

# A Guide for promoting gender equality within KCOA



**KCOA**  
Knowledge Centre for  
Organic Agriculture and  
Agroecology in Africa



Implemented by



In cooperation with



**SEKEM**



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This document is based on a consultancy and co-creation process in cooperation with Gender Focal points in all five Knowledge Hubs.



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# Foreword

**T**his document is the result of a participatory and collaborative effort across the five knowledge hubs to provide a central, comprehensive guide to ensure that the topic of gender cuts across all KCOA activities and becomes fully engrained in its mission. The content stems from multiple bilateral discussions and feedback conversations with each knowledge hub. Following an initial gender analysis, gender focal points were appointed for each hub. In collaboration with these gender focal points, a list of measures to promote gender equality was developed, utilising a series of existing

KCOA documents, as well as the knowledge hubs' own experiences and expertise. The guide for promoting gender equality within KCOA is the result of this cooperative work. The development of this guide would not have been possible without the commitment and inputs of every Knowledge Hub, especially the gender focal points. The gender guide is not intended to be stagnant. It is a living document. It is meant to evolve according to the needs and experiences of Knowledge Hubs, the KCOA project, and the context-specific societal progressions for which it is designed.

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## Abbreviations

### **BMZ**

Bundesministerium für wirtschaftliche

Zusammenarbeit und Entwicklung

### **FAO**

Food and Agriculture Organization of the United Nations

### **GALS**

Gender Action Learning System

### **GBV**

Gender Based Violence

### **GIZ**

Deutsche Gesellschaft für Internationale Zusammenarbeit

### **GRB**

Gender Responsive Budgeting

### **KCOA**

Knowledge Center for Organic Agriculture and Agroecology

### **KH**

Knowledge Hub

### **KP**

Knowledge Product

### **PGS**

Participatory Guarantee System

### **WHO**

World Health Organization

# Introduction

**O**rganic agriculture and agroecology promote food systems that protect natural resources, increase food security and improve living conditions, while also integrating actions that empower women and address gender inequality, according to the definition of the Food and Agriculture Organization (FAO). African women in agriculture produce nearly 80% of household food (Jabril, 2020, p. 1). However, women earn significantly less through agricultural production than men, are seldom the landowners, and have little access to and control over productive resources in general, even though they are subject to a triple-burden in their daily lives as they navigate the field, the household, and the family.

A gender-sensitive agricultural approach must create access for women to be able to produce, sell and consume organic produce. It must also create financial resources for women coming from crisis regions in Africa to have a space to be able to live in dignity. Gender equality is not only a matter of social justice but also crucial in furthering the project's overarching goal of strengthening food security through the widespread adoption of organic agriculture. Given the major role women play in agriculture and community food security, a key priority in the implementation of the KCOA Project are increased measures that target a more equal status for women in agriculture in Africa (gender responsive) with the ultimate goal of challenging the norms and values that perpetuate these inequalities (gender-transformative).



Photo GIZ/Agricomm

**The term Gender** refers to the socially constructed roles, identities and expectations of women, men, and other gender identities and the differences between them, as well as “the economic, social, political, and cultural attributes and opportunities” associated with being assigned to a specific gender (FAO, 2023, p. 214; World Bank, 2009). Conceptions of gender vary from society to society and can change over time. Other factors such as class, age, marital status, health status, disability status, sexual orientation and race further determine the distribution of roles, power, and resources between different genders. In an agricultural context, gender

often governs the processes of production, consumption and distribution, access to and control over resources, and the division of labour. Discriminatory social norms and rules affecting women and girls are at the heart of gender inequality in agriculture and are slow to change (FAO, 2023). Gender in agriculture even applies to certain crops being attributed to a certain gender, such as rice traditionally being considered a women’s crop in Mali (Synnevag, 1997). KCOA’s approach regarding gender equality is grounded in its focus on women as women play an essential role as agents of change in food systems, despite the discrimination they face.

It is, however, important to note that gender is a topic for all and not reserved exclusively for women. For example, in many countries, men and women are fighting to ensure that men are entitled to substantial paternity leave, certainly to support the mother but also to have time to welcome their child. This is a question of gender equality. However, if most actions towards gender equality are currently aimed at strengthening and supporting women, this is because they are the ones who suffer most from inequality. In addition, the engagement of men in addressing gender issues is crucial if any meaningful transformation of gender roles is to be achieved.

**Gender issues** need to be taken into consideration along the entire value chain and at all levels of the project and its partner organisations.



**Building off the momentum** of the BMZ Strategy on Feminist Development Policy, this gender guide aims to strengthen gender equality in a pragmatic way within KCOA. It is intended to serve as a roadmap to facilitate the adoption of gender-targeted measures in alignment with KCOA's project goal. If gender aspects are given ample consideration, the impact of this project has the potential to be much greater. Because women play an essential role in food systems, engaging more women multipliers has the potential to trickle down to the farmer level, providing resources and a network to a greater number of women farmers.

**On a broader scale**, elevating women farmers, multipliers, and partners can make significant contributions to the adoption of organic agriculture practices and the scaling-up of agroecology across the continent. Since women's involvement is a necessary factor for a sustainable and just transformation of food systems, their widespread engagement within KCOA and beyond is indispensable.

**The KCOA gender guide** will begin with the theoretical framework and methodological chapter. It will proceed by detailing the guide's implementation and monitoring strategy and any obstacles identified for addressing gender equality within the context of KCOA. The measures that have been developed to guide the promotion of gender equality in all project activities and aspects will be introduced and summarized. The guide will conclude with final remarks and a call to action, as well as a comprehensive selection of resources to be used for further gender action.



# Part I

## Methodological and Theoretical Approach to the KCOA guide for promoting gender equality



Photo GIZ/Agricomm

# How did we do it?

## Methodological Approach

**A**s part of the process of drawing up the guide to promoting gender equality within the KCOA, a structured methodological approach was adopted, focusing on two major areas: contextual analysis and identification of gender barriers.

**Firstly, a thorough contextual analysis** was undertaken, involving an in-depth diagnosis carried out in 15 countries and among 119 staff members of the KCOA's partner organizations. This preliminary phase made it possible to understand the regional and institutional specificities, as well as the socio-cultural dynamics that influence gender issues. The aim of this analysis was to shed light on regional and socio-cultural gender relations dynamics in the agricultural sector and to identify the possibilities for a common KCOA gender strategy. This process provided relevant data on the forms of gender inequality to which women and girls are regularly subjected, as well as an assessment of existing policies, laws, and initiatives related to gender equality.

The emphasis was then placed on identifying gender measures through a participatory and inclusive approach that involved the consultation and collaboration with various actors within the KCOA network. The participatory approach enabled a variety of perspectives and experiences to be gathered, enriching the understanding of the issues and potential solutions, and led to the identification of gender measures aimed at promoting positive change and encouraging the questioning and transformation of gender norms.

**Understanding the challenges** and barriers to promoting gender equality is crucial for developing impactful and sensitive strategies. The methodology used is grounded in a combination of contextual analysis, participatory consultation, and identification of barriers. This ensures the relevance and effectiveness of the measures made in this guide.

# What helps us framing our guide?

## Theoretical Approach

**T**his chapter aims to give a theoretical background to help frame KCOA's approach to seek and support gender equality throughout all project activities. In order to frame our guide and the measures presented in the subsequent chapters, two tools commonly used in international cooperation projects are introduced and interpreted with regard to KCOA.

**Using two tools**, “Reach-Benefit-Empower Principle” and “Gender Equality Continuum” will enable, on one hand, to frame the objectives and aspiration of KCOA regarding gender equality and, on the other hand, to help the reader assess the impact of measures compiled in this document on gender equality.

**Beyond supporting the framing** of KCOA's gender objective and assessing the choice of measures to be implemented from this document, the tools can help to critically review and question strategic decisions and project activities already in place and/or to be defined/created regarding their potential impact on gender equality. They can provide a baseline to (re)assess and support further actions towards gender equality within KCOA, partners, and other stakeholders. KCOA's stakeholders will particularly strive to avoid the implementation of activities that could be considered gender negative or harmful or gender neutral (see Gender Equality Continuum).

# Defining the objective of KCOA regarding gender equality

## About the tool: Reach-Benefit-Empower Principle

It offers a strategic approach to promoting gender equality, by focusing on the measures needed to achieve gender equality, guaranteeing equitable access to opportunities, ensuring that women really benefit and by strengthening their power and autonomy.

→ **Reaching women** means including them in program activities, for example, reaching women with trainings. – KCOA example: requirement that 40% of training participants are women.

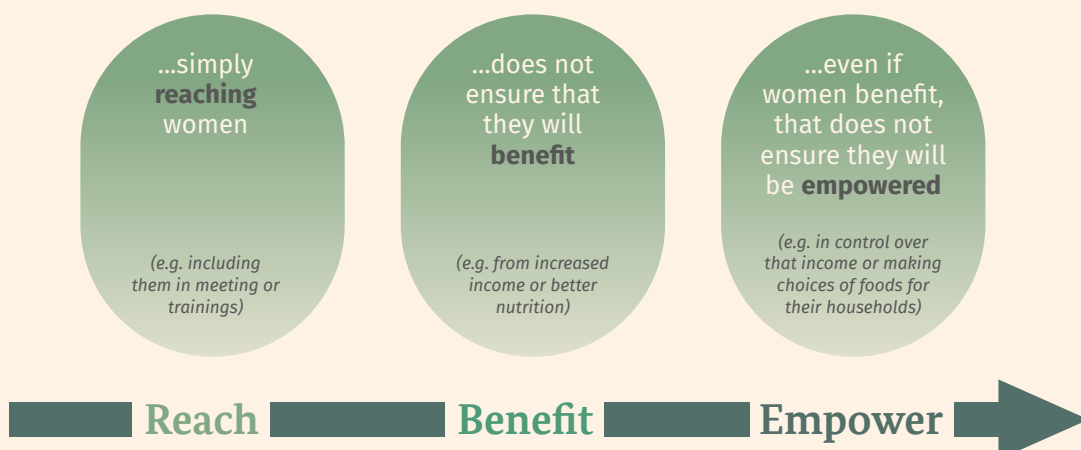
→ **Benefiting women** means increasing their well-being in specific ways, for example, improving their income, diets, health outcomes. – KCOA example: trainings address topics that are of interest to women; they are able to sell their products through fairs organised by the KHs and farmer market days, etc. linked to other marketing outlets, e.g., supermarkets and ensure they are accessible by women. Promote inclusive business models by the market players that can enable women producers participate in the markets and gain profits.

→ **Empowering women** means strengthening their ability to make and act on important decisions, for example, controlling their own income. – KCOA example: support the development of a network for rural women for exchange of experience and knowledge that could for example support women in getting PGS certification. Implement strategies and measures/incentives for behavioural change and increase the human agency of women farmers so that they are at the forefront of initiating and influencing social change by themselves. Creating awareness of and promoting exchanges with men to allow women to take charge of some decisions would help overcome socio-cultural barriers to women's empowerment.

## Reach - Benefit - Empower Principle

The distinction between reach, benefit, and empower points out that...

UN Woman, IFAD, FAO, WFP, IFPRI (2017), "Do agricultural development projects reach, benefit, or empower women?"



## Using the Reach – Benefit – Empower principle tool to define the objective of KCOA regarding gender equality:

- KCOA tries to **reach women** wherever possible, in all different activities, for example by using quotas.
- However, KCOA is aware that this is not enough to seek and achieve gender equality.
- All KCOA stakeholders try, through the measures presented in this document, to ensure that **women benefit** from the project activities as much as possible, by shaping the activities according to women's needs and increasing their capacities and capabilities. For example, it may necessitate helping women acquire and use technologies, equipment, and infrastructure for value addition of their organic products.
- Even if women are reached and benefit from project activities, KCOA's stakeholders are aware that this does not guarantee that women are empowered. Seeking gender equality **requires empowering women** wherever possible. This may include implementing capacity-

building programmes and measures tailored for women and providing incentives and protection to women to enable them to increase their voices through strong organisations such as farmer associations. Also, provide incentives to men to diverge from what are considered as norms and conventions and instead be catalysts or support women empowerment and avail the women acquisition of and control over the factors of production such as land, etc. (promoting men-women partnerships that can help in transforming gender relations in and outside a household).

- **Even though gender equality is not the main objective of the KCOA project, it is an important secondary objective**, i.e., an objective anchored in the logic of the project. Therefore, KCOA's stakeholders will consider and try to incorporate measures and activities for the empowerment of women wherever and whenever possible.

**To sum up**, the ultimate goal of KCOA's gender approach is to go beyond reaching women in project activities and ensuring that they can actually benefit from the project activities and be empowered, wherever possible, through KCOA's activities. In other words, involving women in project activities and ensuring that they benefit from them is essential, yet not considered as being enough to achieve true gender equality. Women empowerment whenever possible should be the ultimate objective, and KCOA's compass for gender equality.

Photo GIZ/Meissner

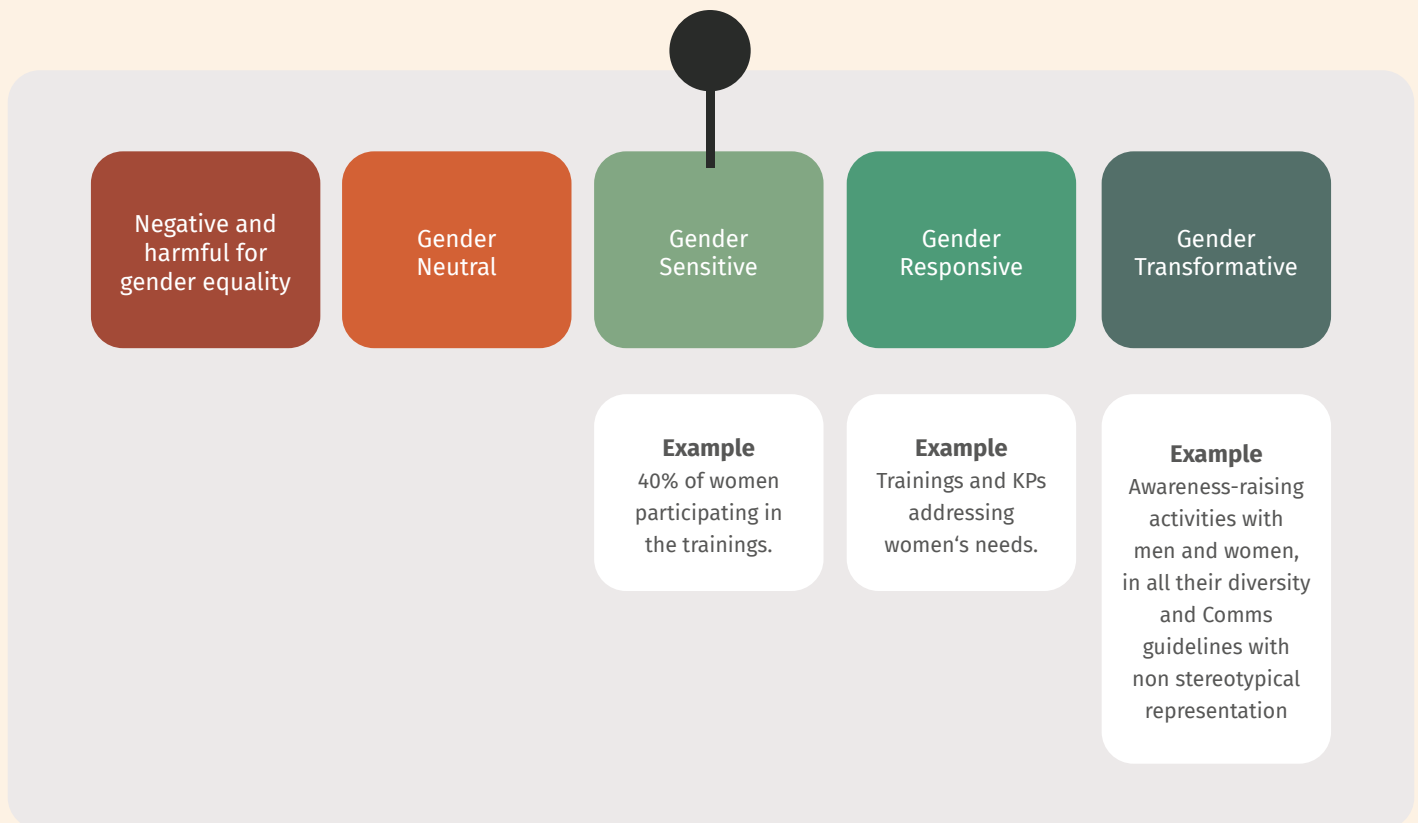
### Further reading

<https://www.worldvision.com.au/womens-empowerment/#landscape>  
<https://gender.cgiar.org/tools-methods-manuals/reach-benefit-empower-transform-rbet-framework>

# Framing and assessing KCOA's gender measures

## About the tool: Gender Equality Continuum

The Gender Equality Continuum complements the **Reach – Benefit – Empower Principle tool** by providing a conceptual framework for understanding the different dimensions of gender equality and the interventions required at different levels. Within the framework of the KCOA, it will make it possible to identify the areas where inequality persists, as well as the measures/activities to be implemented to reduce these inequalities and to assess the progress made towards equality.



→ **Gender “negative” or “exploitative”:**  
project activities/measures cause harm, imply a risk

→ **Gender “neutral” or “accommodating”:**  
project activities/measures ignore and work around existing gender inequalities, and, in the process, possibly perpetuate them

→ **Gender “sensitive” or “aware”:**  
project activities/measures consider gender inequalities

→ **Gender “responsive” or “positive”:**  
project activities/measures strengthen gender equality

→ **Gender “transformative”:**  
project activities/measures change gender norms and power relations

## Detailed description

- **Typically, a gender-sensitive approach** considers gender differences, inequalities, ratios and aspects, e.g., by targeting and including a certain number of women in project activities without immediately responding to gender specific needs and/or requirements, or by collecting gender-disaggregated data for monitoring purposes.
  
- **A gender-responsive approach** goes one step further, analysing and incorporating findings from gender-sensitive research into programming and project implementation. It aims to ensure that all people can engage in and/or benefit from certain measures regardless of their gender (e.g., trainings or strategies are developed that consider gendered needs, preferences, and constraints). Thus, a gender-responsive approach could consist in providing training opportunities for women in a way that responds to their assigned gender-based roles and responsibilities, e.g., their roles as housewives and/or parents, by arranging the training at suitable times or offering childcare facilities to enable mothers to participate. While this is beneficial to those involved in project activities it does not change power structures, gender roles and relationships in the sector or society in principle.
  
- **A gender-transformative approach**, on the other hand, goes even further by critically questioning gender norms, e.g., why should women have the primary responsibility for domestic work and childcare in a given society or community and why should it not be a task shared and/or attended to by all genders. This perspective would plan and initiate measures, such as awareness-raising activities with men and women, girls and boys in all their diversity and all forms of gender expression in order to address and eventually change the underlying social norms and practices. The declared objective of a gender-transformative intervention would be to promote equal rights and opportunities at individual level as well as sustainable gender justice and equality at societal level.

Source (for detailed description): [OCDE](#)

## Framing KCOA's gender measures using the gender equality continuum

→ KCOA's stakeholders are aware that the **different measures** proposed in the document **have a different/ more or less profound impact on gender equality** (from being sensitive to transformative, see the tool above)

→ As not all measures can be implemented by all hubs, **each hub will select certain measures to implement** in the course of their activities and ensure that they are applied across the continuum up to transformation. Understanding the concept of the gender equality continuum helps to better assess the potential impact of gender measures in a given context.

→ KCOA's stakeholders keep in mind that **gender transformative measures have the highest positive impact on gender equality** and try to implement these measures whenever possible.

**To sum up**, this tool allows us to better locate KCOA's gender measures, from gender sensitive to gender transformative. Keeping the tool in mind should help think about the impact on gender equality of the measures and therefore consider implementing gender responsive and gender transformative measures wherever possible.

→ **Gender transformative measures**, which might be more difficult to implement, **should not be systematically neglected** to prioritise simpler measures. At the same time, every (simple) measure that is being implemented in order to at least consider gender inequalities (i.e., gender sensitive measures) is a step in the right direction. All measures towards gender equality should be considered whenever possible.

→ **The ratio between resources engaged and positive impact on gender equality should be taken into account.** If the impact is high (gender transformative) and resources are available, the measure should be implemented if possible.





# Part II

## Framing and Measures for promoting gender equality

# Implementing the measures and overcoming the obstacles for gender equality

**T**his chapter will provide an overview of how the Knowledge Hubs (KHs) will implement and monitor gender measures. It will also alert the readers to obstacles women oftentimes face in the context of agriculture and food systems in order to support an understanding of why the measures suggested in section “[Measures for promoting gender equality](#)” may be relevant in a certain context.

## Implementation strategy

The implementation strategy, i.e. the selection of measures, the planning and implementation of these measures, has to be specified and agreed for each knowledge hub, depending on available resources (time, financial and human resources) and context specificities. Gender focal points, with the support of GIZ, will coordinate this process for their respective knowledge hubs.

**It is important to note** that some measures that may be perceived as easy and cheap to implement may not have the biggest impact on gender equality (e.g., gender-sensitive measures) while those measures that do have a considerable impact (e.g., gender-transformative measures) may be more complex and costly to implement. KHs are invited to reflect on the measures they deem relevant and appropriate in their context, allowing to potentially aim for a lower total number of measures if those measures selected are perceived to be more complex.

**While the promotion** of gender equality, particularly with respect to women multipliers, has been relevant to the KCOA project from the beginning, we acknowledge that there is still a lot to be developed so that the topic achieves the level of attention and priority required to bring positive changes. In light of this, the measures compiled are meant to maximise the impact of KCOA on gender equality. We therefore encourage all those involved in the design and implementation of the KCOA project to read them carefully and consider incorporating them into all areas of KCOA where it is possible.

## Reporting on implementation of measures

**A** specific section for the reporting template for the biannual reports submitted by the KHs to GIZ will be included for reporting on the implementation of measures to promote gender equality. In this section, each KH will briefly describe how many, and which measures they have been able to implement so far, and which measures they plan to implement in the next reporting period. The report should also outline the experiences of the KHs in implementation, including challenges as well as successes.

**Further, efforts for promoting gender equality** within the KHs shall also be discussed in the regular meetings (Jour Fixes) typically held between the KH management team and their contact person within GIZ. KHs themselves are encouraged to raise questions and share progress on gender issues in their internal organisational meetings, with gender focal points playing a particularly important role in bringing the topic to the table.

**Lastly, the gender focal points** of all KHs engage in a continuous exchange with each other and the gender focal points within the GIZ-KCOA-team.



# Obstacles to gender equality

**W**hen talking about ways to promote gender equality it is crucial to be aware of certain adverse conditions that tend to be particularly pronounced for women. When left unaddressed, these conditions will prevent women from fully participating in and benefiting from project activities, from exploiting their full potential and from fully contributing to the sustainable transformation of agrifood systems. In the following, these conditions or barriers are referred to as obstacles. They have been identified by the different knowledge hubs and are clustered into five interlinking categories. It is important to note that the obstacles listed are neither comprehensive nor do all obstacles apply in all contexts.

# 1

## Limited access to and control over resources, including knowledge

In many settings, access to resources such as land, agricultural inputs or knowledge is limited for those who need them. While there are many factors that render this access difficult, e.g., remoteness, poverty, or lack of electricity, challenges in accessing and controlling these resources are oftentimes exacerbated for women.

In KCOA countries, access to the following resources has been identified as particularly difficult for women:

### ① Land

Even if women have access to land, they often lack secure land rights (ownership) due to cultural or official regulations. Land ownership comes with decision making; therefore, it might be a man in the family deciding how to use the land. Globally, less than 13% of the agricultural landholders are women (UN Women, 2020).

### ② Money / Credit

In many contexts, control over money is believed to be the men's responsibility and authority.

### ③ Agricultural inputs

Even if access is available, women might not have the control over the use of these inputs.

#### ④ Information Technology (IT)

Access to technology such as mobile or smart phones, tends to be more difficult for women.

#### ⑤ Information and knowledge

Concerning (organic) agriculture: women tend to be less reached by extension services.

#### ⑥ Access to opportunities

Depending on the channel where information is being shared, women may be less informed about ongoing activities and opportunities.

#### ⑦ Knowledge about their rights and participation in politics

It is often difficult for women to access information about their rights and about policy processes and decisions being made. This limits their ability to get involved and influence processes.

Oftentimes, limited access to one type of resources aggravates the difficulties in accessing other types. For example, access to credit may be difficult without access to land and vice versa, and without access to the internet access to information is particularly challenging.



# 2

## Mobility and time constraints

Constraints around time availability and mobility are particularly pronounced for women mostly due to a division of labour and assigned responsibilities within the family based on gender.

**I**n many societies, women are solely responsible for reproductive work, such as household chores and family care (including caring for children, the elderly and the sick).

**In addition**, they also work to produce food and generate income, and engage in community work. These tasks are laborious and time consuming, leaving women with very little time left to spend on their education, participate in trainings, or engage in public spaces and processes.

Worldwide, women perform 11 billion hours of unpaid work, accounting for three-quarters of the global total ([BMJ, 2021](#)).

**The above-described responsibilities** assigned to women confine their mobility, making it difficult for women to travel far from home to participate in project activities (workshops, trainings, fairs, etc.). Additionally, in some contexts, travelling may come with increased security risks for women.

## Violence against women

In some KCOA countries, violence against women is widespread and a real threat to women in their daily life. Commonly, the assumption that men are superior to women, and that women's purpose is therefore to fulfil men's orders and desires, implicitly justifies the use of violence against women. Violence against women may also be used as a means to reinforce and underline men's power over women. While physical violence may be the most obvious type of violence against women, further types such as verbal or psychological violence are also widespread\*.

\*For more information on violence against women (gender-based violence), see [here](#).

# 3

**M**any societies adhere to restrictive gender roles, i.e., there is a widespread belief of what kind of behaviour is adequate or inadequate for women or men. While the triggers for violence are highly context-specific, the deviation from the ascribed roles and behavioural rules can easily be a trigger for domestic violence, thus preventing women from exploiting their potential or investing in their education, for instance by participating in project activities. According to the [WHO \(2021\)](#), one in three women worldwide has been subjected to domestic violence, albeit with regional variations.

**Even though** the KCOA project might have limited scope to combat violence against women, it is crucial to consider the implications of project activities and the way they are implemented to enable women to participate and benefit and at the same time avoid putting them at risk.

## 4

## Obstacles around participation, engagement and leadership

In many contexts, participation of women in project activities – such as trainings, workshops, fairs, etc. – as well as in public spaces and policy processes is limited. Reasons for this can be a limited access to information about the activities (see category 1), constrained time or mobility (see category 2) or the risk of increased domestic violence (see category 3), among others, within the family based on gender.

**F**urthermore, even when women are able to participate in an activity or process, their active participation and engagement might be hindered by other factors. As an example: while bringing babies or toddlers along may enable women to participate in an activity, it also requires them to divide their attention and to miss out on certain parts compared to their male peers who can participate and contribute with undivided attention.

**Further factors preventing women** from fully engaging may be rooted in cultural rules of behaviour that expect women to give priority to men before expressing themselves. Additionally, views expressed by a man might be perceived as more pertinent than views expressed by a woman. In some contexts, women are not allowed to speak up when men are present.

**One important characteristic of patriarchal societies** is that men are expected to represent societal concerns in public spaces, such as political processes, while women are expected to remain in a less visible position, taking care of the household and family. To justify and substantiate these roles, patriarchal societies ascribe intellectual and leadership skills to men rather than women, making both men reluctant to listen to women and women disproportionately insecure and reluctant to take on leadership roles. Together with practical implications around time and mobility, these societal expectations result in challenging conditions for women to assume leadership roles and engage in public processes.



## Cultural, locally specific constraints

KCOA currently covers 18 countries, each with its own diverse cultures and traditions. This diversity also implies the existence of certain norms, expectations, and behaviours practiced by each society.

# 5

**V**arious factors may influence how a person, and especially a woman, is expected to behave, whether to follow or to lead, whether to take care of the home or to speak up in public, when and how to speak up, if at all, etc. These factors include their community status, ethnicity, class, political views, religion, sexual orientation, and, to a large extent, their gender.


**In patriarchal systems there is little room** for people who don't adhere to societal expectations and the perceived superior status of men is based on dependency of women. While the exact expectations and mechanisms in place depend largely on the specific context, there is often a tendency to see the autonomy of women as a threat to family life and values, including the role of the man as the head of the household.

**There are many underlying reasons** for the above-described obstacles. They are highly context-specific and not always obvious. Different obstacles interlock and reinforce each other and thus act as complex structural barriers for women. It is important to understand the obstacles in place in your specific context, in order to consider them when planning project activities, and to identify suitable measures to make sure that women are engaged and can benefit from project activities to eventually be empowered.

The table below summarises the obstacles as introduced above and links them to individual measures. The aim is to guide the reader in understanding which measures may be implemented to address and overcome certain obstacles. Please note that this table is a first draft and not all measures are included here. A complete version may potentially be shared in a second draft of the guide.

Obstacle Category	Measures to address and overcome the obstacles		
Limited access to and control over resources, including knowledge	2.3	6.2	8.2
	3.6	6.3	8.3
	6.1	7.8	8.9
Mobility and time constraints	1.1	6.5	
	2.5	8.4	
	6.3		
Violence against women	1.2	6.6	6.10
	5.1	6.8	6.11
	6.1	6.9	9.1
			9.2
Obstacles around participation, engagement and leadership	1.3	6.1	6.7
	1.4	6.3	6.12
	3.3	6.4	6.13
			8.9
Cultural, locally specific constraints	1.1	5.2	5.6
	2.1	5.3	6.6
	3.4	5.4	6.15
	5.1	5.5	6.16

# Measures for promoting gender equality

**G**ender should be considered at all stages of the project in order to address the identified obstacles and structural barriers to equitable access to and control over knowledge, land, financial resources, agricultural tools, certification and technical resources. The following project components have been identified as entry points for leveraging KCOA's potential to address these obstacles: **project design, project management, KCOA hub staff capacity, communication and knowledge dissemination, monitoring and evaluation, trainings, knowledge products, networking and advocacy.** Measures have been devised for each project component as detailed in this section, those that have the potential to be gender transformative are highlighted in a green box  indicating their potential to challenge gender norms and power relations.



# 1

## Project Design

This category is centred around ensuring that the KCOA project design process works towards gender equality from beginning to end in a context-specific manner, continually tailoring the project to the needs of women depending on the various obstacles they face. This comprises including women in project design approaches and adapting the design on a case-by-case basis.

### Measures:

**1.1** Ensure that the KHS' knowledge management strategies are shaped in a way that enables case-by-case adaptation to local gender contexts and realities, e.g. when it comes to local habits and customs (marital and civic status, age...).

**1.2** Monitor the security context, especially the situation of women in order to be able to react to their specific vulnerabilities in the context of crisis and to adapt project activities accordingly within the scope of KCOA. For this purpose, GIZ uses GIZ channels (national offices, security specialists, internal information through GIZ networks) and KCOA partners may use local networks, feedback of their partners, and contextual information in the media.

**1.3** Ensure that women are consulted and that any specific concerns they may have are taken into account when defining the objectives of the programme and when planning and designing the project. For the design of training programs see measures in category 6.

**1.4** Evaluate whether the planning assumptions (at each level of the planning framework or logical framework, for example) adequately reflect the constraints on women's participation in the program.

**1.5** Create a consultation with female multipliers to understand and incorporate their needs.

**1.6** Ensure that there is sufficient buy-in from management and that findings, recommendations from gender analysis are meaningfully informing project design decisions, and that the budgetary implications of addressing these findings and recommendations are incorporated.

# 2

## Project Management

This category is centred around ensuring that the KCOA project design Moving from the project's specific activities to its management, the gender aspects that are highlighted in the project design must be carried throughout its management to ensure that gender equality is a cross cutting and mainstream focus from inception to completion. Women's participation must be fostered, with all project members remaining simultaneously and continually active in addressing gender issues.

### Measures:

**2.1** Keep track of and pay attention to ambivalences / disconnects / contradictions and of their unfolding on gender issues in the knowledge management.

**2.2** Identify and support positive local initiatives promoting gender equality that are already in place for example, individual or collective initiatives led by women in the agriculture sector, initiatives promoting women's rights in rural areas, and networks of female producers.

**2.3** Reflect whether the programme identifies opportunities for female participation in program management, in the delivery and community management of goods and services, in any planned institutional changes, in training opportunities, and in the monitoring of resources and benefits.

**2.4** Gender should be included as a cross-cutting topic and as a relevant item in the regular project management meetings. This would support the understanding that gender issues need to be addressed by all members of KCOA and not only the gender focal points. For example, ensuring that reflection on assumptions and risks to women's participation in project activities is included as a standing item in quarterly meetings.

**2.5** Clarify requirements for gender mainstreaming taking into consideration resource implications.

# 3

## KCOA hubs' staff capacity

Capacity-building for staff on gender issues is essential to ensure that they have all the knowledge and skills they need to meet the specific needs of women. To ensure that all staff members within each hub work in a gender-responsive and sensitive manner, staff training, budgeting, and facilitation must aim to be guided by these principles to enable each knowledge hub to consider gender issues adequately.

### Measures:

**3.1** Awareness raising of the work insurance measures taken for the benefit of women.

**3.2** Introduction to gender responsive budgeting (GRB). For example, provide training on gender responsive budgeting on:

- The different aspects of gender budgeting and equal opportunities between women and men.
- The tools needed to carry out a gender-sensitive diagnosis.
- Definition of gender-sensitive objectives and indicators based on the results of the diagnosis.
- Understanding possible institutional adaptations.

**3.3** Facilitate continent-wide training on gender approaches to ensure shared understanding of key concepts, the relevance of gender in the KCOA. To support an easy understanding, it will be important to ensure that the training is tailored for the KCOA context (power dynamics in the production of knowledge and access to knowledge, information etc.)

**3.4** If the KCOA gender analysis is not perceived as sufficient, the knowledge hubs can conduct / integrate a gender analysis to understand structural barriers in a given context, and to facilitate reflection on potential ways to overcome these barriers. This can be done as part of a needs assessment.

#### IMPORTANT TO NOTE

Conducting a gender analysis in a specific context does not necessarily require a huge amount of resources or lengthy analysis but can be done through consulting with local communities, experts, interviews, focus groups discussions, desk studies and surveys.

**3.5** Strengthen the capacity of the people responsible for M&E to conduct a gender analysis and/or also bring a gender vision to the KHs.

**3.6** Strengthen partners' capacity in gender responsive facilitation skills to ensure that there is substantive participation of women and that their voices are heard.

**3.8** Organise gender-specific technical and capacity building trainings for project management staff, consultants, and trainers.

**3.7** KCOA-GIZ in partnership with the KHs could offer needs-based trainings and workshops to KCOA's partners that address challenges, doubts, and concerns regarding the implementation of gender measures. The training would be discussed and structured within the Gender Focal Points group and the inputs of the knowledge hubs' teams.

# 4

## Communication and Knowledge Dissemination

Gender equality cannot be achieved without increased and sensitive representation of women because communication plays a large role in how women are perceived, and gender roles are perpetuated. Therefore, how we spread information and disseminate knowledge is particularly important in this context. Communication and knowledge dissemination within KCOA should be guided by the project's gender-sensitive and transformative communication guidelines, that is reflected in the measures compiled in this category. In doing so, it can contribute to questioning and breaking down entrenched gender roles, moving towards a gender-sensitive or even gender-transformative communication approach.

### Measures: Communication

**4.1** Pay particular attention to the representation (pictures, description) of women in knowledge products in order to avoid reproducing stereotypical images of women's role in agriculture. It could involve showing women in active roles such as household leaders, knowledge providers, decision makers, trainers, among others.



**4.2** Make vulnerable groups and especially women visible by using different formats. Make them heroes in success stories and ensure positive representation in line with their important contribution to agriculture.

**4.3** Do not use the male form as default for people who may or may not be men. The unilateral use of the masculine form makes this form and the ideas about it the norm.

**4.4** Make sure that you report/share stories equally on men and women and that both women and men are quoted equally.

**4.5** Use general forms of addressing a group of people that do not imply the reinforcement of a gender.

**4.6** Include mention of gender issues in all presentations to raise awareness for the need for gender mainstreaming.

**4.7** If pertinent, prepare presentations dedicated to gender inequalities in the agricultural space to raise awareness.

**4.8** Consider whether program messages are both culturally appropriate and designed to promote gender equality.

**4.9** When organising events, fairs and exhibitions, make sure to involve women in the planning and that they take an active role by promoting and marketing their products.

**4.10** Offer technical support to existing professional organisations by inviting them to consult the KCOA digital knowledge platform or to be registered in the KCOA multiplier network as multipliers, in particular when they are mainly women's networks or structures working in the field of women's rights.

**4.11** Check that notices about meetings, workshops and events are circulated through channels likely to reach women. (see also measures 6.4 and 8.3)

**4.12** Organisation of gender-specific awareness campaigns for the project stakeholders, such as campaigns addressing women's rights, sensibilisation on distribution of tasks in the household, financial orientation, and support. This measure can be combined with trainings on these topics.

**4.13** Organisation of debates, meetings, group discussions to address issues of gender in connection to the benefits of promoting gender equality for the entire community, for productivity increase, better livelihoods and long-term development. During the organisation it is recommended to involve local leaders, elders, youth and a diversity of voices to assure a broader mobilisation and a sense of togetherness.

For ideas on methodologies see, for example, measure 6.25 on gender action learning system (GALS).

**4.14** Take advantage of KCOA's multipliers as supporters in communicating and sharing content promoting gender equality.



**4.15** Showcase good gender practices from partners regularly in a way that facilitates uptake by different partners. For example, partners share/present on a good practice that could be developed into a knowledge product focusing on how to implement a similar practice.

**Knowledge dissemination:**

**4.16** Ensure that the channels of knowledge dissemination are effectively able to reach female multipliers and indirectly female farmers. Channels of knowledge dissemination can be mass media (newspaper, TV, radio), social media and digital platforms (LinkedIn, Facebook, websites, Whatsapp, Youtube, etc.), face-to-face and digital events and activities (webinars, workshops, trainings, fairs, etc.) as well as printed knowledge products.

**4.17** Include SMS in local language.



## 5

## Monitoring &amp; Evaluation

It is important to consider how activities and resources in agriculture impact men and women differently. These differences, and the differential treatment and level of opportunity that they often produce, need to be considered in the project's monitoring and evaluation to better inform gender-sensitive project management.

## Measures:

**5.1** Gender-sensitive monitoring: outcomes and outputs are measured with gender-based indicators in order to collect gender-disaggregated data.

**5.2** Complete the indicator list at meetings, workshops, and events to record gender representation.

**5.3** Consider whether program performance indicators identify the need for data to be collected disaggregated by gender.

**5.4** Use indicators to determine the extent of gender mainstreaming in trainings and consider using qualitative interviewing to determine the quality of women's experience.

**5.5** Conduct regular monitoring of the project using both quantitative and qualitative gender-sensitive indicators.

**5.6** Use gender-disaggregated monitoring data to inform decisions in project design for promoting gender equality.

**5.7** Work in partnership with the people responsible for communication in your knowledge hub to showcase good gender practices from partners (see measure 4.15). M&E responsables can support these actions by looking out and taking note of good gender practices.

# 6

## Trainings, workshops and gatherings

For all formats and structures employed, trainings and group gatherings should be inclusive and participatory across genders. This will help ensure that all participants are in receipt of relevant knowledge that speaks to their specific needs based on their gender group and their socio-economic status. As a result, all project participants will be better informed to be able to contribute to the goal of gender equality. Gathering constellations for selected gender groups can be explored to offer safe spaces for participants depending on the content, dynamics at stake and stakeholders involved.

### General Measures

**6.1** Ensure that, whenever possible, at least 40% of the trained multipliers are women.

**6.2** Note during all gatherings (meetings, trainings, workshops) that your organisation or project considers gender mainstreaming a priority and is taking steps to ensure that all genders contribute to and benefit from the project.

#### Preparation

**6.3** Trainings should be accessible in terms of timing, location, and content (remembering women's responsibilities in the household and that women have often less access to education).

**6.4** Check that notices about meetings, workshops and trainings are circulated through channels likely to reach women (see also 4.11).

**6.5** Identify the limitations (time, distance, workload, etc) that women face in attending meetings, trainings, workshops and events, and develop strategies to mitigate them.

**6.6** Where necessary, engage traditional leaders and other community leaders to ensure that all genders participate or have an equal opportunity to participate.

**6.7** Ensure that your invitation letter or message clearly outlines your desire to ensure that there is a balanced gender representation.

**6.8** Ensure that among the people who receive the invitation there is equal representation of genders.

**6.9** Ensure that the facilitator/trainer is gender sensitive and leaves time and space for reflection on the needs of all genders.

**6.10** If pertinent, provide inputs during trainings that are dedicated to gender inequalities in the agricultural space to raise awareness.

**6.11** Ensure that the meeting methodology supports equal participation, even, if necessary, enabling feedback or input anonymously to ensure that all genders can make their voices heard.

**6.12** When possible, rotate the role of chairperson, rapporteur, and presenters between genders, particularly in group work scenarios.

**6.13** Consider whether the program needs a communication strategy and innovative teaching methods for illiterate women and men.

#### Group organisation

**6.14** Develop a mixed gender solidarity group that discusses gender issues and promotes a visible and united force for gender equality.

**6.15** Create different spaces of dialogue that bring people together to discuss, reflect and exchange on gender issues. These spaces can be structured both in person or online (e.g., Whatsapp groups, Facebook groups).

They could be structured as:

- Female only groups: this format might allow women to speak more freely and address issues they would not do in the presence of men. Female groups might also be a space for women to try out, reflect on and express their views, which can support their engagement in mixed groups.
- Male only groups: groups to discuss with men how they can better support gender equality. These groups can also focus on demonstrating the benefits for the entire family and community when responsibilities and leadership is shared.
- Mixed groups: all genders are allowed to participate and work together in an open dialogue space on gender equality.

**IMPORTANT TO NOTE** All these formats should take into consideration the culture and traditions of the target community to support the decision of either holding open mixed gender meetings or to arrange to have meetings where the genders can be separated. All the formats can be combined and applied in different moments for different targets.

**6.16** Ensure that all genders have the space and opportunities to provide constant feedback and point out their needs in all channels and initiatives.

**IMPORTANT TO NOTE** Beyond providing the in person and online spaces to dialogue on gender equality (see 6.15.), it might be beneficial to provide channels for feedback (evaluation forms, follow up communication, etc) where people can share their needs, report grievances, propose new formats and activities.]

### Trainings' Content and Topics

**6.17** Ensure the participation of men in trainings that address women's rights and other gender issues. This could amplify the support for gender equality by having men sensitised and engaged as allies.

**6.18** Trainings should include issues that most impact women (e.g., trainings on crops that are relevant for women, land rights, property management and productivity increase, among others). Whenever possible, use research methodologies (desk study, interviews, surveys, consultations) to identify what are the needs of women in different contexts.

**IMPORTANT TO NOTE** The establishment of surveys to identify needs and challenges might create unrealistic expectations for the communities surveyed by the KH. To minimise this risk, it is important to be clear about the purpose of the research and how the data collected will be used. Transparency on limitations for the use of the information collected is crucial to guarantee an ethical process and to strengthen the relations and trust with communities impacted by the project.

**6.19** Define the specific needs and topics required by women in a participative way (consultation) to ensure legitimacy and relevance of the provided gender-specific knowledge in trainings. See ideas for training content below.

### Ideas for content development

**6.20** Identify whether add-on training components are necessary to enable women to implement what they learn or empower them in other ways – for example, training in maintenance and repair of agricultural technologies like tractors or financial and business management training.

**6.21** Increase women's autonomy in marketing activities by providing trainings and specific sessions/workshops.

**6.22** Strengthen women's digital literacy and provide workshops focusing on women and how to use the KCOA digital knowledge platform.

**6.23** In many rural areas, there are more and more women with smartphones. In this sense, trainings should tap into this potential by supporting women to further increase their capacity to use smartphones as a tool to access knowledge and support their activities in the farm.

**6.24** Plan training sessions on occupational safety for women in rural areas.

**6.25** Use the "gender action learning system" (GALS) methodology as a tool that enhances the opportunity for all genders to participate in workshops that approach gender issues important to the household and community level.

# 7

## Knowledge Products

On a structural level, women often have less access to knowledge. Therefore, if disseminated in a way that women can access them (see category 4), KPs have a strong potential to foster gender equality as they constitute an important source of information and knowledge. The measures in this chapter address these issues by promoting the creation of knowledge products for and by women, addressing topics mainly relevant for women and gender equality in given contexts to strengthen women's autonomy.

### Measures:

**7.1** Knowledge collection should include topics that are more relevant to women such crops that are relevant for women.

**7.2** Collect and/or prepare specific knowledge products on gender issues, targeting especially and explicitly women (e.g., practical legal material on acquiring land and land rights)

**7.3** Ensure to have and promote KPs created by women.

**7.4** Define the specific needs and topics required by women in a participative consulting way to ensure legitimacy and relevance of the provided gender-specific Knowledge Products.

**7.5** Women are part of the verification and validation of KPs.

**7.6** Country/Regional knowledge managers should critically review collected KPs regarding representation of/relevance to women and consider editing, if necessary.

**7.7** Increase women's autonomy in marketing activities by providing information through KPs.

**7.8** Consult rural women's organisations (e.g., through interviews, focus group discussions, surveys) to identify the specific needs and topics required by women with respect to KPs.

**IMPORTANT TO NOTE** The establishment of surveys to identify needs and challenges might create unrealistic expectations among the communities surveyed by the KH. To minimise this risk, it is important to be clear about the purpose of the research and how the data collected will be used. Transparency on limitations for the use of the information collected is crucial to guarantee an ethical process and to strengthen the relations and trust with communities impacted by the project.

## 8

## Networking and Advocacy

The expansion of the KCOA network and any networking activities undertaken by participants should explicitly consider the inclusion and continual engagement of women and organisations working in the field of gender equality. The aim is to ensure an adequate representation of women within the network and to strengthen networks working towards gender equality in Africa. All types of events and networking activities should also highlight gender-relevant subjects and be designed to promote gender equality.

### Measures:

**8.1** Engage in a dialogue, cooperation, and networking with institutions such as relevant ministries, or NGOs/ networks working for women rights in the agricultural sector.



**8.3** Check that notices about meetings, workshops and events are circulated through channels likely to reach women (see also 4.11).

**8.2** Create a network of only female multipliers.

**8.4** Consider whether incentives should be offered to motivate/enable women to participate.



**8.5** Create a database of organisations working with the same target community that are undertaking gender-related work as it pertains to agriculture and work of this project and particularly note the specific areas of expertise and the field they work in.

**8.6** Create a list of individuals that are experts within the field of gender in your location. (Potentially, these lists from all KHs might be merged and made accessible online)

**8.7** Formally and informally make contacts with organisations and individuals working with gender and engage them for their technical support, inputs and getting feedback on KCOA/KH gender approach. Such organisations may be projects in the field of international cooperation (e.g., GIZ projects), international organisations (e.g., FAO), NGOs, Civil Society associations, public institutions, other KHs, etc.

**8.8** Participation in various specialised networks on the subject of gender in order to be able to take part in the sharing of experiences and to draw inspiration from organisations that have already begun a gender approach.

**8.9** Establish and/or engage in a network of actors committed to gender issues who can articulate political advocacy at the local and national level on women's rights (e.g., advocating for equal access to land for men and women).

**8.10** Valorise rural women's products through group certification.



# 9

## Protection

Gender equality can only be achieved when the safety, dignity, and integrity of women and men is sufficiently ensured. Guidelines and mechanisms around addressing sexual harassment and abuses of power need to be strengthened, clarified, and fully entrenched with a zero-tolerance policy.

### Measures:

**9.1** Support partners to put in place and strengthen mechanisms to ensure the protection, safety, dignity, integrity and rights of women and men. This includes developing clear grievance procedures for sexual harassment and abuse of power.

**9.2** Routine sensitisation of partners as well as participants on definitions, zero tolerance approach as well as reporting procedures for sexual harassment and abuse of power.

## Conclusion

This chapter aims to support the integration of gender actions in each project component by compiling concrete and realistic measures for gender equality within KCOA. It should inform specific action plans for each Knowledge Hub and organisation, depending on their specific context.

These measures are not fixed nor stagnant. We welcome feedback and ideas for the continuous improvement or addition to these measures with the goal of cross-learning between knowledge hubs. Please contact us at GIZ KCOA at [kcoa@giz.de](mailto:kcoa@giz.de) and/or get in touch with your knowledge hub gender focal point.

## Further resources for gender action

### Online resources and literature on gender issues:

Dear reader, please feel free to write to [kcoa@giz.de](mailto:kcoa@giz.de) to share further resources that should be added to this list.

#### Introductory literature on gender and feminist issues

U.N. Development Program's publications: [Goal 05: Gender equality | United Nations Development Programme \(undp.org\)](#) (general database on all U.N. gender matters which can be filtered by content type)

Association for Women's Rights in Development (AWID): [Publications | AWID](#) (AWID's research on movement building, feminist realities, funding, universal rights, fundamentalisms, economic justice, etc.)

International Lesbian, Gay, Bisexual, Trans and Intersex Association (ILGA): [Resources | ILGA World](#) (human rights-focused resources and non-anecdotal data, including information on gender-specific laws and regulations globally)

ILO Infostory: [The gender gap in employment: What's holding women back? - InfoStories \(ilo.org\)](#)

World Vision: [Committed to Gender Equality: A synthesis of experiences of women and girls around the world](#)

Le Monde selon les Femmes' publications : [Produits – Le Monde selon les femmes \(mondefemmes.org\)](#) (pedagogical tools, advocacy tools, articles, digital media, action research on feminist issues)

#### Tools, methods, manuals

Consultative Group on International Agricultural Research (CGIAR): [Tools, methods, manuals | CGIAR GENDER Impact Platform](#) (tools, methods, frameworks and manuals for integrating gender perspectives into agricultural and food systems research and programs)

Gender Action Learning System (GALS) Methodology: [Gender Action Learning System \(GALS\) | CGIAR GENDER Impact Platform](#) (method to address gender and social injustice in economic development in IFAD-funded projects by using an inclusive and participatory process that is itself an empowerment strategy)

[Action Aid's feminist leadership: ActionAid's Ten Principles of Feminist Leadership | ActionAid International](#)

ReproSist Collective Syllabus Gender: [Collective Syllabus Gender & Globalisation - ReproSist](#) (course syllabus with inspiration and reading/visual materials on topics ranging social reproduction and labour to intimacies of colonialism, and (trans)nationalism and borders to nature/biology)

World Vision:

[A Toolkit for Implementing Gender Equality and Social Inclusion in Design, Monitoring & Evaluation](#)  
[Gender Equality and Social Inclusion: Approach and Theory of Change](#)

### Specific literature for gender in agriculture

Food and Agriculture Organization of the United Nations (FAO): [Publications | Gender | FAO](#) (general and also very specific publications, some focused on specific regions/countries or sub-topics related to gender in food & agriculture)

CGIAR's publications: [Publications | CGIAR GENDER Impact Platform](#)

International Fund for Agricultural Development (IFAD)'s publications: [Gender \(ifad.org\)](#) (different types of publications focused on gender-transformative approached in agriculture)

Soils, Food and Healthy Communities (SFHC)'s publications (not only gender specific): [Recent Publications – Soils, Food and Healthy Communities \(soilandfood.org\)](#) (Farmer-led Research for Food Security and Nutrition in Malawi – academic papers)

[African Union Development Agency \(AUDA-NEPAD\): Gendering Agriculture: Empowering African Women Farmers Using Modern Technologies](#) (relevant blog post with additional resources cited)

[What We Are Reading | AWARD \(awardfellowships.org\)](#) (Current and relevant resource database with frequent gender-specific articles related to women/gender-responsiveness in agriculture and food systems)

Foodtank's publications: [Gender Agriculture Africa Sample Search](#) (wealth of resources on gender in agriculture including articles and media sources)

[International Food Policy Research Institute's \(IFPRI\) publications](#) (over 1000 gender and region-specific publications, including crop- and country-specific case studies)

Academic paper: [Taking gender seriously in climate change adaptation and sustainability science research: views from feminist debates and sub-Saharan small-scale agriculture](#)

## Region and country-specific gender information

FAO Gender Country Assessments: [Country assessments | Gender | Food and Agriculture Organization of the United Nations \(fao.org\)](#): available for KCOA countries (Gambia, Nigeria, Uganda, Zambia, Egypt) (provide an update on the situation of women and men in agriculture and the rural sector by country, each report describes the situation of women and men, as well as their specific roles and opportunities in agriculture and rural economies)

[World Bank Gender Data Portal: World Bank Gender Data Portal](#) (latest gender statistics accessible through data visualizations to improve the understanding of gender data and facilitate analyses that inform policy choices)

Organisation for Economic Co-operation and Development (OECD)'s Global Gender Report and Gender Index: [Gender - Publications - OECD](#) (country and region-specific development reports and policy briefs going back to 2004)

[Summary | Social Institutions and Gender Index | SIGI 2023 Global Report: Gender equality in times of crisis \(oecd.org\)](#)

World Economic Forum (WOF)'s Gender Gap Report: [Global Gender Gap Report 2023 | World Economic Forum \(weforum.org\)](#) (benchmarks the current state and evolution of gender parity across four key dimensions: Economic Participation and Opportunity, Educational Attainment, Health and Survival, and Political Empowerment)

Gender Social Norms Index (country-disaggregated data): [2023 Gender Social Norms Index \(GSNI\) | Human Development Reports \(undp.org\)](#) (quantifies biases against women, capturing people's attitudes on women's roles along four key dimensions: political, educational, economic and physical integrity)

[UN Women Policy Brief: The Gender Gap in Agricultural Productivity in Sub-Saharan Africa](#) (policy brief based on original research in five countries: Ethiopia, Malawi, Rwanda, Uganda and United Republic of Tanzania)

## Podcasts

[Noggin Notes Africa](#)

[Womanity Africa - Women in Unity](#)

[Science Allies: Africa's women farmers: Innovating in the time of COVID](#)

[AWARD AgSpirations Podcast](#)

## Network and Connect

### Regionally active organisations

[Gender and Development Network \(gadnetwork.org\)](http://gadnetwork.org)

[Women in Dev – Uniting women to drive change](#)

[The Society of Gender Professionals \(SGP\)](#)

[African Women’s Development and Communication Network \(FEMNET\)](#)

[African Women Leaders Network \(AWLN\)](#)

[Africa Women Agribusiness Network \(AWAN\)](#)

[Network of African Women Environmentalists \(NAWE\)](#)

[Indigenous Women and Girls Initiative Kenya \(IWGI\)](#)

### Key resource persons/ experts to connect with

Africa-wide:

CGIAR Gender Experts: [Experts | CGIAR GENDER Impact Platform](#)

IFAD Gender Experts: [Gender \(ifad.org\)](http://ifad.org)

### Communities of practice

CGIAR Community of practice: [Communities of practice | CGIAR GENDER Impact Platform](#)

UN Women Community of Practice: [Course: GTCOP - Community of Practice Training for Gender Equality \(unwomen.org\)](http://unwomen.org)

[Gender & Development Network - GADN promotes women’s rights](#)

[AWID \(Association for Women’s Rights in Development\)](#)

[Network of African Women Environmentalists NAWE](#)

## Free trainings and capacity-strengthening on gender

### Women and Development

Interagency Gender Working Group (IGWG)'s Gender Trainings: [Training | IGWG](#) (PDF materials for training facilitation, mostly handouts, guides, and activities, on the topics of Gender Integration, HIV + Sexuality, Safe Motherhood, Gender-Based Violence and Constructive Male Engagement)

Gender-Transformative Leadership Training developed by GIZ, available on Atingi:

[GenderLeader | atingi](#) (EN)

[GenLeader | atingi](#) (FR)

MIT Open Course Ware on Gender: [Search | MIT OpenCourseWare | Online Course Materials](#) (on a wide range of gender and women's studies topics, including feminist and quee theory)

University of Iceland Gender and Development Course: [Gender and Development: Critical Theories and Approaches | edX](#) (single, real time course that runs for approx. 11 months) (**Note:** it is free to audit without receiving a grade. The graded version, for which you receive a certificate is €75/\$82.)

UN Women Training Centre: [UN Women Training Centre eLearning Campus](#) (large online platform for training for gender equality) (**Note:** many self-paced online courses, mostly for free, group training courses at a high cost €1000+/\$1090)

UNSDG: Learn on Gender: [I Know Gender 1-2-3: Gender Concepts to get Started; International Frameworks for Gender Equality; and Promoting Gender Equality throughout the UN System | UN SDG:Learn \(unsdglearn.org\)](#) (provides an introduction to the concepts, international framework, and methods for working toward gender equality and women's empowerment to make links between gender and specific thematic areas such as work; education; political participation; emergencies; peace and security; sexual and reproductive health; sexual and gender diversity and human rights; and violence against women) (2.5 hours at any time, including certificate, available in English, French, Spanish)

## Gender and Agriculture

E-learnings FAO: [E-learnings | Gender | Food and Agriculture Organization of the United Nations \(fao.org\)](#) (short courses, available to download or complete online at own pace in English, Spanish, French, and Arabic, on topics such as developing gender-sensitive value chains, migration & gender, and governing land for women and men)

Training courses CGIAR: [Training Courses | CGIAR GENDER Impact Platform](#) (wide variety of trainings to boost knowledge and skills on gender in food systems) (**Note:** many free, some cost a few hundred Euros)

[Soybean Innovation Lab: Increasing Your Gender Responsive Agricultural Development Capacity \(getlearnworlds.com\)](#) (Covers 5 modules: Importance of Gender Responsive Approaches for Agricultural Productivity, Key Gender Terms, Gender Mainstreaming Framework, Deep Dive Case Studies, Exam + Certificate of Completion)

## Gender and Climate Change

[Course: Gender Equality and Human Rights in Climate Action and Renewable Energy | One UN Climate Change Learning Partnership \(uncclearn.org\)](#): The course focuses on gender-responsive and human rights-based approaches in climate change mitigation and adaptation measures (the course has no fee and is linked to other resources of [UNCC: e-Learn](#), it offers a certificate at the end of the training).

### E-learnings only at a cost:

Future Learn Gender and Development: [Gender and Development - Online Course \(futurelearn.com\)](#) (explores why gender matters in contemporary international and community development) (2 weeks, 3 hours/week for €94/\$103)

### In person trainings:

Le Monde selon les femmes : [Nos formations – Le Monde selon les femmes \(mondefemmes.org\)](#) (french-speaking group trainings for ca. €150-1550/\$164-1689 on topics such as sexual violence or empowerment – women in leadership, both date-specific and on demand/by request)

KCOA platform: [KCOA – Knowledge Center for Organic Agriculture and Agroecology in Africa \(KCOA\) \(kcoa-africa.org\)](#)

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## Annex: Glossary of terms

### Specific to gender work

**Gender:** The socio-cultural roles, behaviours, and attributes that a given society considers appropriate for men and women and further gender identities, influencing their opportunities, responsibilities, and access to resources.

**Gender Equality:** The equal rights, opportunities, and treatment of individuals, regardless of gender, aiming to eliminate discrimination and promote fairness in all aspects of life.

**Gender Mainstreaming:** The integration of gender perspectives into the design, implementation, and evaluation of policies, programs, and projects across various sectors to ensure equal benefits for all genders.

**Gender Identity:** An individual's deeply felt internal experience of gender, which may or may not align with the sex assigned at birth.

**Gender Norms:** Socially constructed expectations and roles attributed to individuals based on their perceived gender, influencing behaviour and societal expectations.

**Gender-based Violence (GBV):** harmful acts perpetrated against individuals based on their gender, typically targeting women and girls due to social, cultural, or power imbalances. GBV encompasses various forms of violence, including physical, sexual, psychological, and economic abuse, as well as harmful traditional practices. It is rooted in unequal power dynamics and entrenched gender norms that perpetuate discrimination and inequality. GBV can occur in various settings, including the home, workplace, community, and online spaces, and it manifests through actions such as domestic violence, sexual assault, harassment, child marriage, forced marriage, female genital mutilation (FGM), and human trafficking.

GBV not only inflicts immediate harm but also has long-lasting physical, emotional, and social consequences for survivors, undermining their rights, autonomy, and well-being. Addressing GBV requires comprehensive efforts to challenge discriminatory attitudes, strengthen legal frameworks, provide support services for survivors, and promote gender equality and women's empowerment.

**Empowerment:** The process of enhancing an individual's or community's ability to make choices, exercise control, and assert their rights in various spheres of life.

**Intersectionality:** The interconnected nature of social categories such as gender, race, class, and sexuality, leading to overlapping and interdependent systems of discrimination and disadvantage.

**Feminism:** The advocacy for social, political, and economic equality between the sexes, challenging and addressing gender-based inequalities.

**Gender Stereotypes:** Preconceived and oversimplified ideas about the characteristics, roles, and behaviours deemed appropriate for men and women.

**Gender-sensitive:** Approaches, policies, or programs that consider and address the specific needs, experiences, and perspectives of different genders.

**Gender-responsive:** Approaches, policies, programs, or actions that take into account the different needs, experiences, and realities of individuals based on their gender. A gender-responsive approach acknowledges and addresses the unique challenges and opportunities that men, women, and individuals with diverse gender identities may face. The goal is to ensure that interven-

tions are designed, implemented, and evaluated in ways that are sensitive to gender dynamics, promoting equality and avoiding the reinforcement of gender-based stereotypes or biases. This may involve tailoring strategies to specific gender-related issues, providing targeted support, and fostering inclusivity to advance gender equality and empower all individuals, regardless of their gender.

**Gender-transformative Approaches:** initiatives, or interventions that aim to fundamentally shift or transform existing gender norms, roles, and power dynamics within societies. Gender-transformative strategies go beyond surface-level changes and seek to address the root causes of gender inequalities. These approaches challenge traditional gender norms, promote equitable relationships between men and women, and strive to eliminate discrimination and social expectations based on gender. Gender-transformative initiatives often involve fostering awareness, questioning existing stereotypes, and empowering individuals and communities to actively engage in dismantling systemic barriers to equality. The goal is not only to address immediate gender disparities

but to create lasting, positive, and sustainable changes in social attitudes and structures.

**Sexual Orientation:** An individual's emotional, romantic, or sexual attraction to people of the same or opposite sex, or both.

**Non-binary:** An umbrella term for gender identities that do not exclusively align with the traditional categories of male or female.

**Allyship:** The practice of supporting and advocating for individuals or groups who face discrimination based on their gender, sexuality, or other social identifiers.

**Sexual Harassment:** Unwanted and unwelcome behaviours of a sexual nature that creates a hostile or intimidating environment, affecting an individual's well-being.

**Inclusive Language:** Communication that avoids reinforcing gender stereotypes and embraces language that is respectful and inclusive of all genders.

## Terms in the field of agriculture

**Gender Equality in Agriculture:** The principle of providing equal opportunities, rights, and access to resources for both men and women involved in agricultural activities.

**Women's Land Rights:** The legal and social rights that define women's access, ownership, and control over land and property in agricultural settings.

**Feminization of Agriculture:** The increasing presence and active participation of women in agricultural activities, often due to male outmigration or changing economic dynamics.

**Gender-Based Division of Labor:** The allocation of specific tasks and roles to men and women within agricultural practices, influenced by cultural and societal norms.

**Rural Women's Empowerment:** The process of enhancing the capacity, agency, and decision-making power of women in rural agricultural communities.

**Access to Agricultural Resources:** The availability and ability of women to access key resources such as land, credit, seeds, and technology for their active participation in agriculture.

**Gender-sensitive Extension Services:** Agricultural advisory and training services that take into account the specific needs, preferences, and constraints faced by women farmers.

**Time Poverty:** The disproportionate burden of time-consuming tasks, such as household chores and caregiving, which often hinders women's participation in productive agricultural activities.

**Women's Cooperatives:** Collaborative groups or organizations formed by women in agriculture to collectively address challenges, share resources, and empower each other.

**Gender-Responsive Policies:** Agricultural and rural development policies that consider and address the specific needs and roles of women, promoting gender equality.

## Further concepts focusing on Men

**Male Allies:** Men who actively support and advocate for gender equality, working alongside women to challenge and dismantle gender-based discrimination and stereotypes.

**Toxic Masculinity:** A set of cultural norms and expectations that reinforce harmful behaviours and attitudes among men, such as aggression, dominance, and the suppression of emotions.

**Fatherhood Initiatives:** Programs and policies that encourage and support men's involvement in parenting and caregiving, challenging traditional gender roles.

**Paternity Leave:** Leave from work specifically designed for fathers to care for their newborns or newly adopted children, promoting a more equitable distribution of caregiving responsibilities.

**Inclusive Value Chains:** Economic models and systems that integrate women at all stages of the agricultural value chain, from production to marketing.

**Maternal and Child Nutrition:** The focus on women's roles in ensuring adequate nutrition for their families, linking agriculture with health and well-being.

**Gender Mainstreaming:** The integration of gender perspectives into all aspects of agricultural policies, programs, and projects to ensure equitable outcomes.

**Female Extension Workers:** Women professionals who provide agricultural advice, training, and support to rural communities, serving as important role models for women in agriculture.

**Emotional Intelligence:** The ability of men to understand, manage, and express their own emotions, as well as to empathize with the emotions of others, challenging stereotypes around male emotional expression.

**Work-Life Balance for Men:** Efforts to redefine societal expectations around men's roles in the workplace and at home, encouraging a more balanced and equitable distribution of responsibilities.

**Masculinity Studies:** Academic research and discourse that critically examines societal expectations and constructions of masculinity, exploring how these impact men's experiences and relationships.

**Gender-equitable Parenting:** Encouraging men to take an active role in parenting, contributing to the creation of more egalitarian family structures.

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