Best Practices from around the world on Gender Mainstreaming in FSL Programming – N-CGFP-RG

28th October, 2020
Presentation Outline

– Context: Key gender issues related to FSL
– Why mainstream gender in FSL
– Strategizing for Women’s Empowerment and Male Engagement
– Some of the characteristics of gender equitable FSL programming
– How? Some of the best practices
– Conclusion: References
Some of the key gender issues related to FSL

- Gender inequality is an underlying impediment to food security which affects the dimensions of access, control, productivity, availability, and the utilization of food.

- Access to extension services-majority are men, training opportunity given to men

- Access and control to resources e.g. land- might access but not control-inheritance

Who controls the land, the produce in your area, labour, farm inputs

- Access to extension services, markets-distance, safety, time

- Gendered patterns of behaviour condition men’s and women’s jobs and tasks, the distribution of resources and benefits derived from income generating activities.

- For instance the change in gender relations can result from:

  New Technologies that Change Labour Patterns,

  Shifts to High-Value Crops that Alter Patterns of Control over Resources and Benefits

  A household’s financial management practices
Why mainstream gender in FSL

– The aim of gender equality is for men and women to have equal participation in decision-making; the same access and control over productive resources, services and technologies; equal benefits from project results and the same opportunities to access decent employment and livelihood systems.

– To have strategies that address the gaps in women’s skills, resources, and information (agency), but also the social norms themselves (structures) and the (relations) through which gender norms are constructed.

– To do this -there is a need for strategies that address the agency, relations and structures surrounding women, men, boys and girls.
Strategizing for Women’s Empowerment and Male Engagement

As a process, empowerment is the expansion of women’s individual and collective capacities to access, influence, and control resources; to confront and challenge gender norms and structures of power; and to negotiate with, influence, control, and hold accountable the actors and duty bearers that mediate between structural inequities and women.

As an outcome, empowerment results in 1) greater access to, influence over, and control of a) economic, b) ideological, c) political, d) social, and e) cultural capital, and 2) enhanced ability to understand and analyze the terms and conditions of gender exclusion and discrimination.
ENGAGING MEN AND BOYS

- Engagement with elites and power holders;
- Engaging male partners of our impact group.

The “relations” part of the women’s empowerment framework reminds us of the importance in working with individuals with whom women hold key relationships.

- At household level, this is likely to include male partners (and extended family members e.g. uncles, ).

- Male partners are part of the dynamics of couple relationships that have direct impact on issues of:

- Time use (division of household workload), decision-making, food allocations within the household, gender-based violence, and mobility.
Some of the characteristics of gender equitable FSL programming

- Understand men’s and women’s roles and relationships.
- Foster equitable participation.
- Address the distinctive needs of women.
- Support women’s economic advancement.
- Promote gender equitable market-driven solutions.
- Design equitable benefit-sharing mechanisms.
- Include men in defining the “problem” and the solution.
How? Some of the best practices include:

**Best practice1 - Conducting a gender analysis**

- Successful gender mainstreaming efforts must start with a clear understanding of how and where men and women are involved in a particular activity. This is especially important considering that in many instances, men and women themselves (both farmers and rural advisors) do not have a complete understanding of each other’s roles.

- Is a systematic analytical process used to identify, understand, and describe gender differences and the relevance of gender roles and power dynamics in a specific context.

- Is the systematic attempt to understand the relationships between men and women, their access to and control over resources, the relative constraints they face, and key issues contributing to gender inequalities.

- Sex- and age-disaggregated data (SADD) are a core component of any gender analysis and essential for planning, monitoring and measuring outcomes.
How many people in this fence?
Hourrah! Here we are

I hope all of us ...

Welcome in the fence

Grateful you are in!

SADDs MATTERS!
How to provide equal opportunities to everyone?

Sure! Everybody sees me

Ouf! He looks at me

Does anyone seeing me?

I am too little and fragile! Please look also at me.
Tools for GA

UN Women

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– UNRWA
This gender analysis manual summarizes different analytical tools, https://tinyurl.com/ybmav9gc

– IASC GenCap
Annex 2 focuses on how to integrate gender into the strategic response plan, https://tinyurl.com/ycxyd8lo

– Tufts University, Sex and Age Matter
<table>
<thead>
<tr>
<th>Key questions</th>
<th>Responses</th>
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<tbody>
<tr>
<td>What is your source of income?</td>
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<td>Have you experienced any changes in as far as your source of livelihood is concerned, as a result of the crisis: How were things before the crisis and how are they different now</td>
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<td>How about your spouse? (if they have one)Or other people you know</td>
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<td>What changes would you say are specific to your being a woman/man/boy/girl?</td>
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<td>Which of the changes is/are more significant and why do you feel they are significant?</td>
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<td>Resources: What resources is your family/household members relying on?</td>
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<td>Coping Strategies: What are the different coping mechanisms that family/household members are using now during the crisis?</td>
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<td>Decision Making</td>
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<td>Who within the household decides about education, access to health services, household income? Who is not consulted? Has this changed since the start of COVID-19?</td>
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<td>Needs: What are your needs within the COVID-19 pandemic? What are the main needs other members of the family women and girls, of men and boys?</td>
<td>Your needs- Needs for women- Needs for men- Needs for boys- Needs for girls-</td>
</tr>
<tr>
<td>Vulnerabilities: Who would you say is most vulnerable due to COVID-19? What would say are the different vulnerabilities of women, men, boys and girls in these COVID-19 times?</td>
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<td>In general, would you say COVID-19 has had an impact on people’s livelihoods? If yes how? If no why do you say so?</td>
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Findings can include:

- During committee elections most women elect men in key leadership decision positions.
- Some men do not let their wives participate in community committee meetings because they are afraid that the women will become promiscuous.
- Women’s involvement in leadership positions breeds tension in the homes with their spouses and in some cases violence.
- Women are sometimes regarded as prostitutes when they engage in businesses away from their homes.
- Women’s lack of confidence/self-esteem to take up leadership positions.
- Men not listening to female leaders because of the belief that they are superior to women/they are heads of households.
- Women are not allowed in some committees.

- Community members give bad names and associate women in committees with immoral acts such a woman in Community police, VCPC are called thieves and promiscuous.

- Women’s ideas are disregarded and considered as unimportant and garbage.

- Women are forced to sleep with men who are in leadership positions if they want their decisions to be taken into account.

- When there is training only women who agree to have a love affair with the leaders are sent whereas the others are denied access to attend the training.

- Access to handouts, like coupons, farm inputs, women are vulnerable to sexual abuse women lack confidence in themselves.
Best practice 2: Enhance women’s access to resources
Enhance women’s access to resources. Women and vulnerable populations often have limited ownership of and access to key resources that are needed for agricultural production, such as land, labour, capital, credit, seeds, fertiliser, water, technology, and agricultural information.

Case study: Meet Victoria Aruop is a 35 year old single mother. She went to Panyikang after the crisis broke out in 2013. She is the head of the household. Together with her sister (the two are the productive members of the family). Her son schools in Kenya while their mother is elderly. The fact Victoria has access to resources like land, inputs (provided by RuCAPD with support from FAO) as well as sourcing others for herself has really put her in a better position to not only provide for her family but also sell the surplus and use the proceeds for education, medication.

Victoria employ other residents in Panyikang County.
Best practice 3: Be responsive to time and mobility constraints

- Women farmers often shoulder a double (or even triple) burden in terms of their daily workload, taking responsibility for both productive and reproductive responsibilities. Productive activities include contributing to the production and processing of crops or livestock (as well as other income-generating tasks), while reproductive duties encompass household tasks such as cleaning, childcare, and cooking.

- In most contexts, women spend much more time than men on reproductive tasks. This often creates a situation of “time poverty” for women, in which they have very little time for participating in additional activities.

- These time constraints often mean that women have more difficulty than men leaving their home to participate in activities organised, especially during times of the day when these duties are most demanding (for example, around meal times).

- In addition, social norms in many contexts restrict the places where women’s presence is considered acceptable. In extreme cases, women may not be allowed to leave their homes; in other instances, it may not be acceptable for them to participate in mixed-sex groups or to attend meetings in spaces that are traditionally male-dominated.

- Transportation expenses may also inhibit women’s participation in activities.
Time-saving agricultural technologies that are specific to women’s agricultural tasks, that can enhance women’s participation in agriculture while also increasing productivity.

**Case study:** For example, Paris, Feldstein, & Duron (2001) found that in Southeast Asia, post-harvest machinery for processing rice (such as rice hullers, rice micro mills, and rice flour mills) can have several benefits for women, including reducing the drudgery of hand pounding, increasing the volume of rice processed, saving time and flexibility in time use, providing additional income, and empowering women individually and as a group.
Best practice 4: Capacity building of staff

- Training
- Dedicated resources
- Gender focal points
- Specific objectives in the JD
- Appraise staff on the gender objectives
Best Practice 5: Gender transformative/sensitive Monitoring and Evaluation

- OM: The transformed man should continuously engage in productive activities to provide for the family and not rely on women alone. There should be a balance between them, without the other being more important than the other and he should agree with a woman/his partner on how to get and utilize family income. He should assist a woman in household chores such as cooking, fetching water, washing clothes and taking care of the children. The man should support women to engage in high valued businesses such as selling of second hand clothes, selling fish and butchery. He should be open to discussing family issues like sex, health i.e. HIV status and STI’s. A man should encourage and support his woman to take up leadership positions in different committees in the community and encourage her to speak in public. He should not marry a second wife after selling farm produce i.e. cotton and ground nuts. A man should not beat or divorce his wife because he now has a lot of money. He should also join savings and lending groups in the community. The man should also provide and actively participate in educating and counselling boys and girls on sex issues.

- Gender sensitive indicators: - HH production; storage; purchase, by sex of head of HH - Women’s and men’s ability to own, inherit and practice ownership over land - Share of women participating in political meetings as the community level - Differences in access to credit between male and female-headed HH - % of women or men employed in different sectors
Best practice 6: Address root causes of gender inequality (Gender transformative approaches)

- Gender champions/Male champions
- The Gender Action Learning System (GALS)
- Gender dialogues
- Theatre for Change
- Establish quotas and other policies mandating women’s participation in groups
- Increase the number of female extension agents by using gender-sensitive recruitment tactics
- Implement strategies and/or trainings to encourage women’s participation in public meetings
- Use communication mechanisms that are accessible for low-literacy populations.

Case Study: Literacy training as part of value chain intervention USAID’s Integrated Initiatives for Economic Growth in Mali programme (IICEM) recognised that low literacy rates among female programme participants were hampering their ability to benefit from the programme. IICEM therefore provided basic literacy and numeracy training to over 1,400 women participants, which increased the women’s ability to conduct and record sales transactions, and therefore helped them to operate their businesses more effectively (Abt Associates, 2010). 8 Similar success in integrating literacy training for women as part of agricultural initiatives has been demonstrated in the Purchase for Progress programme in the Democratic Republic of the Congo (WFP, 2014), and the Rural Women Striding Forward programme in Burkina Faso, Kenya, and Uganda (Global Fund for Women, 2016).
In Uganda, the implementation of GALS tools with men and women coffee farmers helped to bring about a recognition that cultural norms seriously inhibit the economic and individual development of women and (by extension) communities and even entire regions. Participatory analyses as part of GALS shed light on the fact that women coffee farmers had very little control over their income.
Best Practice 7: FSL and gender integration checklist

Tip Sheet- GENDER EQUALITY MEASURES IN LIVELIHOODS

Tip Sheet offers interventions, guiding questions and an example of how 4 Key Gender Equality Measures (GEMs) support gender equality in livelihoods projects and programs.

Livelihoods interventions can make assistance responsive and fair by:

✓ Understanding how access and control over productive resources has been affected by the crisis.
✓ Targeting women as well as men as income providers, and promoting joint household decision-making in income use.
✓ Consulting with women on how to ensure they retain control over resources and assets intended for their benefit.
✓ Considering additional household care responsibilities and providing child-care or labour-saving technology as part of the program.
✓ Promoting women’s empowerment by offering safe income alternatives, building knowledge and fostering independence.

Questions to inspire action: Gender Analysis - Sex and Age Disaggregated Data (SADD) - Good Targeting - Tailored Activities - Protect from GBV Risks - Coordination - Influence on Project - Feedback & Complaints.
Checklist resulting from the gender analysis

– Ensure at least 50% of membership and 30% of leadership are women in key groups e.g. producer groups; marketing committees; VSL/SILC groups and women should participate as lead farmers in agricultural production. Investigate and redress potential barriers to women’s membership and leadership in groups.

– Look out for instances where women lack self-esteem and knowledge and seek ways to help them.

– Facilitate equitable market linkages and disseminate market information to both men and women.

– Support women farmers and entrepreneurs to access financial services.

– Encourage financial services to target women and design women friendly financial products e.g. group collateral.

– Ensure meetings and trainings are held at convenient times and venues that facilitate women’s participation.
Conclusion: References

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- **GFRAS**
  Gender Mainstreaming in Agricultural Value Chains: Promising Experiences and the Role of Rural Advisory Services

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