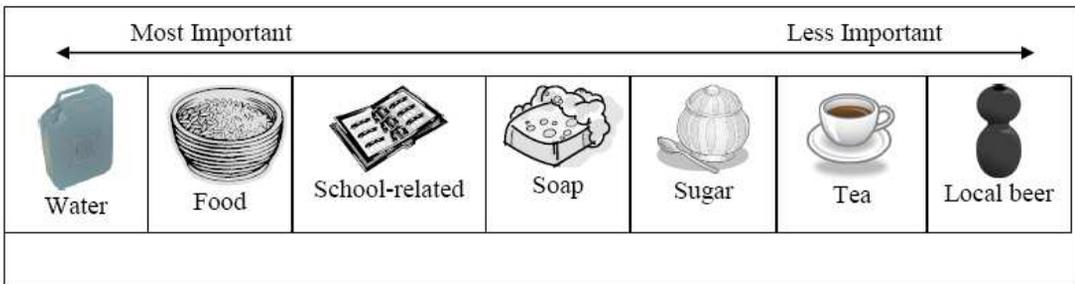
How about in a typical month?

If possible, draw a small picture on a note card for each expense that participants mention. When you have a list of 10-15 expenses, lay them out where everyone can see. Then tell participants to do the following:

Now, as a group, I would like you to prioritize these expenses.

Decide and agree on which expenses are the most important and which are the least. Ask yourselves which expenses you cannot live without making, and which are not important to survival. Rank them from here (show participants the place for most important) to here (show participants the least important.)

Figure 77: Ranking of expenses (Source: CARE, 2010)



Say: The expenses we have that are necessary for our survival are called **NEEDS**. Some needs are urgent – we need them immediately, like food and water – and other needs are important, like a roof or school fees. Those needs are more towards the middle of our example.

Things like tea or local beer are pleasurable, but they are not necessarily for survival. We call these things **WANTS**.

Fred and Judith's Goals

Judith and Fred are married, and live in Gulu with their 4 children. Her husband grows and sells sorghum and Judith buys avocados in bulk and sells them.

They just joined a VSLA, and are dreaming about the future. Judith and Fred both want to improve their house by adding a metal roof. They have also discussed buying chickens, which they could use to produce fertilizer, eggs, and more chickens! Both agree that they should save some money for the rainy season, in case they or their children get sick.

Together, Fred and Judith are also discussing their personal dreams and goals. Judith dreams of buying a mobile phone this year! On his side, Fred has kept a little money aside to buy local beer twice a week, and he plans to buy a second-hand bicycle to help expand his business.

Step 4 Plan expenses (15 minutes)

Explain: Remember Fred and Judith? Let's review their story and think about their wants and needs.

Retell the story of Fred and Judith. Then ask:

- What are Fred and Judith's wants? [*Chickens, mobile phone, local beer, and a used bicycle.*]
- What are Fred and Judith's needs, in addition to food and water? [*Avocados to sell for Judith's business, farm inputs for Fred's sorghum, a metal roof, money for the rainy season.*]

Explain: When we prioritize expenses we must think of needs and wants. Which expenses are necessary to our survival? Which are not as urgent? In order to grow, we must plan for some of our wants and our future expenses. To do that, we must understand how long it will take us to meet certain goals. Think for a moment about Fred and Judith's goals, and your own.

- Which of Fred and Judith's goals will take more time – such as 6 months or more – to reach? [*Maybe the mobile phone or bicycle and a full metal roof.*]
- Which of your personal goals might take a year or more to reach?
- Which of Fred and Judith's goals will take only a few weeks or months to reach? [*A chicken, a little money for the rainy season, local beer.*]
- Which of your goals might take only a few weeks or months to reach?

Allow 2-3 participants to give examples of each to the large group. Then explain: A goal that will take just a few months to reach – such as 1-6 months – is a **short-term goal**. You can reach a short-term goal in a short amount of time. A goal that will take longer to reach – such as six months, a year or more – is a **long-term goal**. A long-term goal is a big dream that you hope to achieve someday in the future.

Summarize the session by asking:

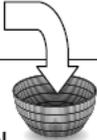
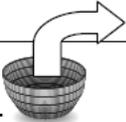
- What do we need to think about when we plan our expenses? [*The three Types of Goals, Wants and Needs, and Long-term and Short-term goals.*]

Say: To meet our goals and to grow, we must prioritize well. One way to do this is to **budget**. A budget is simply a plan for all our money in and money out.

I'd like you to think about your money in and money out. You can do this in your head, or you can use a small notebook. If you want to use a notebook, even if you have not gone to school, you can ask someone to help you write dates, and make an X or another mark to symbolize a certain amount of money. We will use this information to make a small budget.

Show everyone the example in figure 78 below, and allow those that want to copy it in their notebooks to copy.

Figure 78: Budget example (Source: CARE, 2010)

 MONEY IN			 MONEY OUT		
Date	Amount	Source?	Date	Amount	On What?

Step 5 Money in and money out (15 minutes)

Give the participants time to think about and note down their own income and expenses in the last week.

Step 6 Tracking money in and money out (15 minutes)

Ask: How did the tracking of money in and money out go?

Thank them for writing this down. Then, present the example box budget in figure 79.

Figure 79: Box budget (Source: CARE, 2010)

Money In	Money Out
1. Income 	2. Expenses 
	3. Savings 
	4. Debt / Loans 

Explain that this box represents a budget – or a record of money in and money out. Each box represents a certain category of money in or money out.

Say: In our “Box Budget”;

- Box 1 represents income – all your money in.
- Box 2 represents your money out, or expenses.
- Box 3 represents savings – the money you put away for personal use, emergencies, or investments.
- Box 4 represents your debt or loan repayments.

Ask: When you look at your own budgets, what are some of the items that you will list in the INCOME box? What about EXPENSES? SAVINGS? DEBT and LOANS?

Allow several volunteers to offer answers for each category. Offer your own examples or suggestions if participants have a difficult time coming up with ideas.

Then explain:

We have been talking about balancing finances. A simple budget plan for the week, or a month, helps to track the amounts of money involved in each of the 4 components - (income; expenses; savings; and debt/loan repayments) – in such a way that the total amounts for Boxes 2, 3, and 4 **never add to more than Box 1.**

Step 7 Business and household expenditures (10 minutes)

Start by saying: I just showed you an example of how to track income and expenses using a budget. There is one more consideration to make when you are making your budget. This is the difference between BUSINESS expenses and HOUSEHOLD expenses.

Ask: In your opinion, why is it important to separate business and household expenses?

Allow 2-3 volunteers to answer. Then say:

Failing to separate business and household expenses is like buying a sack of sugar with a hole in it. Your “money in” will appear to leak – like a sack with a hole – if you do not plan both well!

I will read a list of expenses, one by one. If you think the expense is a business expense, RAISE 1 HAND. If you think the expense is a household expense, DO NOT RAISE YOUR HAND. If you think it could be both, RAISE 2 HANDS.

Read the list of expenses in figure 80.

Figure 80: Common expenses (Source: CARE, 2010)

After each expense, ask 1 volunteer from each place to share the reason they chose business, household, or both. Add any information that the volunteer leaves out. When you have finished, ask:

- What are other expenses related to business?
[Business expansion, transportation of goods, repairs and maintenance, stock, farm inputs.]

COMMON EXPENSES

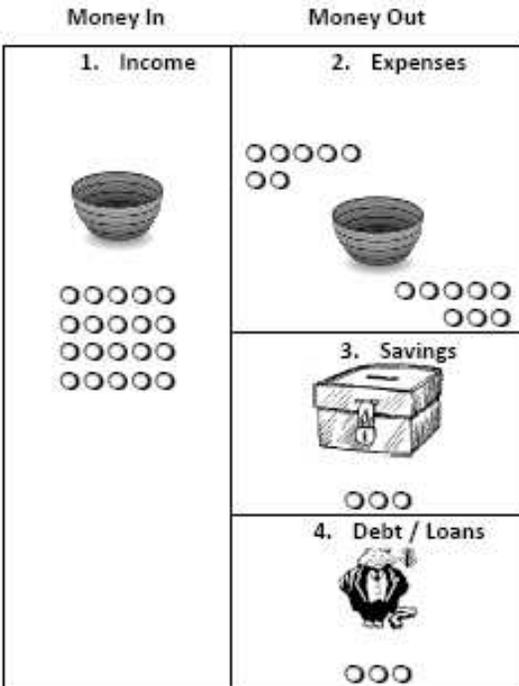
1. School supplies [household]
2. Rent for a plot of land [business and/or household, depending on whether or not the family will consume the crop, sell it, or both]
3. Fertilizer [business and/or household, depending on whether or not the family will consume the crop, sell it, or both]
4. Transport to town to sell vegetables [business]
5. Jerry cans [household]
6. Repair of a second-hand bicycle [business or household]
7. Seedlings or seeds [business and/or household, depending on whether or not the family will consume the crop, sell it, or both]
8. Transport to a health center [household]
9. Stock for a small store [business]

- What are other expenses related to the household? [Medical expenses, food, home repairs, clothes, school fees, tea.]

Step 8 Practice budgeting (10 minutes)

Place the Box Budget where everyone can see. Get your counting objects ready for this step ahead of time.

Figure 81: Common expenses (Source: CARE, 2010)



Say: Remember Judith and Fred? They also participated in this workshop.

After they learned to budget, they decided to give it a try. They are planning this week's money in and money out in advance.

- 1) This week, they will begin with their income from last week. They have 2,000 Shillings to spend. (Place 20 stones on the INCOME box.)
- 2) In their household, they plan to spend 700 Shillings on food and other necessities. (Place 7 counters in one of the parts of the EXPENSES box.)
- 3) For both of their business, they think they will spend 800 Shillings. (Place 8 counters on the other part of the EXPENSES box.)
- 4) In their savings group, Judith plans to save 300 Shillings. (Place 3 counters on SAVINGS.)
- 5) Judith must also pay back a loan this week. She owes 300 Shillings. (Place 3 counters on the DEBT / LOANS box.)

Ask for volunteers to help add up each side. They will notice that the budget for Money Out is 100 more than the Money In. Explain the terms **SURPLUS** and **DEFICIT**. A surplus means there is money left over, while a deficit means there is not enough.

Ask:

- What is the problem? *[Judith and Fred have a deficit of 100 Shillings this week.]*
- What could they do to solve this problem? *[Save a bit less, find a way to spend a little less.]*

Ask participants what questions they have about the budget. Give participants time to copy the budget in their notebook if they wish to do so. Tell them budgeting is a challenge at first but it gets easier with practice!

Credits

CARE International Rwanda, 2011, Financial Education for VSLAs, guide for field officers as trainers. Based on the work of Microfinance Opportunities and the Global Financial Education Program.

Reprinted from Microfinance Opportunities and CARE International, Financial Education for VSLAs
Copyright © Microfinance Opportunities & CARE International 2010.

Adapted for the 'Consolidation of Peace through the Strengthening of Women Economic Associations' project in Uganda for the World Bank/TDRP, by Triodos Facet, 2013.

4.6 Development Organizations

Tool 4.6 Gender Organizational Scan of a partner organization

From SNV

Among organizations working in gender and VCD facilitation, some are not direct implementers, but work through partner organizations; either because they are donors and play a monitoring and support role, or because building capacities of local partners is their way of working. One crucial phase while selecting implementing organizations is determining how sensitive to gender equality issues/ perspective they are. This is also important while working with partner organizations on value chain development.

Why use this tool?

This tool is made up of different checklist in tables (see Annex 1). They can be used to conduct a quick assessment or organizational scan of future partner organizations to determine how far they are involved in gender mainstreaming at different levels:

- In their vision and mission statement
- In their organizational structure and culture
- In their interactions with other organizations involved in gender equality and the way they communicate about gender issues
- In their operations and implementation of their interventions with target populations
- In the way the services are delivered and whether these services are responsive to both women and men's needs and situations.

The tables can be used to:

- Select partners (one can decide not to work with a specific partner who is not gender-sensitive)
- Discuss a shared vision on gender equality goals
- Identify partners' capacity gaps in gender mainstreaming and plan action to fill these gaps
- Design gender-sensitive or specific interventions
- Draft Memorandum of Understanding taking into consideration the gender perspective and defining clear results in terms of gender equality (outputs and outcomes)

What do you gain from using it?

The tool allows organizations seeking to build partnerships with 'implementing' organizations to have a quick overview of the way they mainstream gender at organizational and operational levels. It helps them obtain a common vision of what are the key elements of gender mainstreaming and define capacity building objectives in gender mainstreaming for the partner organizations, but also orients them towards concrete gender-sensitive interventions in VCD.

Who applies this tool and for whom?

Development organizations providing financial and capacity building support to (potential) partners or 'implementing' organizations.

How does it work?

At the basis of the tool are tables to discuss the gender sensitivity of an organization from different perspectives:

- I. Organizational development

II. Institutional development

III. Does the client apply gender mainstreaming in its operations (activities, programs, outputs)?

IV. Does the client deliver gender-sensitive services?

Step 1

Organize a meeting with the (future) partner organization and explain the purpose of the tool and the process. Also explain the importance of gender equality for your own organization and its mission.

Step 2

Go through the checklists of each table with the partner organization and check the answer yes/no. Ask the organization to explain the answers.

Step 3

At the end of each table there is space to draw conclusions, for instance you could decide not to work with this partner, because it is not gender-sensitive enough. Below there is a row to formulate capacity development actions to address the identified gaps (training, mentoring, etc.).

Step 4

Develop a gender-sensitive MoU in which you define your expectations of the partner organization.

Credits

SNV (2009) 'Conduct a Gender Audit of Client/ Partner Organization', Engendered version of Corporate standards and triple A (analysis, action, assessment).

Annex 1 Tool 4.6 Gender organizational scan of a Client/ Partner Organization

I Organizational Development

Issue		Response		Actions to be undertaken
I Organizational Development				
<i>Vision and mission</i>				
1.	Does the organization have a clear mission statement acknowledging the existence of gender gaps/discrimination?	No	Yes	
2.	Does the organization have a gender strategy specifying gender equality goals/objectives?	No	Yes	
3.	Does the organization provide gender training to its members?	No	Yes	
4.	Does the organization have specific gender expertise?	No	Yes	
5.	Does it have a special budget to undertake gender related activities?	No	Yes	
6.	Does the organization have mechanisms to share good practices/ lessons learned on gender issues?	No	Yes	
<i>Structure and organizational culture</i>				
7.	Is there gender balance in the overall gender composition of staff and within different hierarchical levels of the organization?	No	Yes	
8.	Are men and women (including target groups) granted the same participation in decision-making?	No	Yes	
9.	Is management committed to a balanced male and female representation at all levels of the organization?	No	Yes	
10.	Do recruitment procedures facilitate the hiring of women?	No	Yes	
11.	Do working arrangements of the organization take into account men and women's responsibilities outside the workplace? (taking care of children or the elderly, etc.)	No	Yes	
12.	Does the organization value gender-sensitive behavior?	No	Yes	

13.	Does it demonstrate gender-sensitive behavior? (language used, jokes, material used, etc.)	No	Yes	
Conclusions to be drawn:				
Does the organization need capacity building on any of these aspects to reach expected outcomes and to contribute to envisioned impact?				

II Institutional Development

	Issue	Response		Actions to be determined
	II Institutional Development			Specify in the activity and result/indicator
1.	Does the organization work with gender-sensitive/ specific organizations?	No	Yes	If yes, of what type/nature?
2.	Is it a member of forums/ roundtables on gender issues?	No	Yes	If yes, which one(s)
3.	Does it communicate on gender issues with the following medium:	No	Yes	
3.1	Publications on gender issues (articles, case studies, etc.)	No	Yes	If yes, which one(s)
3.2	Awareness campaigns	No	Yes	
4	Does it have a capacity to mobilize funds to implement actions in favor of GE?	No	Yes	
5	Does it have an influence on policy-making at national level?	No	Yes	
6	Does it have an influence on regulatory frameworks at local, national levels?	No	Yes	
Conclusion to be drawn:				
	Does the organization need capacity building on any of these aspects to reach expected outcomes and to contribute to envisioned impact?	Design a gender-sensitive MOU/assignment agreement: Determine output (types of advisory services in gender) and specific “deliverables” that will demonstrate client’s skills/capacities in reaching enhanced gender equality Specify client’s performances/outcomes needed to significantly contribute to envisioned impact Specify the client’s plausible contribution to envisaged gender equality goals/ impacts		

III Does the client apply gender mainstreaming in its operations (activities, programs, outputs)?

Issue		Response		Actions to be determined
<i>Gender mainstreaming in specific sector/sub-sector</i>		<i>Specify sub-sector:</i>		
1.	Was there a gender-based analysis conducted in the area of intervention of the C/P?	No	Yes	
2.	Was gender-sensitive strategic planning conducted with formulation of options?	No	Yes	
3.	Were there any gender equality goals/ targets identified?	No	Yes	
4.	Were there any gender-specific or gender-integrated interventions carried out?	No	Yes	
5.	Were gender-sensitive indicators developed and integrated to a gender-sensitive monitoring/ evaluation framework and reporting strategy?	No	Yes	
Conclusions to be drawn:				
Does the organization need capacity building on any of these aspects to reach expected outcomes and to contribute to envisioned impact?				

IV Does the client deliver gender-sensitive services?

Issue	Response		Actions to be determined by SNV
What is the target group of the activity?	men	women	If women are not part of the target group:
Were women and men consulted?	Yes	No	If women were not consulted:
Will they participate equally in the activity? If not, is there a particular reason?	Yes	No	
Do activities undertaken answer women and men's specific needs and interests?	Yes	No	
Were they designed following a gender-based analysis?	Yes	No	
Do they take into consideration women and men's roles, responsibilities and needs?	Yes	No	
Do they have different access to resources?	Yes	No	
Are there special measures to answer women's specific needs?	Yes	No	
Do activities reach women and men equally?	Yes	No	

Do activities have a negative impact on either women or men?	Yes	No	
Is women's contribution to the sector/sub-sector known, recognized and valued?	Yes	No	
Conclusions to be drawn:			
Does the organization need capacity building on any of these aspects to reach expected outcomes and to contribute to envisioned impact?			

5. Monitoring & Evaluation

Tool 5.1a Costs and benefits of VC-upgrading strategy for men and women

By Lindo and Vanderschaeghe based on the Gender Analysis Matrix from UNIFEM

Why use this tool?

Selecting a value chain development strategy bears the risk of having negative impact on some stakeholders, especially those who are hardly visible or have no voice. This matrix is a useful participatory assessment tool to quickly determine how a value chain development intervention will affect or is affecting men and women from the perspective of different stakeholders.

This analysis can be used in the planning phase of value chain intervention or for monitoring and evaluation.

What do you gain from using it?

- Assess the possible or actual costs and benefits of the value chain upgrading strategy for different actors in the value chain, considering relevant dimensions such as amount of work, income, social position or market position.
- Analyze costs and benefits differentiated by gender. Reflect on underlying causes and solutions for more gender-equitable outcomes and by doing so create awareness of the gender bias in VC strategy development.
- Create awareness of the interdependency of actors in a value chain; how the upgrading of one actor can affect the socio-economic conditions of other actors in their community and value chain.
- Plan actions to overcome negative impact and increase benefits.

Who applies the tool and for whom?

This is a tool for participatory multi-actor analysis to be used in workshops that bring together different chain actors; men and women producers, processors, retailers, etc. It is important to have a balanced audience of men and women.

How does it work?

Step 0 Prepare the workshop

- Design the matrix for analysis (as explained below). On the horizontal axe, pertinent categories for the specific value chain are chosen, on the vertical axe the relevant actors are chosen. Differentiate between men and women. Community stands for all other actors not mentioned above (workers, consumers, etc.).
- When using this tool in the planning stage: design a participatory presentation of the chain upgrading strategy. For example, let the participants design a map or a role-play that will allow them to picture planned changes in technology, markets, horizontal and vertical linkages and the implications of these changes on people's life.

Examples of categories in the matrix:

- *Time and work:* This refers to changes in workload and work quality, tasks and skills required (skilled versus unskilled, formal education, training) and labor capacity (do people need to be hired or can members of the household or the actual business do it?)

- *Income and control of resources*: This refers to changes in income and control over resources, such as land, animals, and credit.
- *Social position*: This refers to changes in social position and gender relations as a result of the value chain upgrading intervention.
- *Market position*: This refers to changes in economic power position between value chain actors as a result of chain-upgrading strategy.

Categories in the matrix can be adapted to specific situation and needs. Other relevant categories can be health, food security, etc.

Step 1 Carry out the workshop with the participants

Duration: 2 – 3 hours

Use the cost-benefit matrix for reporting. You can use different colors for positive and negative changes. See figure 82 for an example of a cost-benefit format.

Figure 82: Format of a cost-benefit matrix (Source: Vanderschaeghe & Lindo, 2007)

Actors	Work	Income	Social / Market Position
<i>Male Producer</i>			
<i>Female Producer</i>			
<i>Male Processor</i>			
<i>Female Processor</i>			
<i>Community Men and Women</i>			

Legend: Black color is positive impact for the actor at stake, blue color is negative impact.

The different workshop stages are:

1. Participatory presentation of the chain development strategy (in case the tool is used in the planning phase).
2. Explain the exercise to the participants and present the matrix on a poster on the wall, elucidating the different categories and actors.
3. Address the following questions and write down the answers in the matrix on the wall.

In the planning phase of the chain upgrading strategy:

- How will your future participation in the value chain change your work and the skills needed to do it? How will it affect your time use and the time you have for other activities?

- How will it change your income? How will it change the control of your income or other resources?
- How will it change your social and gender relations within the household and value chain?

In the monitoring and evaluation phase of the chain upgrading strategy:

- How did the upgrading of the value chain change your work, income and control of resources, social and gender relationship?

Some questions to deepen the discussion and come to a proposal of action:

- Who is benefiting and who is losing due to chain upgrading?
- Do we notice differences between changes in the lives of men and women? What are the causes?
- To what degree are these changes desired?
- How can the negative impact be minimized? How can obstacles or negative factors be dealt with?
- What actions can be taken to overcome negative impact?

Let the participants answer the questions in groups. Hand out a copy of the matrix on paper, which each group completes with initial help and monitoring from the facilitators.

The groups are formed corresponding to the different nodes in the chain, or corresponding to gender criteria (men and women in separate groups).

Each group presents its completed matrix in a plenary session. The facilitator helps to resume and highlight the most important positive and negative changes.

Step 2 Systematize the information

Information obtained in the workshop should be systematized. The results can be used to improve the chain upgrading strategy, to monitor it and/ or to assess its impacts.

Recommendations for the process

We recommend the presence of two facilitators with the ability to dig further into the first answers given, ensuring that women's (or men's) voices do not get overpowered.

The tool can also be used with one type of value chain actor. The different categories on the vertical axe can be: men, women, household and other actors/ community.

Credits

Lindo, Patricia and Mieke Vanderschaeghe, 2007, developed this tool in a gender value chain analysis workshop with producers and processors in Villanueva, Millennium Challenge Account Nicaragua, adapted from:

Parker, Rani, 1993, 'Another Point of View: A Manual on Gender Analysis Training for Grassroots Workers.' UNIFEM. The Gender Analysis Matrix

Example Dairy Chain in Nicaragua

This tool was used in a gender value chain analysis, in the planning phase of the upgrading strategy of the dairy chain in the western region of Nicaragua facilitated by The Millennium Challenge Account – Nicaragua (MCA-N).

The program start-up upgrading strategy focused on improving income of dairy producers, by increasing the production of type “A” cold milk for industrial processing plants; by investing in on-farm milking facilities and by organizing milk collection centers in different municipalities of the region.

The implementation of a cost-benefit matrix with milk producers and processors of the municipality of Villanueva (see annex 2 for the matrix), showed that the owners of artisanal milk processing plants, most of them women, identified the MCA-N strategy as a threat to their business. They analyzed that the milk collection centers developed by the MCA program would leave them with no milk to develop their productive activities. The workshop also promoted awareness among the producers about the risks of affecting traditional employment and consequently causing economic crisis in the area.

Accordingly, MCA-N reviewed its strategy in order to include female processors and redirect resources to support these businesses. After executing a wider diagnosis on stakeholders of the artisanal milk processing link, new services were designed to support good manufacturing practices; support the development of new products and to support better access to markets.

Figure 83: Cost-benefit matrix – dairy upgrading strategy in Villanueva (Source: Vanderschaeghe & Lindo (2007))

Actors	Work	Income	Social /Market Position
<i>Male Producer</i>	One more worker is hired on each beneficiary farm. With technical improvements to milking and cattle management, youth of farming families are getting interested in cattle farming.	Men have more opportunities to access the dairy VC program due to the amount of land they own and the size of their herds. More income due to a rise in the price of milk.	Leaders of dairy farms do not want to sign contracts for selling quality milk to women processors. “They think it’s more important to sell to the “La Vaquita” company. They are feeling more important because they are doing business just between men” (women processors’ words)
<i>Female Producer</i>		Wives of cattle owners no longer have access to milk for processing on their farm. Negative impact on their income.	Women may be affected in their control of income and decision-making in the household.
Actors	Work	Income	Social /Market Position
<i>Female Processor</i>	There will be more workload for female processors given that they have to buy milk in more distant communities. Cessation of commercial	“The women used to buy our milk, now there will be a negative impact on them.” (Producers’ words)	

	<p>transactions between milk producers and traditional milk processors puts at risk the jobs of more than 40 cottage industries and a hundred retail sellers of dairy products.</p>		
<p><i>Community Men and Women</i></p>	<p>The VC program gives a minimal support in relation to the number of cattle farms in the municipality.</p> <p>Risk of jobs losses if only milk chain ending in industrial processing is supported, leaving out support to artisanal dairy products.</p>	<p>“There will be economic destabilization for the women, their families and the municipality. Isn't there a project to avoid this destabilization?” (producers' words)</p>	

Legend: Black color is positive impact for the actor at stake, blue color is negative impact.



Tool 5.1b Gender and Value Chain Empowerment Diamond

From ICCO, KIT and IIRR

Why use this tool?

This is a tool to monitor the gender impact of a value chain development intervention. A gender-sensitive value chain intervention has to make progress on both value chain development and gender equality. This is a challenge, as gender and VCD specialists have their own way of measuring and judging progress of a VCD intervention. The tool presented here combines these two lenses and facilitates the dialogue between gender and VCD specialists in monitoring impact of a value chain intervention.

What do you gain from using it?

- Analyzing a value chain actor from a gender equality and value chain development perspective, by using the concepts of agency and structure (gender equality) and value chain activities and governance (value chain development)
- Measuring progress of an intervention in both gender equality and value chain development, by comparing two moments in time.

Who applies the tool and for whom?

The tool is used by practitioners involved in VCD interventions to monitor the impact of their work.

How does it work?

In this tool impact is measured on the one hand on progress in gender equality by: (1) agency and (2) structure and on the other hand on progress on (gender mainstreaming in) value chain development: (3) value chain activities and (4) value chain governance.

Staff involved in the intervention is asked to score the following 4 aspects:

1. the extent to which women farmers are empowered, skilled and self-conscious (*Agency*)
2. the extent to which structures at family, community and societal level become more favorable for gender equality (*Structure*)
3. the extent to which the activities of women add value, through e.g. increased productivity and/ or higher quality of the product (*Value chain activities*)
4. the extent to which women farmers are involved in the management of the value chain (*Value chain governance*)

For background of these definitions and how they relate, see figure 88.

The tool consists of a qualitative analysis (step 0) and a more quantitative analysis (step 1-4); according to your needs, you can choose one of these tools or use both.

Figure 84: Combining value chain development and gender concepts (Source: KIT, Agri-ProFocus & IIRR, 2012)

Combining value chain development and gender concepts

We base our definitions on the framework presented in the publication 'Challenging Chains to Change: Gender equity in agricultural value chain development', from KIT, Agri-ProFocus and IIRR 2012, p. 41-45. The gender concepts of 'Agency' and 'Structure' are added to the concepts 'Value chain activities' and 'value chain governance' to understand better what can be the constraints and opportunities for women to move freely within a specific value chain.

Gender concepts

Agency: refers to the capacity of an agent (an individual person or other entity) to act independently and to make her own free choices. In a value chain, agency refers to an individual woman's capacities that allow her to choose to do more activities in the chain and to act in more leadership or decision-making roles.

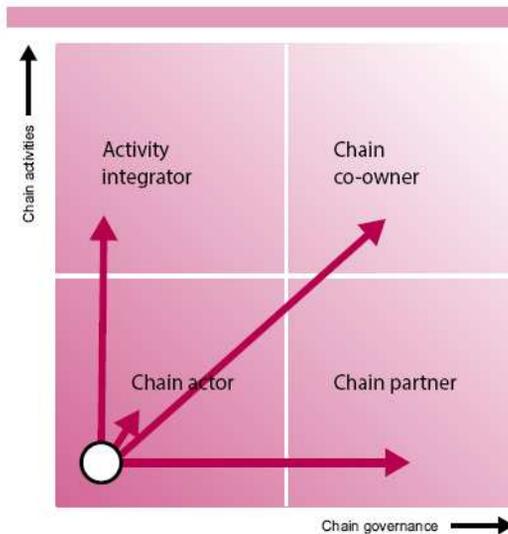
Structure: refers to institutions that either limit or create the opportunities available to individuals. Institutions can be both formal and informal. Informal institutions include social class, values, religion, customs, and ways of doing things (habits); while formal institutions refer to laws and regulations. Furthermore, structures can refer to different levels (local, national, regional, international) and to different domains (economic, political, social and cultural)

Value chain concepts

Value chain activities (vertical integration): Is about the female farmer doing what she does better, and about her being seen as a fully-fledged chain actor (moving within the 'chain actor' quadrant in the figure at the right). It is also about a farmer entering into activities further up the chain, and about women making the choice to take up these activities themselves in light of their other responsibilities (e.g., reproductive, household); moving to the 'Activity Integrator' quadrant in the figure to the right.

Value chain governance (horizontal integration): We use value chain governance for the standards, the organization of producers and decision making in the value chain. Value chain upgrading is done by developing chain partnerships. Farmers build long-term alliances with buyers, centered on shared interests and mutual growth. This means moving horizontally into the "chain partner" quadrant in the figure above.

A value chain in itself is a part of the institutional context and thus one of the *structures* that shape the possibilities open to men and women. *Agency* is relevant both in value chain integration as well as value chain governance.



The book 'Challenging Chains to Change: Gender equity in agricultural value chain development' analyses many case studies on gender in value chain development according to the framework presented in the book, which includes above mentioned definitions.

Step 0 Analyze the 4 concepts in a qualitative way

A qualitative analysis of the effects of an intervention can be made by looking at the changes in the area of Agency and Structure and Value chain activities and Value chain governance, using Figure 85 below. In the example of the livestock market the effects of an intervention are analyzed according to the four concepts.

Figure 85: Analyzing Value Chain activities, Governance, agency and structure (Source: Fedisch, 2013)

Value Chain activities	Agency
Value Chain Governance	Structure

Example: A livestock market empowers women in Northern Kenya

(Source: KIT, Agri-ProFocus and IIRR. 2012, p. 69-72)

The pastoralist women in Samburu already took care of the livestock, but their contribution to the livestock chain was not recognized. Change began when SIDEP trained women groups and built their skills (**agency**). The women gained the confidence to get loans and become visible in the chain. But without access to a market no big change could be expected. Because the women were not allowed to travel, the market was brought to them. That allowed them to start trading (**activities**). They became involved in decision-making on different levels (**governance**); the community decided to establish an association to manage the market, in which most of the buyers and sellers are women.

Eventually men started to appreciate the women's contribution to family income, and were willing to take over some traditional women's tasks (**structure**). The market attracted other buyers and services. The quality of animals improved and prices for cattle increased.

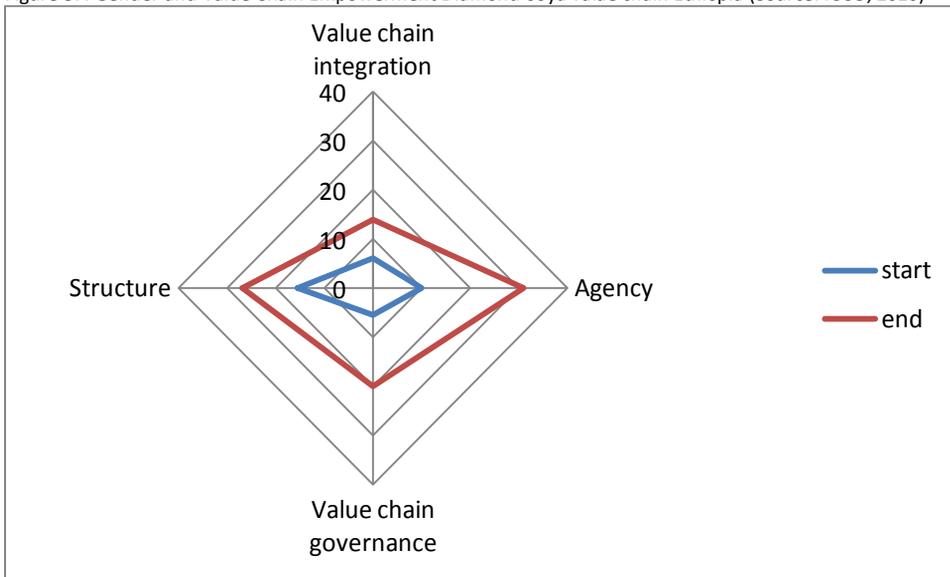
Agency was seen as the smallest change: the women's mobility did not increase as the markets were brought closer to the women, avoiding the need for them to travel to market. It may be that men will gradually realize the benefits that women bring to their families and the community so will allow them to travel outside their villages. These more structural changes often take time.

Figure 86: Schematic outcome presentation of the value chain intervention

Value Chain activities	Agency
<ul style="list-style-type: none"> • Women visible as chain actors • Women trade livestock • Higher cattle quality and prices 	<ul style="list-style-type: none"> • Literacy • Financial training • Training on group dynamics • Building confidence • Access to finance
Value Chain Governance	Structure
<ul style="list-style-type: none"> • Decision-making power in markets 	<ul style="list-style-type: none"> • Men appreciate women's economic contributions • Decision-making power in households, market & local government • Attitudes to women changed • Shared household responsibilities

For the more quantitative analysis, two moments in time (e.g. the present situation with the situation at the start of the project) are compared. The two situations are scored on each aspect which results in a diamond visualizing the differences in scores on the four fields. The scoring is done in an excel sheet (provided) which contains sub questions for each aspect. The average scores per aspect result in a diamond with two axes: a value chain axe and a gender axe. Figure 87 gives an example of this diamond for the soya value chain in Ethiopia. For the scores, see Annex 1.

Figure 87: Gender and Value Chain Empowerment Diamond-soya value chain Ethiopia (Source: ICCO, 2010)



Step 1 Score on the 4 aspects

Ask practitioners to score the progress made on the four aspects for two (or more) moments in time, e.g. the beginning of the project and the current situation; preferably, this is done based on a group discussion. For this purpose, four indicators are formulated for each aspect (see Annex 1).

Step 2 Fill in scores in excel sheet

The scores are integrated in an excel sheet (see Downloads section of the gender in value chains platform). The axes of the diamonds will automatically form a diamond.

Step 3 Discuss result

Organize a session with the practitioners to discuss the diamonds.

Questions for reflection on the outcome of the exercise:

Look at the scores for the 4 aspects: Value chain integration, Value chain governance, Agency and Structure.

- Why do you think they are high or low, which indicator has had a heavy weight in determining the score, how come?
- Discuss the differences in the scores.
- What strategy would your project have to develop further in order to contribute to gender equality?

Credits

ICCO, KIT, IIRR, 2010; this tool is developed by ICCO, based on the conceptual framework developed during the writeshop on gender and value chains, which took place in Nairobi in November 2010. The writeshop process was guided by the Royal Tropical Institute (KIT) and the Kenyan branch of the Institute of Rural Reconstruction (IIRR), and is funded by a number of Dutch NGOs. The writeshop has resulted in the publication:

KIT, Agri-ProFocus and IIRR, 2012, 'Challenging chains to change: Gender equity in agricultural value chain development'. KIT Publishers, Royal Tropical Institute, Amsterdam.

Fedisch, Nora, 2013 'Identifying success factors of gender-inclusive interventions to support value chain development in the East African coffee sector'. Bachelor Thesis. Van Hall Larenstein and Fair and Sustainable Advisory Services, June 2013.

Annex 1 Tool 5.1b Women in the soya value chain in Ethiopia

Indicators for value chain development and gender empowerment	Average scores by 3 NGO staff	
	Start	Present
Value chain integration		
1. Women have increased their agricultural production in terms of e.g. quality, volume, costs efficiency and/or productivity.	1.5	6
2. Women add value to their produce through e.g. sorting and grading activities.	2	7.5
3. Women add value to their produce by packaging, trading and branding.	2	8
4. The integration of activities in the value chains has led to higher income for women	2	8.5
sub-total Value chain integration	7.5	30
Value chain governance		
1. Women involved in producer organizations as members	0.5	8
2. Women involved in management of producer organization	1.5	6.5
3. Women involved in information management of chain	1.5	5.5
4. Women involved in network development of chain	2	6.5
sub-total value chain governance	5.5	26.5
Agency		
1. Value chain related skill development of women e.g. in agricultural production, processing, literacy/ numeracy etc.	1.5	8
2. Organizational skill development of women e.g. negotiation skills, leadership skills	2.5	7
3. Increased value chain related knowledge of women e.g. technical knowledge, market and network information	2.5	7
4. Increased ability to make choices, self-determination and self-confidence	3.5	9
sub-total agency	10	31
Structure		
1. Equal say of man and woman in the household with regards to access to and control over resources	3	6.5
2. Equal say of man and woman in the household on consumption decisions (if relevant with regards to spending of own income)	3	7.5
3. Norms and value at community level favor women as economic actors equal to men	4	5.5
4. Formal laws, rules and regulations are favorable for gender equality in VC development	5.5	7.5
sub-total structure	15.5	27

Tool 5.1c Comparison of the five dimensions of men's and women's empowerment

Based on Women's Empowerment in Agriculture Index of Feed the Future

Why use this tool?

This tool was developed to track the change in women's empowerment levels that occurs as a direct or indirect result of a VCD intervention.

- It is used for performance monitoring and impact evaluation.
- It focuses on the micro- or household level and community levels.
- It can be used to monitor and compare empowerment of women and/ or men

What do you gain from using it?

This tool shows women's empowerment in five different domains compared to men's empowerment. If used before and after an intervention, changes in men's and women's empowerment can be measured.

Who applies the tool and for whom?

It is a useful tool for policymakers, development practitioners and academics seeking to compare women and men's empowerment.

How does it work?

The original Women's Empowerment in Agriculture Index (WEAI) is developed by the Feed the Future program. It is an aggregative index that measures five domains of empowerment for both men and women in the community and household. Because it compares men and women the outcome is an indication for the degree of gender parity in the household. The WEAI is based on a sophisticated and quantitative manner of data collection and analysis.

The here-presented tool is a more qualitative method, loosely built on the logic of the WEAI. It pictures the degree of empowerment of men and women in the five domains. In this tool, we give examples of indicators to decide on the final score for each domain.

This tool is meant as qualitative measurement to facilitate discussions on the different aspects of women empowerment, possibly before and after an intervention.

The five domains in which women empowerment is measured are agricultural production, resources, income, leadership and time.

Step 0 Preparation

The scorers/ participants should be well-informed on empowerment of men and women in the five dimensions in the context of their work. If this is not the case, data should be collected in advance. The scores should be well substantiated. The list in Step 2 can be used to collect the data; the methodology to be used is up to you (e.g. individual interviews, focus group interviews, desk study, workshop methods).

Step 1 The five dimensions

Preferably, the scoring is done by several groups of people, later discussed in plenary, to come to a consensus about each score.

Ensure that all groups agree on the definitions of the five dimensions:

- Agricultural production: sole or joint decision-making over food and cash-crop farming, livestock and fisheries as well as autonomy in agricultural production.
- Resources: ownership, access to and decision-making power over productive resources such as land, livestock, agricultural equipment, consumer durables and credit.
- Income: sole or joint control over income and expenditures.
- Leadership: membership in economic or social groups and comfort in speaking in public.
- Time: Allocation of time to productive and domestic tasks and satisfaction with the available time for leisure activities.

The WEAI of Feed the Future uses the scoring criteria and weighing as depicted in the table below. This tool will score on the same sub-groups per domain.

Figure 88: The Five Dimensions of Empowerment (Source: USAID, IFPRI, OPHI, 2013)

Domain	Indicator	weight
Production		
	Input in productive decisions	0.1
	Autonomy in production	0.1
Resources		
	Ownership of assets	0.07
	Purchase, sale, or transfer of assets	0.07
	Access to and decisions on credit	0.07
Income		
	Control over use of income	0.2
Leadership		
	Group member	0.1
	Speaking in public	0.1
Time		
	Workload	0.1
	Leisure	0.1

Step 2 Scoring the five dimensions

The table with example indicators in figure 89 can be used (or, if need be, a version contextualized by yourself) to come to a score on the empowerment of women and men in the five domains.

Use the scores ranging from 0 - 5 to assess the degree of empowerment of men and women; the higher the value, the greater the empowerment.

Figure 89: Guiding questions to inform the sub-indicators of the 5 domains of empowerment (Source: Senders & Terrillon, 2012)

1.	Production	Male	Female
Input in productive decisions			
<p>To which extent are decisions made on the following:</p> <ul style="list-style-type: none"> • What variety to plant? • What crop to grow? • What acreage to allocate? • Allocation to food crops vs. cash crops • Adoption of new technologies/practices • Distribution of tasks/ labor • Purchase of inputs/ equipment • Application of chemical/ fertilizer 			
Based on areas above, give an average score for 'input in productive decisions' from 0 - 5			
Comments:			
<ul style="list-style-type: none"> • Autonomy in production 			
<p>To which extent is decided:</p> <ul style="list-style-type: none"> • Where to sell • Who to sell to • What price to sell 			
Based on areas above, give an average score for 'autonomy in production' from 0 - 5			
Comments:			
2.	Resources	Male	Female
Ownership of assets			
<p>To which extent are the following assets owned:</p> <ul style="list-style-type: none"> • Land • Farm equipment • Cattle, goats, sheep • Piggery, poultry • Means of transport: bicycle, motorcycle, car 			
Based on areas above, give an average score for 'ownership of assets' from 0 - 5			
Comments:			

Purchase, sale or transfer of assets		
<ul style="list-style-type: none"> To which extent is there decision-making power to sell or transfer above-mentioned assets? To which extent is there decision-making power to purchase new assets? 		
Based on areas above, give an average score for 'Purchase, sale or transfer of assets' from 0 - 5		
Comments:		
Access to services		
<p>To which extent is there access to financial services:</p> <ul style="list-style-type: none"> savings and credit cooperatives (SACCOs) group lending banks MFIs <p>To which extent is there access to business development services (BDS), such as:</p> <ul style="list-style-type: none"> Extension services Farmer field schools Demonstration plots Trainings (record-keeping, business planning, leadership, etc.) 		
Based on areas above, give an average score for 'Access to services' from 0 - 5		
Comments:		

3.	Income	Male	Female
Control over use of income			
<p>To which extent is there decided on expenditures related to:</p> <ul style="list-style-type: none"> Food Education/ children's school fees Home improvement Health care Clothing Household utensils Energy (fuel, electricity, other) Water Leisure 			
Based on areas above, give an average score on 'Control over use of income' from 0 - 5			
Comments:			

4.	Leadership	Male	Female
Group member			
<ul style="list-style-type: none"> • The extent of involvement in farmer organizations, cooperatives, committees • The extent of membership in above-mentioned organizations • The extent of leadership positions in above-mentioned organizations • The extent of involvement in multi-stakeholder platforms? • The extent of involvement in meetings at sub-county, district level? 			
Based on areas above, give an average score on 'Group member' from 0 – 5			
Comments:			
Speaking in public			
<ul style="list-style-type: none"> • The extent of active participation in socio-economic groups • The level of comfort whenspeaking in public • The ability to express opinion 			
Based on areas above, give an average score on 'Speaking in public' from 0 – 5			
Comments:			
5.	Time	Male	Female
Workload			
<p>Scoring the workload should take into account three sorts of activities that can be carried out</p> <ul style="list-style-type: none"> • The extent of participation in the following agricultural production activities: Land-clearing - Planting crops – Harvesting - Carrying produce from field to home – Processing – Storing - Tilling the land – Weeding - Marketing the crops • The extent of participation in the following reproductive activities: Fetching water - Taking care of the young ones - Collecting fire wood – Cooking – Housekeeping - Courtyard sweeping - Washing the dishes - Washing the clothes - Bathing the children - Preparing the beds • The extent of activities in the following community activities: Building schools and health centers - Attending workshops and seminars - Cleaning wells - Road maintenance - Attending community meetings 			
Based on areas above, give an average score on 'workload' from 0 - 5			
Comments:			
Leisure			

- To which extent is there time for leisure activities?

Based on areas above, give an average score on 'leisure' from 0 - 5

Comments:

Step 3 Schematic outcome presentation of men and women's empowerment

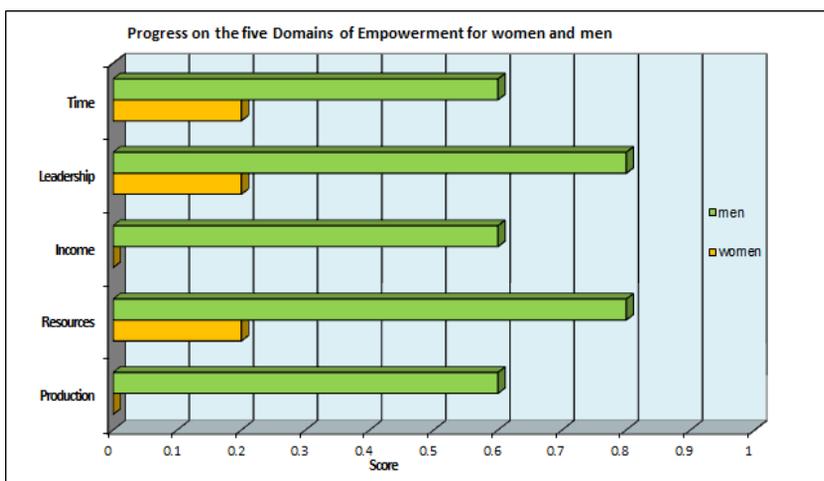
Each group should copy the average scores on each subsector of the domains on a separate sheet in the excel document provided.

It will calculate the scores per domain and picture women's empowerment compared to men's empowerment as in the example in figure 90.

On the first page the average scores of all groups per dimension are calculated.

It is important that the number of groups/ the number of completed sheets is filled in on this first page.

Figure 90: Progress on the five domains of Empowerment for women and men



Step 4 Discuss results and follow up actions

Discuss the presentation generated by the excel sheet; it gives you the opportunity to discuss all dimensions of women and men empowerment. Look and discuss large differences between groups.

You can use the outcome to adjust or design interventions.

If desired, the exercise can be carried out in two moments of time to look at differences in the domains of empowerment before and after an intervention.

Credits

This tool is loosely based on the *Women's Empowerment in Agriculture Index (WEAI)*, a methodology to track the change in women's empowerment that occurs as direct or indirect result under the Feed the Future, the US government's global hunger and food security initiative. The Index partners are Feed the Future, USAID, the International Food Policy Research Institute (IFPRI) and the Oxford Poverty and Human Development Initiative (OPHI).

Adjusted by Angelica Senders, Jacqueline Terrillon and Anna Lentink, 2013.

Tool 5.1d Documenting and learning from experiences: how to build a case study

By Terrillon

Why use this tool?

Many organizations develop approaches and strategies to improve gender mainstreaming in value chain facilitation. By doing this they achieve interesting results in terms of improved and more equitable gender relations at household level, women's empowerment and entrepreneurship for improved livelihoods and value chain performance.

Keeping track of changes in behavior, attitudes, perceptions and mentalities can be a challenge. Case studies are a useful way to capture, package and share relevant information. When designed well, case studies can stimulate learning, critical reflection, conceptualization and experimentation. By drawing up case studies an organization's own performance can be improved, but if case studies are shared also the performance of other organizations can be improved. Case studies can be inspiring and serve as a learning tool.

What do you gain from using it?

- Build organizational memory to avoid 'reinventing the wheel', thus ensuring effectiveness and efficiency.
- Improve the organization's performance, outreach and impact by identifying and capturing innovative and effective approaches, practices, and tools and use these for future interventions.
- Disseminate and share experiences with like-minded organizations to stimulate acceptance and adoption of innovations, strategies and practices for replication or up-scaling purposes.

Who applies the tool and for whom?

Practitioners (development organizations, companies, government) interested in capturing lessons learned in implementing an intervention.

How does it work?

Step 0 Preparation

Choosing the case study

The answers to the questions below can help to choose a relevant case study:

- Do you have experiences or lessons learned you want to share?
- Can this story/ approach be used to make the issues/ challenges addressed better known and understood by other stakeholders in the agricultural sector?
- Do you have the feeling you have developed interesting innovative approaches? Can this approach be replicated/ up-scaled?

While selecting your story, you can also use the basic principles of communication explained in figure 91.

Figure 91: Basic principles of communication (Source: Macaux)

Basic principles of communication

Head: What do you want the audience to know? (facts, data, etc.)

Heart: What do you want them to feel? How is your story going to change the way they feel about the issue? How is it going to « touch » them?

Hands: What will they want to do after reading the story? How is it going to inspire their actions?

In addition, it is important to develop stories that will talk about concrete changes in the lives of target populations. The use of testimonies can help you shape a story.

Collecting information

To draw up your case study you need sex-disaggregated data, it is recommended to collect these in every step of your intervention:

- Context analysis: How is the problem affecting women and men/ boys and girls differently?
- Implementation: Who participates in different activities (trainings, extension etc.) and in what proportion?
- Outcomes: What is the change (quantitative and qualitative) in the lives of target groups (men and women, boys and girls)?

Case description:

Step 1 Introduction

Explain the rationale for documenting this intervention:

- Why did you choose this story as a case study (see step 0)?

Step 2 Describing the context

Define the context and the relevance of the intervention: what is the problem?

- What are the symptoms/ indicators of the problem?
- What are the consequences?
- What are the root causes of the problem?
- What are the target populations, disaggregated by sex? How many?
- What gender-based constraints/ gender inequalities are you addressing?
- What gender equality and women's empowerment objectives do you want to achieve?

Step 3 Describing strategies/interventions

Describe the process: How was it carried out? What was done?

- What are the key actors/ institutions and what is their role? What are the opportunities to seize?
- How can they contribute to solving the problem?
- What have you done to solve the problem and with what gender equality objectives?
- What main activities were carried out, in chronological order? By whom?

Step 4 Describing results/outcomes

Describe the results/ outcomes following your interventions and analyze the change:

- What was the situation **before** your intervention? What was the particular problem? Can you give concrete examples of the situations **before** the intervention and **now**?

- What was supposed to happen and what happened? Why?
- What has changed following your intervention (including attitudes, behaviors, habits, perceptions)?
- What other interventions/ development (e.g. a new regulation) could have contributed to or negatively impacted this change?

Step 5 Drawing lessons learned

What learning would you like to draw from this intervention and share?

- What worked well? What achievements are you proud of? What were the **key success** factors?
- What were the challenges? How did you overcome them?
- What have you learned?
- What do you recommend for future interventions? What would you do in same manner and what would you do differently?

Additional documents to consult

Davies, Rick and Dart, Jess (2005), 'The Most Significant Change (MSC) Technique', April 2005, available at: <http://www.mande.co.uk/docs/MSCGuide.pdf>

Credits:

Terrillon, Jacqueline (2013), developed during the gender coaching's track of Agri-ProFocus in Uganda. Based on the Most Significant Change technique:

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Main Resources

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World Bank report, 2012, 'Gender Equality and Development'

For all actual information and tools, please visit <http://genderinvaluechains.ning.com>.

The screenshot shows the homepage of the Gender in Value Chains Agri-ProFocus Learning Network. The header features the logo and navigation links like 'Main', 'Countries', 'Events', 'News', 'Forum', 'Resources', 'Projects', 'Toolkit', 'Professionals', 'About us', 'My Page', and 'Help'. The main content area is organized into several columns:

- Welcome!**: A message from the platform and a diagram showing the relationship between gender, value chains, and economic development.
- News**: A list of recent news items, including 'USAID: Behavior Change Perspectives on Gender and Value Chain Development: A Framework for Analysis and Implementation' and 'New website improves access to data and statistics on gender'.
- Forum**: A section for discussions, with topics like 'Call for Cases Farm - Farmer' and 'Gender Action Learning System (GALS) Learning Route in Uganda and Rwanda'.
- Videos**: A grid of YouTube video thumbnails, such as 'Strengthening the Dairy Value Chain' and 'Women economic leaders in PowerPoint Le'.
- Events**: A section for upcoming events, with an 'Add an Event' button.
- Latest Activity**: A list of recent user activities, including posts by 'ESDIAL WANGIGI' and 'Vicent M. Akamanda'.
- Useful websites**: A list of external resources, including 'Domira - Gender, rural women and development' and 'World bank on gender'.
- Our feeds**: A section for news and resources, with a 'Get our News and Resources Feeds' button.
- Professionals**: A grid of profile pictures for network members.
- Agri-ProFocus Network**: A section for network members, with a 'View All' button.

The right sidebar contains a 'Welcome to Gender in Value Chains' message, a 'Sign Up or Sign In' button, and social media links for Facebook, Twitter, and YouTube. The footer includes copyright information: '© 2012. Created by Agri-ProFocus. Powered by NING | GLAM SOCIAL' and links for 'Batter', 'Report an Issue', and 'Terms of Service'.

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Gender in value chains

Practical toolkit to integrate a gender perspective in agricultural value chain development

Women play crucial roles in agricultural value chains. However, their contribution often remains invisible. For producers and other chain actors and supporters, this can lead to inefficient chains. In consequence, business opportunities may suffer and profits will be lower and/ or unequally distributed. Moreover, existing gender inequities will be perpetuated.

This toolkit intends to motivate and help practitioners in integrating a gender perspective in agricultural value chain development, by providing practical tools for all stages of the value chain intervention. It is the second and adjusted version of an earlier Gender in Value Chains Toolkit published by Agri-ProFocus in September 2012. This version is based on experiences in using the first toolkit in Agri-ProFocus gender in value chain coaching tracks in Eastern Africa. The chapter on intervention strategies is complemented and contains many interesting and practical tools, and approaches ready for use by you as practitioner.

The Gender in Value Chains Practical Toolkit that you are currently holding is closely linked to another publication that resulted from collaboration within the Agri-ProFocus Gender in Value Chains network, namely 'Challenging Chains to Change: Gender Equity in Agricultural Value Chain Development' (KIT/ Agri-ProFocus/ IIRR, 2012). 'Challenging Chains to Change' was produced by the Royal Tropical Institute (KIT) and sponsored by ICCO, Hivos, Cordaid and Oxfam Novib.

In this booklet, you will find three types of tools:

1. Tools that support data-collection
2. Tools guiding the facilitation of participatory
3. Tools describing an approach, a way of working, combining a variety of interventions.

The tools are selected from existing manuals. This includes material from USAID, GIZ, ILO, Oxfam, SNV, CARE and other organizations linked to the Agri-ProFocus 'Gender in Value Chains Network'.

Design your own gender integration process!

This toolkit is not a blueprint guideline. Rather, you are presented with a range of tools to choose from and to customize your intervention.

We strongly believe in the concept of 'open knowledge'. To facilitate customization, we have made the tools not only 'available' and 'accessible', but also 'adjustable'. We provide them in Word and Excel documents that can be downloaded from the Agri-ProFocus online platform at <http://genderinvaluechains.com>.

The toolkit was developed by Angelica Senders of Fair & Sustainable Advisory Services, Anna Lentink of Triodos Facet, Mieke Vanderschaeghe, independent consultant, and Jacqueline Terrillon, coach of the gender in value chains coaching track of Agri-ProFocus in Uganda with support of Roel Snelder of Agri-ProFocus.