The Gender and Cocoa Livelihoods Toolbox

A practical guide for business to work on gender in the Cocoa Livelihood Program Matching Grants

Commissioned by the World Cocoa Foundation

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KIT, Amsterdam 2014

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KIT team and authors:

Rozemarijn Apotheker, Anna Laven and Noortje Verhart

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## Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>ANADER</td>
<td><em>Agence Nationale d’Appui au Développement Rural</em></td>
</tr>
<tr>
<td>CLP</td>
<td>Cocoa Livelihoods Program</td>
</tr>
<tr>
<td>CSR</td>
<td>Corporate Social Responsibility</td>
</tr>
<tr>
<td>FGD</td>
<td>Focus Group Discussion</td>
</tr>
<tr>
<td>FO</td>
<td>Farmer Organization</td>
</tr>
<tr>
<td>GAP</td>
<td>Good Agricultural Practices</td>
</tr>
<tr>
<td>ICI</td>
<td>International Cocoa Initiative</td>
</tr>
<tr>
<td>IECD</td>
<td><em>Institut Europeén de Coopération et de Développement</em></td>
</tr>
<tr>
<td>KII</td>
<td>Key Informant Interview</td>
</tr>
<tr>
<td>KIT</td>
<td><em>Royal Tropical Institute</em></td>
</tr>
<tr>
<td>KPI</td>
<td>Key Performance Indicators</td>
</tr>
<tr>
<td>LBC</td>
<td>Licensed Buying Companies</td>
</tr>
<tr>
<td>LBI</td>
<td>Louis Bolk Institute</td>
</tr>
<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
</tr>
<tr>
<td>MG</td>
<td>Matching Grant</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-governmental Organization</td>
</tr>
<tr>
<td>PADEV</td>
<td>Participatory Assessment of Development</td>
</tr>
<tr>
<td>PC</td>
<td>Purchasing Clerk</td>
</tr>
<tr>
<td>SAGE²S</td>
<td>Specific Age-Group Education &amp; Empowerment System</td>
</tr>
<tr>
<td>SERAP</td>
<td>Socially and Environmentally Responsible Agricultural Practices</td>
</tr>
<tr>
<td>STCP</td>
<td>Sustainable Tree Crop Program</td>
</tr>
<tr>
<td>WCC</td>
<td>World Cocoa Conference</td>
</tr>
<tr>
<td>WCF</td>
<td>World Cocoa Foundation</td>
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Glossary

**Agency**: Agency is about women’s capabilities - the capacity of an agent (an individual person or other entity) to act independently, to make their own free choices, and to impose those choices on the world. These agents engage with social structures. Agency refers to capabilities, self-determination, the capacity to make choices, skill development and so on.

**Gender**: the set of socially constructed roles, behaviors, responsibilities, and attributes a society considers appropriate for men and women

**Gender blind**: a study or project that lacks attention to the differential roles, responsibilities, resources, or experiences of men and women

**Gender capacity**: The combination of technical, cultural, organizational and material resources to respond effectively to both men’s and women’s needs.

**Gender disaggregation**: the processes of separating information or data by male and female categories

**Gender equality**: Gender equality is the concept that both men and women are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles, or prejudices. Gender equality means that the different behaviors, aspirations and needs of women and men are considered, valued and favored equally. It does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female.

**Gender equity**: Gender equity means fairness of treatment for women and men according to their respective needs. This may include equal treatment, but often women and men need to receive different treatment in order to receive the same benefits and to experience their rights. In the development context, gender equity often requires built-in measures to compensate for the historical and social disadvantages of women (such as restrictions on mobility or access to education). Or it may mean projects are targeted to women only

**Gender Mainstreaming**: An organizational strategy to bring a gender perspective to all aspects of an institution’s policy and activities, through building gender capacity and accountability, with the intention of contributing to gender equality.

**Gender sensitivity**: an awareness of men and women’s different needs, based on their social roles, responsibilities, and constraints, coupled with adapted responses to those needs

**Gender sensitization**: The process of making a party or project aware of the differential ways in which men and women will be impacted by policies, programs, and so on

**Gender-neutral interventions**: These work within the existing gender division of resources and responsibilities.

**Gender-specific interventions**: These use the knowledge of gender differences in a given context to respond to the practical needs of women or men. But they still work within the existing gender division of resources and responsibilities.

**Gender-redistributive interventions**: These transform existing distributions of power and resources to create a more balanced relationship between women and men, touching on strategic gender interests. These interventions move towards more transformational strategies that address
strategic gender interests like decision-making power, ownership, representation and so on in addition to practical gender needs.

**Sex:** Refers to the biological differences between men and women.

**Structure:** Structure is about women’s opportunities - it refers to institutions that either limit or create the opportunities available to individuals. Institutions can be both formal and informal. Informal institutions include social class, values, religion, customs, and ways of doing things (habits); while formal institutions refer to laws and regulations.
Introduction

The Gender and Cocoa Livelihoods Toolbox
1 Introduction to the CLP Gender Toolbox

1.1 Background to this toolbox

During the last year of World Cocoa Foundation-Cocoa Livelihood Program (WCF-CLP) Phase I, The Royal Tropical Institute (KIT) was asked to study gender issues in cocoa farming and to provide recommendations to improve CLPs outreach to women. Based on the findings, showing among others that the majority of women involved in cocoa is currently not optimally reached by CLP activities, WCF and KIT agreed that it was needed to work further with industry partners to address gender inequalities in CLP Phase II.

In CLP Phase II a gender perspective is being brought to all aspects of its policy and activities, through building gender capacity and accountability, with the intention of contributing to gender equality. Gender mainstreaming is a dynamic process, where it is important to share results and lessons, to keep improving our understanding how to go about addressing gender inequalities.

The majority of activities in CLP Phase II are implemented through Matching Grants (MGs) with partner organizations. Some Matching Grantees indicated that they lack the capacity to integrate gender in their CLP MG activities, and solicited for support. The idea was born for development of this toolbox.

1.2 Why this toolbox?

"Understanding and transforming the gendered relations in production, can play a huge role in the sustainability drive of the cocoa industry” Barrientos (2013).

The objective of this toolbox is to support cocoa industry and their implementing partners in understanding and addressing gender inequalities in the cocoa sector through their MGs. More specifically, it is about:

- Understanding the arguments for addressing gender inequalities in the cocoa sector.
- Understanding the social aspects of cocoa production: who plays what role on a family farm, who benefits and who has decision making power.
- Recognizing and valuing women’s contributions to cocoa farming and community development.
- Securing the supply of sustainable cocoa (both quantity and quality), by improving outreach to women involved in cocoa production.
- Contributing to farm resilience and community development, by taking a family approach.

1.3 About this Toolbox

The toolbox has three main building blocks:

1. Providing facts on what we already know about cocoa and gender.
2. Presenting tools that support companies and implementing partners in addressing gender inequalities.
3. Learning from experiences of partners that have used the tools, which is illustrated in the different tool descriptions.
Figure 1.1: About this toolbox

The toolbox is developed in a participatory way and in collaboration with CLP partners. The tools are demand-driven, meaning that they are the result of questions raised by private sector companies and other partners. The tools are based on their specific experiences in West Africa (Table 1.1). The tools can be read in two ways:

1. Learn from a specific experience and build on the outcomes
2. Learn how to use the tool for your own experiences

Table 1.1: The Tools in collaboration with partners

<table>
<thead>
<tr>
<th>The Tool</th>
<th>Partners in development</th>
<th>Specific Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gender Capacity Self-Assessment Tool</td>
<td>Mars, ANADER</td>
<td>Capacity assessment conducted in Côte d’Ivoire in collaboration with Mars and ANADER</td>
</tr>
<tr>
<td>2. Gendered Situational Analysis Tool</td>
<td>ADM, IECD</td>
<td>Situational analysis on the main factors influencing access to education for girls and boys in Côte d’Ivoire</td>
</tr>
<tr>
<td>3. Gender-sensitive Data Collection Tool</td>
<td>Armajaro</td>
<td>Data collected for Armajaro, and their data collection system, have been analysed from a gender perspective in Ghana</td>
</tr>
<tr>
<td>4. Assessment of Female Participation and Leadership in Cocoa Cooperatives Tool</td>
<td>Cargill</td>
<td>Based on small study for Cargill in Côte d’Ivoire on strengthening the role of women in cooperatives.</td>
</tr>
<tr>
<td>5. Gender, Food Crops and Collective Action Tool</td>
<td>Socodevi and Barry Callebaut</td>
<td>Experience of CLP phase I to set up women groups in cocoa cooperatives, selling food crops in Côte d’Ivoire</td>
</tr>
<tr>
<td>6. Setting up a school garden</td>
<td>AgroEco/LBI</td>
<td>School Garden project in 10 schools in Ghana</td>
</tr>
</tbody>
</table>
1.4 Instructions for the reader

In the toolbox we have organized the tools around their functionality (see figure 1.1):

- Tools that help you assess gender issues in an organization or program context (tool 1,2,3).
- Tools that deal with organizing (female) farmers to increase productivity and service delivery (tool 4 and 5).
- Concrete Intervention Tools, which are concrete projects for implementation (tool 6).

In relation to the CLP objectives the gender-assessment tools support achieving all three objectives, while the tool on assessment of female participation in cooperatives is particularly useful for the objective of increased productivity and improved service delivery. The tool on collective action and setting up the school garden will support Matching Grantees in achieving the third CLP objective, farm resilience (figure 1.2).

So, how to go about it? It is recommended to start with the gender capacity self-assessment tool. A gender self-assessment is often the first step in increasing an organization’s gender capacity and mainstreaming gender equality in program activities. A self-assessment identifies strengths and weaknesses in structures and operations, and provides a roadmap towards increased gender sensitivity by highlighting key activities for capacity development. This is an essential step in order to both implement gender-sensitive field activities and to mainstream gender in current field activities within the CLP.

The next decision tree helps the reader to select tools that are most useful for the company involved and gives guidance for a possible sequence.
KIT and the WCF gender specialist will support Matching Grantees in the application of tools, piloting activities and in individual learning trajectories for up scaling. Besides individual learnings, these pilots will feed into a common CLP learning agenda on gender.

**Timeline**

The pilot activities will start in 2014, and experiences and best practices will be documented and shared after the first two years of the second phase of CLP (2016). In this period additional tools and success stories will be added to this toolbox, based on the experiences of the Matching Grantees. This will improve the toolbox, make it dynamic and complete.

**Contact**

If you need more information or you want to apply for assistance in using the tools you can contact WCF (Ethan.Budiansky@worldcocoa.org) or KIT directly (n.verhart@kit.nl, a.laven@kit.nl or r.apotheker@kit.nl).

### 1.5 Resources

Facts: What we already know about Gender and Cocoa Livelihoods

The Gender and Cocoa Livelihoods Toolbox

July 2014

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2 Gender and cocoa – Why?

2.1 Summary of facts

"Gender discrimination is a major cause of global hunger, poverty and inequality" Oxfam Behind the Brands Campaign¹.

There are a number of reasons for addressing gender inequalities in the cocoa sector. It can be for reasons to do with fairness. Currently women involved in the cocoa sector are denied certain rights and opportunities. If this is done based purely on someone’s sex this is incompatible with the ideal of social justice. It can also be because of the link between gender equity and poverty reduction. A striking majority – approximately 70% – of the poor in developing countries are women. This for example has been the motivation for Oxfam’s Behind the Brands Campaign to address gender inequalities in the cocoa sector. Alternatively, the motivations for addressing gender comes more from a business perspective. The idea is that gender equity can smooth both the operation of the individual business as well as the overall chain. If women are left out this is framed as a missed business opportunity and can even threat the sustainability of a business/sector, particularly if many women are involved the sector, like is the case for cocoa².

Not everyone is yet fully committed to address gender inequalities in the cocoa sector, and there is an ongoing process of fact-finding to understand what is at stake. The idea that we first should understand the problem before we can develop effective strategies to address the problem holds true. An important question raised is whether there is a solid business model for addressing gender issues that shows which interventions are most effective and efficient.

The last few years a number of researchers and companies collected substantial data around gender in cocoa in West Africa. KIT aggregated this data and presented a number of posters with striking facts on cocoa in gender during the World Cocoa Conference (WCC) in Amsterdam (June 2014), together with WCF, ADM (SERAP – Socially and Environmentally Responsible Agricultural Practices) and The International Cocoa Initiative (ICI).³ This part of the toolbox presents a summary of what is already known about gender and cocoa, providing the rational for addressing gender inequalities in order to achieve CLP objectives and to identify entry points for actions.

² These arguments are based on Chapter 2 of Challenging Chains to Change (KIT Publication), Apotheker et al. 2012.
Cocoa Quality: Acknowledging and Building on the Role of Women

**Key points:**
- Women actually perform almost half of the tasks on the cocoa farm. Women are primarily involved in taking care of young plants and post-harvest activities.
- The big challenge: How to involve women to maintain and improve quality of cocoa whilst (1) making sure they benefit from their efforts and (2) without overburdening them with extra tasks?

**Why?**
Cocoa production is a sector that continues to be seen as a “men’s business”. While women work on family farms and as wage labourers, they often do so as unpaid family or casual labour whose contribution is unrecognized (Barrientos, 2013). There is substantive research that shows that women actually perform almost half of the tasks on the cocoa farm.

**Figure 2.1: The role of women in cocoa farming**

Understanding and recognizing women’s share in the production process is the first step towards improving cocoa production. Women are responsible for 45% of the work done on the cocoa farm (Dalberg, 2012) Thus, although men and women conduct different tasks in cocoa production, the time they invest is more or less the same (UTZ/Solidaridad, 2009).

**Division of labor:** In cocoa communities, men are responsible for the more hazardous and physically demanding tasks, such as pesticide spraying, pruning and harvesting of the cocoa.
Women are mainly involved in early plant care and post-harvest activities, such as pod-breaking, fermenting and drying. These tasks are key for the quality of the cocoa. The future of high quality cocoa production thus depends on the women involved (Barrientos, 2013).

Women are less likely to benefit from cocoa revenues: men are in control of marketing the cocoa (UTZ/Solidaridad, 2009), and are more likely to have a cooperative membership. A study among 1000 farmers in Cameroon showed that among married cocoa farmers, 97% of the men were in control of marketing of cocoa (GTZ, 2009).

Table 2.1: Control over marketing cocoa by sex and marital status (in %) in Cameroon by male and female farm managers

<table>
<thead>
<tr>
<th>Status</th>
<th>Male</th>
<th>Female</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Myself</td>
<td>Wife</td>
<td>Other</td>
</tr>
<tr>
<td>Married</td>
<td>97</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Single</td>
<td>95</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Widower</td>
<td>85</td>
<td>-</td>
<td>4</td>
</tr>
</tbody>
</table>

Source: GTZ, 2009

Besides working on the cocoa farm, women are involved in household tasks and other work (such as food crop farming and trading). Combining all tasks, men work 49 hours per week on average, while women have an average work week of 63 hours (Hill and Vigneri, 2011).

Table 2.2: Average weekly hours spent on domestic chores by gender

<table>
<thead>
<tr>
<th>Domestic chores:</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fetch Wood + Water</td>
<td>1.27</td>
<td>0.48</td>
</tr>
<tr>
<td>Cleaning</td>
<td>1.32</td>
<td>0.40</td>
</tr>
<tr>
<td>Cooking</td>
<td>8.04</td>
<td>1.24</td>
</tr>
<tr>
<td>Errands</td>
<td>1.01</td>
<td>0.93</td>
</tr>
<tr>
<td>Child Care</td>
<td>5.12</td>
<td>2.83</td>
</tr>
<tr>
<td>Elderly and Sick care</td>
<td>1.46</td>
<td>0.40</td>
</tr>
<tr>
<td>Other</td>
<td>0.13</td>
<td>0.98</td>
</tr>
<tr>
<td>Total HH</td>
<td>26.06</td>
<td>10.22</td>
</tr>
<tr>
<td>Total Work on Cocoa Farm</td>
<td>36.72</td>
<td>38.55</td>
</tr>
<tr>
<td>Total</td>
<td>62.78</td>
<td>48.77</td>
</tr>
</tbody>
</table>

Best practices: the Nestlé cocoa plan

Nestlé has helped Copaz coop, which was set up by Agathe Vanie to help women in her locality, distribute over 300,000 new cocoa plants from 2009-2014. Agathe Vanier is the president of COPAZ, a cocoa cooperative based in Divo, in central-western Côte d'Ivoire. Agathe led a campaign to demonstrate how the inclusion of women in cocoa farming could not only have a positive impact on their families, but on the country as a whole. In 2010, her 600-woman cooperative joined the Nestlé Cocoa Plan. Nestlé provides them with high-yielding, disease-tolerant cocoa seedlings and technical assistance. The cooperative also received support from Nestlé to buy a new truck for delivering cocoa beans. "In our tradition, cocoa farming was only reserved for men," she says. "We fought for our rights to some land and the Nestlé Cocoa Plan supports us."
Improving Productivity and Alleviating Poverty by Acknowledging the Role of Women

**Key point:**
- Gender equality and equity could lead to higher productivity levels improved rural livelihoods.

Why?
Both yields and productivity levels are generally lower among female cocoa farmers than among male cocoa farmers. Sustainable Tree Crop Program (SCTP) data show that yields (per hectare) of women are on average 61 kg less than that of male farmers. Closing that gender-based yield gap would generate an additional 30,000 mt of cocoa beans (World Bank, 2012).

This is related to a range of barriers women face: lower education levels, smaller and less fertile plots, time constraints due to competing (household) responsibilities and limited access to credit, inputs, equipment and training. For example: in Ghana, the share of female farmers without any education is twice as high as among male cocoa farmers.

Investing in women means investing in the improved livelihood of the whole family. To improve the livelihood of rural families and to alleviate poverty, investing in women has far greater effects than investing in men. Women, more than men, spend their income on the health, education and nutrition of their family members. Male farmers often spend large parts of their income on personal rather than on family needs.

Women have less access to land and cooperative membership. Although women are part of cocoa farming, as long as they do not own the land they work on, they are often not able to become a member of a cooperative. A consequence is that women have less access to training, credits and inputs.

**Best practice: Cocoa Life**
We believe gender equality benefits every-one and is essential if cocoa communities are to thrive. That’s why promoting women’s empowerment has been a cross-cutting theme in Cocoa Life since 2008. In both Côte d’Ivoire and Ghana, Cocoa Life takes steps to address gender inequality. A range of actions is identified to further develop their gender work in the five key program areas:

- **Farming:** improving training for female farmers and women working on cocoa farms and increasing women’s access to farm inputs, land ownership and membership of farmer organizations.
- **Livelihoods:** increasing access to finance for women, improving literacy and household food security.
- **Community:** empowering women to play an active role in decision making in their households, communities and with district and national farmer forums; engaging women in drawing up Community Action Plans; training community leaders, Cocoa Life implementing partners and Cocoa Life staff in gender awareness, engaging government institutions at district and national level on issues that affect women.
- **Youth:** promoting women and girls’ involvement in the Cocoa Ambassador scheme and community reading clubs.
- **Monitoring and evaluation:** global, high level Key Performance Indicators (KPIs) and local metrics are designed in response to our commitment to gender mainstreaming for each pro-gram objective and focus area. Nestlé committed to build 40 schools in 4 years and has now completed 23. Nestlé works with the community to seek their assistance in building the schools and in creating school management committees. Some schools have been set up with school kitchen gardens to provide some income for the schools and help teach practical skills.
Removing barriers for women to access and benefit from services

Key point:
- Women cocoa farmers in West-Africa do not reach their full potential due to their limited access to land, inputs and information.

Why?
Many food companies provide technical training, extension services, credit and production inputs to their smallholder suppliers to improve productivity and the quality of the cocoa. Research shows that women tend to benefit less from these inputs and services than men (Chan & Barrientos, 2010). This is a missed business opportunity!

Extension services often have structural biases in the local selection criteria for extension services, such as minimum land size, literacy and ability to purchase inputs, which exclude women (Manfre et al., 2013).

Access to farmer groups often requires land ownership or registration of minimum production or harvest volumes, to demonstrate that they are "serious farmers". These requirements exclude the majority of women involved in cocoa production (Chan & Barrientos, 2010).

Women suffer serious disadvantages in getting access to extension services and training. Globally, it is estimated that women receive only 5 percent of all agricultural extension services (Greene & Robles, 2012).

Women suffer serious disadvantages in getting access to credit facilities and farming equipment. Women in Ghana are virtually excluded from mainstream banking and credit systems.

Reducing gender inequalities in access to productive resources and services could increase yields on women’s farms by 20-30%, which could raise total agricultural output in developing countries by 2.5-4% (FAO, 2011).

Most extension officers and trainers are men. Only 15 percent of the world’s agricultural extension agents are women (FAO, 2007; World Bank/FAO/IFAD, 2009)

Women empowerment is crucial to improve cocoa farmers’ livelihoods

Key points:
- Investing in the improvement of incomes for female cocoa farmers can be very beneficial for cocoa communities, as women cocoa farmers tend to invest more of their money in health, education, housing, sanitation and food security.
- Take a family approach!
- Interventions directed to women in their role as caretakers, denies their contributions to produce for global markets, while interventions focusing on them as producers, denies their additional role in the reproductive sphere. The complex entity of the family farm, producing high value crops for a growing global market, is essential to unravel, in order to think of contributing to food secure households (Verhart and Mudege 2012).

"And even where women do the majority of farm work, their husbands are often the registered farmer, so it is likely the husband, rather than the wife, will be invited to attend the relevant training" (Chan & Barrientos, 2010).

"Although cocoa farmer organizations are essential for sharing knowledge, providing services and boosting productivity, they are often dominated by men. Those who are members, who are officers, who get trained and who are served by these farmer organizations are predominantly male farmers” Velyvis et al., 2011.

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Women empowerment is crucial to improve cocoa farmers’ livelihoods
Why?
The World Bank (2008) reported that women, more than men, spend their income on food, thus improving household food and nutrition security and particularly the development of children. Therefore, empowering women has been found to be one of the most effective ways of reducing chronic child malnutrition (IFAD, 2014).

Food security exists when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food which meets their dietary needs and food preferences for an active and healthy life. Although it is not always visible at first glance, research shows that there is a relationship between the lack of female empowerment and malnourishment amongst children on cocoa plantations in West Africa (Boer & Segay, 2012; Schubert 2013).

In cocoa producing areas high levels of stunting (reduced height of children) and child mortality are witnessed (Table 2.3).

Table 2.3: Under-nutrition in Côte d’Ivoire & Ghana

<table>
<thead>
<tr>
<th>Cocoa Production Area</th>
<th>Cocoa production (1000 Metric Ton)</th>
<th>Stunting (reduced height children)</th>
<th>Child mortality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Côte d’Ivoire</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ouest</td>
<td>191</td>
<td>34%</td>
<td>11%</td>
</tr>
<tr>
<td>Centre-Ouest</td>
<td>467</td>
<td>30%</td>
<td>17%</td>
</tr>
<tr>
<td>Sud-Ouest</td>
<td>369</td>
<td>29%</td>
<td>16%</td>
</tr>
<tr>
<td>Sud</td>
<td>289</td>
<td>29%</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Ghana</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ashanti</td>
<td>156</td>
<td>27%</td>
<td>8%</td>
</tr>
<tr>
<td>Western</td>
<td>524</td>
<td>27%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Source: de Boer & Sergay, 2012

Of every dollar invested in women in poverty stricken areas, 90 cents will go towards her family and local community, while of that same dollar men only invest between 30 and 40 cents back into their families (ICRW, 2009).

A recent study shows that improvements in child health and nutrition brought about by a $10 increase in women’s income would require a $110 increase in men’s income to bring about the same improvements (World Bank/FAO/IFAD, 2008).

The Role of Education in Empowering Young women in West-African Cocoa Communities

**Key point:**
- Education is key to the future of cocoa communities in West-Africa. However, school attendance rates are low and dropout rates high, especially among girls.

**Why?**
School attendance and enrolment rates are around 60 to 80% for primary schools and around 30 to 50% for secondary schools in most countries (UNICEF, 2014). Long distances to schools, low parental support and capacity problems prevented children from attending schools, while financial barriers to birth registration excluded migrant groups from sending their children to school (KIT, 2014).
Dropout rates among West-African youth are high. According to administrative data, 20 – 40 % of children in West-Africa do not reach the last primary grade and drop out on the way (UNICEF, 2014).

Table 2.4: Differences in education between male and female farmers

<table>
<thead>
<tr>
<th>Level of schooling</th>
<th>Côte d'Ivoire</th>
<th>Ghana</th>
<th>Nigeria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>Women</td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>Never attended school</td>
<td>32%</td>
<td>48%</td>
<td>17%</td>
</tr>
<tr>
<td>Not completed primary school</td>
<td>27%</td>
<td>26%</td>
<td>8%</td>
</tr>
<tr>
<td>Completed primary school</td>
<td>15%</td>
<td>14%</td>
<td>5%</td>
</tr>
<tr>
<td>Attended junior, middle or secondary school</td>
<td>23%</td>
<td>11%</td>
<td>61%</td>
</tr>
<tr>
<td>Completed secondary school or higher</td>
<td>3%</td>
<td>0%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Source: Fortson et al., 2011

Improving school attendance might lead to reductions in child labor. A study among Ivorian children showed that school attendance was 34 % for children participating in all cocoa tasks, while attendance for children not working on the family cocoa farm rose to 64 % (IITA, 2002).

In Nigeria, Cameroon and Côte d'Ivoire, school attendance rates are higher among boys than girls (UNICEF, 2014). In the first grade of the two primary schools of Amelekia (Côte d'Ivoire), 60.6 % were boys and only 39.4 % were girls (KIT, 2014).

Dropout rates in Ivorian primary schools are 38.2 % for boys and 40.6 % for girls (UNICEF, 2009). The study in Amelekia showed that early pregnancies were a major cause for dropouts among young women in vocational training (KIT, 2014).

**Best practices: SAGE²S and Nestlé cocoa plan**

A pilot program, the Specific age-group Education & Empowerment System (SAGE²S), targets Amelekia, a cocoa growing community in the East of Côte d'Ivoire. It aims at empowering young women and girls in rural communities, in three different age groups, through agricultural and food practices and in micro-enterprise development. SAGE²S is a collaboration between WCF, ADM, IECD and KIT. A first step was a situational analysis. This analysis has in- formed the project on how to address these is- sues and promote education opportunities for young women in cocoa communities in Côte d'Ivoire, Amelekia. See also chapter 4 in this toolkit.

Nestlé committed to build 40 schools in 4 years and has now completed 23. Nestlé works with the community to seek their assistance in building the schools and in creating school management committees. Some schools have been set up with school kitchen gardens to provide some income for the schools and help teach practical skills. Lack of schools means children not getting an education or walking a long way to schools, and existing schools overcrowded with >55 per class. Getting girls educated is first step to helping next generation of women, and kids out of child labor.

### 2.2 Resources


Boer de, F., Sergay N. (2012). Centre for Development Innovation Wageningen University & Research Centre. Increasing cocoa productivity through improved nutrition. Call to action


The Tools

The Gender and Cocoa Livelihoods Toolbox
Tool Section

Gender Assessment Tools

Gender Capacity Self-Assessment Tool
A gender self-assessment is often the first step in increasing an organization’s gender capacity and mainstreaming gender equality in program activities. A self-assessment identifies strengths and weaknesses in structures and operations, and provides a roadmap towards increased gender sensitivity by highlighting key activities for capacity development. This is an essential step in order to both implement gender-sensitive field activities and to mainstream gender in current field activities within the CLP. The self-assessment tool builds upon experiences of the self-assessment of ANADER’s field activities in Côte d’Ivoire done in collaboration with Mars.

Gendered Situational Analysis Tool
A situational analysis provides insights into the factors that will influence program development and implementation of field activities. As such, it informs what strategies and interventions are required and appropriate in that given context, and also how progress can be monitored. As this tool contains a general framework to make an analysis of a particular situation, it can be used in any type of program. However, this tool is based on experiences with ADM and WCF in Côte d’Ivoire to conduct a situational analysis to define what program can be developed to increase access for girls to primary and secondary schools.

Gender Sensitive Data Collection Tool
Learning from new interventions requires gender-sensitive data management. This tool gives guidelines for improving the process of data collection and analysis. This tool is particularly useful for companies that already collect data systematically about their supplier base, or that have plans to start doing so. It is also helpful for companies that need to document progress on their gender activities and impact. This tools builds on the data collection system that is used by Armajaro/Source Trust in Ghana, Geotraceability.
Toolbox Gender and Cocoa Livelihoods

The Gender Capacity Self-Assessment Tool

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4 Written by Elizabeth Kiewisch (WCF), supported by KIT
3 The Gender Self-Assessment Tool

3.1 Tool Summary Page

When do you use this tool?

Company members participating in the CLP matching grant program can, together with their implementing partners in cocoa productivity and community development, use this tool to:

- Increase internal organizational gender capacity by identifying current gaps in organizational gender capacity, either by starting ‘from scratch’ or by building on current gender knowledge
- Integrate gender considerations in current activities to increase their sustainability by leveraging increased gender capacity
- Identify opportunities to implement new gender-focused activities by leveraging increased gender capacity
- Establish a baseline to monitor progress on gender mainstreaming
- As a monitoring or evaluation exercise to track performance since baseline

Steps to use this tool

Box 3.1: Steps to use this tool

Step 1: Prepare for the Assessment
- Develop an assessment workplan
- Ensure buy-in from senior leadership
- Brief staff on assessment procedure

Step 2: Review Organizational Documents
- Review strategy and policy documents to assess gender systems

Step 3: Administer Staff Questionnaire
- Solicit a breadth of staff perspectives and opinions through a written questionnaire

Step 4: Conduct Focus Group Discussions
- Discuss preliminary results from the assessment to increase the depth of responses

Step 5: Synthesize and Share Results
- Analyze quantitative and qualitative data
- Compare results from data sources to draw conclusions

How did this tool come about?

Seeking to increase gender sensitivity in its Vision 4 Change project, Mars asked the question: who has the needed capacities to implement gender-sensitive activities on the ground? A rapid assessment of ANADER’s gender sensitivity in the field provided answers to Mars’ question, but also created an opportunity to understand capacities at the organizational level in addition to the field level to mainstream gender at all levels.

5 ANADER, the Agence Nationale d’Appui au Développement Rural, is the national extension service provider in the Côte d’Ivoire.
3.2 Introduction: Gender Self-Assessment

A gender self-assessment is often the first step in increasing an organization’s gender capacity and mainstreaming gender equality in program activities. A self-assessment identifies strengths and weaknesses in structures and operations, and provides a roadmap towards increased gender sensitivity by highlighting key activities for capacity development. This is an essential step in order to both implement gender-sensitive field activities and to mainstream gender in current field activities within the CLP.

While a gender self-assessment can be extremely valuable, it does not need to be complex, time consuming or expensive. This tool is based on a rapid gender capacity assessment of ANADER’s field activities in the Côte d’Ivoire, following Mars’ interest in identifying capacities to mainstream gender into its Vision 4 Change project. The tool will guide you through an adaptable step-wise process to conduct an organizational self-assessment tailored to your organization’s needs. Illustrations from the ANADER assessment are featured in boxes throughout the text to showcase examples of practical application.

The tool focuses on several assessment categories, each of which are particularly tailored to gender equality in rural extension efforts:

- Organizational structure
- Program mainstreaming
- Monitoring and evaluation
- Communication and research
- Human resources and field capacity

Why Gender Mainstreaming?

It is well-recognized that men and women do not always benefit equally from development efforts; they have different access to and control over resources, and therefore have different needs. In rural areas where agriculture is predominant, women’s access to land and productive resources can be a constraint to their full participation in cash crop value chains. It is also well-documented that women do not access agricultural extension, information and training in the same way as men. As women often have key roles to play in on the farm, in the community, and in the household, meeting their needs can not only increase farm productivity, but also improve community resiliency. In rural agricultural contexts, it is therefore important to adapt programmatic responses to meet both women and men’s needs in order to promote sustainable development.

Gender needs to be considered not only in programmatic activities, but also in organizational systems, structures and practices. Mainstreaming gender into an organization’s structure is fundamental to bringing about sustainable change for gender equality: a gender-sensitive organization will have the drive and capacity to systematically integrate gender in its activities; conversely, an organization lacking organizational gender capacity will not be able to sustainably address gender issues in the field. This tool is therefore designed to capture both programming and organizational considerations for gender mainstreaming.
Key Definitions

As gender has become a ‘buzzword’ in the development field, it is helpful to define exactly what is meant by the terminology surrounding gender equality and development. Definitions of the key terms as used in this tool are outlined in Box 3:2.

Box 3.2: Definition of Key Terms

**Gender Capacity:** The combination of technical, cultural, organizational and material resources to respond effectively to both men’s and women’s needs.

**Gender Mainstreaming:** ‘An organizational strategy to bring a gender perspective to all aspects of an institution’s policy and activities, through building gender capacity and accountability’ (Reeves and Baden 2000: 12), with the intention of contributing to gender equality.

**Gender Sensitivity:** An awareness of men and women’s different needs, based on their social roles, responsibilities, and constraints, coupled with adapted responses to those needs (Harvey, 2010: 72)

When to Conduct a Gender Self-Assessment?

A gender capacity self-assessment is a versatile process. It is often used as a first step when engaging with gender issues at the organizational level. However, a self-assessment can be conducted at any point in the organization’s activities to reinforce or build upon past learnings. The assessment’s overarching objective is to improve organizational performance in relation to gender equity, both in the office and in the field. Specifically, you should conduct a gender capacity assessment if you want to:

- Increase internal organizational gender capacity by identifying current gaps, either by starting ‘from scratch’ or by building on current gender knowledge.
- Integrate gender considerations into current program activities to increase their sustainability by leveraging increased gender capacity.
- Identify opportunities to implement new gender-focused activities by leveraging increased gender capacity.
- Establish a baseline to monitor progress on gender mainstreaming.
- Monitor or evaluate activities to track performance since baseline.

What is a Gender Capacity Self-Assessment?

A gender capacity self-assessment is overall a learning opportunity. It encourages staff to step back and look critically at organizational processes from a gender perspective. Working around a set of pre-defined indicators and focus areas, a self-assessment builds on internal perceptions and knowledge of current capacity to identify both challenges and opportunities for gender capacity development in order to improve organizational performance in relation to gender equity.

A self-assessment, rather than an externally conducted assessment by, for example, a consultant, presents some distinct advantages. It can build consensus and increase staff buy-in, especially when conducted in a participatory way, which is important as assessments can sometimes be seen as threatening. It also encourages staff ownership of results, increasing the success and sustainability of capacity building activities (Harvey, 2010). A self-assessment further provides an ‘insider perspective’ inaccessible to an external evaluator, ensuring that the responses are adapted to organizational needs. However, there are also pitfalls to watch for in conducting a self-assessment: they are inherently more prone to bias, and require significant internal commitment to
improved gender capacity (Moser, 2005). These considerations can be addressed in the preparatory phase of the assessment.

Results from a gender self-assessment can be used to inform or refine a gender workplan; they highlight the steps that need to be taken to increase gender capacity. These can be acted upon to improve gender equality within the organization and to strengthen the gender sensitivity of programmatic priorities and activities. In addition, the self-assessment process provides a platform for collective reflection, a valuable process to raise awareness and promote organizational learning. The communication process can be a capacity building exercise for organizational learning in and of itself. Last but not least, the self-assessment can serve as a benchmark against which to measure progress on gender mainstreaming.

3.3 Who Should Apply this Tool and How?

This tool is particularly designed for company members participating in the CLP matching grant program (Matching Grantees) and their implementing partners. It is tailored to organizations working in rural, agricultural areas; it contains indicators particularly relevant to rural extension and gender-sensitive extension capacity. It is intended to be used by the team or individual leading the gender assessment process, the assessment facilitator(s). The assessment facilitators could be gender or community development focal points, management staff, or team leaders in various departments. The facilitators should have access to relevant organizational units and field staff, a basic familiarity with most organizational processes, should be committed to the objectives of the self-assessment, and should have a working knowledge of Excel for data analysis. In addition, the facilitator should be familiar with key gender terms and concepts, though extensive specialization in gender is not a pre-requisite to use this tool.

Many Matching Grantees work with partners in the field to implement agricultural extension or community development activities. Depending on the particular organizational structure and processes as well as the needs of the Matching Grantee, the self-assessment can target implementing partners as well as the Matching Grantees themselves in order to get a complete perspective on organizational processes, and on the gender capacity surrounding programmatic activities. In most cases, it will make sense to target the organization(s) closest to field activities as well as program design for the self-assessment.

This tool is designed to be flexible; the indicators and research process can be adapted to organizational needs and resources while still following the general stepwise process. It features a quick-assessment methodology, and does not require a significant time or financial commitment. The level of depth can be adapted to suit organizational resources by moderating the amount and type of data for each indicator, excluding certain indicators, or simplifying the data analysis process. However, a quicker assessment will be at the expense of depth, so it is generally recommended to follow the stepwise process in order, as they were designed to maximize depth within a short time span. The assessment should take about a month and a half to complete; a proposed timeline of activities is included in Figure 3.1, below. The assessment steps are further explained in the following section.
While conducting a self-assessment can be more cost-effective than hiring an external consultant, some resources are necessarily needed. First and foremost is the staff time required to conduct the self-assessment, both from the facilitator team or individual, as well as the staff participating in the assessment. The time requirement for the staff leading the assessment will obviously be most important; the proposed timeline assumes that the facilitator will be available for the duration of the assessment on a part-time basis, for a total of about 20 staff hours over the 6 week period. As a rapid assessment tool, however, this methodology strives to streamline the process and reduce the time burden. Other resources required for the assessment might involve field trips to reach field staff, or venues for staff briefings on the assessment and sharing of results.

### 3.4 Gender Capacity Self-Assessment: A Stepwise Process

This tool includes five steps, detailed in Box 3.1, that will guide the facilitator or facilitation team through the process of conducting a gender capacity self-assessment.

The assessment focuses on five assessment areas that include both organizational and programmatic considerations for gender equality. Table 3.1, below gives an overview of each assessment area and its content, while the table in Appendix 3.1 details the whole assessment framework, including indicators and the corresponding rationale to guide the data collection. For each assessment category, data can be collected from a variety sources, including documentation, staff questionnaires and focus group discussions. The steps below outline the indicators per assessment area according to data source.

**Table 3.1: Summary of assessment areas, rationale and key components**

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Rationale</th>
<th>Key Components</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organizational structure</strong></td>
<td>Staff needs sufficient support from the organizational systems to be able to implement gender sensitive initiatives—this is the framework that gives directions for gender-</td>
<td>• Presence of a gender focal point/unit&lt;br&gt;• Organizational mandate and supporting documents reflecting gender priorities&lt;br&gt;• Technical and financial resources for gender equality</td>
</tr>
</tbody>
</table>
clarifying the assessment workplan according to organizational objectives can limit the scope of the assessment to make it more efficient. The ANADER assessment focused on gender capacity at the field-level because of their involvement in the implementation of Mars' Vision 4 Change project; this eliminated the need to consider the entire organization, and focused the research on the field-level implementation of the organizational gender systems.

**Program mainstreaming**
- Gender considerations are effectively reflected in field activities; women’s diverse needs are taken into account in program design and implementation to address the different dimensions of empowerment
- Gender considerations are mandated in program design as an organizational priority
- Program design is based on a needs assessment that includes a gender perspective
- Empowerment, not just representation, is considered for women
- Gender-sensitive tools and approaches are consistently applied in the field

**Monitoring and evaluation**
- Program implementation can be monitored in relation to both men and women, and sex-specific impacts can be discerned for organizational learning
- Data collected is consistently sex-disaggregated
- Gender-specific analyses are conducted with monitoring data
- Evaluations consider differential impacts for both men and women

**Communication and research**
- The organization can capitalize on its gender-related learnings to improve gender equality and promote further capacity development
- Intra-organizational systems are designed to promote learning from field experiences
- Partnerships with other organizations, including women’s rights organizations, are in place

**Human resources and field capacity**
- Sufficient staff capacity is a pre-requisite for effective gender-sensitive initiatives
- Female staff is equally represented at all organizational levels, particularly in the field for extension activities
- Staff has sufficient knowledge on gender issues

**Step 1: Prepare for the Assessment**

**Key points:**
- The buy in of senior leaders for doing the assessment is key. Also local ownership of the process is key.

In preparing for the assessment, the assessment team first needs to familiarize itself with the assessment procedure, and make any adaptations needed to the proposed methodology. The scope of the assessment needs to be clearly delineated: what are the objectives? What are the questions to be answered? Who will answer them? This will determine, for example, whether an organization is considered in its entirety, or whether only a particular field or regional office is included. It will also help determine which actors—including partner organizations—should be included in the assessment. An assessment workplan that clarifies activities, roles and responsibilities, timelines, deliverables, and communication strategy should be prepared at this point to answer these questions. If a team is conducting the assessment, a brainstorming session can be useful to clarify the group’s objectives and strategy, and to
While an organization can have systems in place, this does not give us insight into how these systems are applied. The ANADER assessment therefore documented both the systems in place used to promote gender equality, as well as their practical application in the field. In CLP projects, both implementing partners and CLP members influence gender systems, so both are important in an assessment.
Selecting focus group participants can be most effective when you first consider the objectives of your self-assessment. In the ANADER assessment guided by Mars, focus groups were mainly conducted with field agents, as the objective was to gauge the application of gender systems on the ground.

Step 4: Conduct Focus Group Discussions

**Key points:**
- Focus Group Discussions help to understand results and causalities
- Tips for group discussions: be prepared, give participants an overview of the whole process, avoid debates, keep notes and encourage participation.

For the purpose of a self-assessment Focus Groups Discussions (FGDs) are conducted to better understand the perspectives and opinions guiding organizational gender responses, and to identify the causes behind potential discrepancies between policy and practice. Where the assessment questionnaire gives a simple response, focus group discussions can help us dive into the causality behind these answers. Unlike a questionnaire, however, focus group discussions tend to be fluid and non-prescriptive. This is the opportunity to answer any questions you have about the results of the staff questionnaire: for example, why do staff believe they have insufficient capacity to address gender issues? Why does some staff think gender mainstreaming is effective, while others don’t?

You should plan to conduct one or two FGDs with 8-10 participants each, that should last between one and two hours. The discussion can include people from different organizational department and levels, in order to gain a diversity of perspectives. However, the particular configuration of the focus group should be determined according to your organization’s needs and objectives, and any leads you would like to follow up on from the self-assessment questionnaire. For example, is it more interesting for you to have a focus group discussion with extension field staff only, or would you like to get a diversity of opinions from different organizational levels? Are there significant gender differences in perspectives uncovered during the questionnaire that you would like to explore in all-male and all-female discussion groups? These kinds of questions can help you select your focus group participants.

Prior to conducting the focus group discussions, you should conduct a preliminary review of data from the self-assessment questionnaire to tailor the discussion to your organization’s needs. Sharing some of the main findings from the survey can serve as starting points for the discussion:
are the findings in line with participant expectations? Does the current state of affairs correspond to staff’s vision of gender equality? This approach will help you shed light on some of the perspectives behind the questionnaire answers. To conduct a preliminary analysis of the data, see the questionnaire analysis section of Step 5, below. A template guide to conduct a focus group discussion can be found in Appendix 3.3. This guide covers the main aspects included in the self-assessment evaluation. However, you may find it necessary to adapt the focus group guide to your organization’s interests. Box 3.3, below, outlines some key tips for the focus group facilitators.

**Box 3.3: Focus Group Facilitation Tips**

- **Be prepared.** Make sure your participants know the time and location for the focus group discussion. Have your questions and prompts in place, and a note-taker or recorder at the ready. Be clear on what you aim to get out of the discussion.

- **Give participants an overview** of the self-assessment process to remind them of the focus group discussion’s purpose. Be sure to answer any questions the participants may have.

- **Avoid debates.** Facilitators should remain neutral and non-judgmental, and remind participants that the objective of the focus group discussion is not to reach consensus, but to share different perspectives. It’s okay to disagree.

- **Keep notes on a flipchart** to record key discussion points, and for participants to refer to throughout the discussion.

- **Encourage participation** by all participants, but make sure to close a topic and move on once it is exhausted.

**Step 5: Synthesize and Share Results**

**Key points:**
- Analyzing the data is one of the most important steps of the self-assessment; it will allow you to draw conclusions from your research and discern follow-up action items. With the organizational documents, the survey and the focus group discussions, you will have both quantitative and qualitative data to analyze.

**Analysis of organizational document**
In analyzing organizational documents, the first step is to simply note the presence or absence of relevant documents by indicator, and/or the inclusion of gender consideration in these documents. This will give insight into whether gender is considered in organizational systems. The next step of analysis pertains to the quality of gender considerations: do the gender objectives, strategies, and initiatives take into account the multiple dimensions of gender equality or empowerment, or do they pertain only to outreach to women and female representation? Do they consider the strategic needs of women in order to address social inequalities, or do they focus only on practical needs, such as education, health or food security? In other words, the documents can be analyzed for their depth of gender consideration. Finally, the gender objectives and strategies outlined in various organizational documents can be analyzed for consistency across departments, organizational levels or systems. This will allow you to identify, for example, inconsistencies between policies at different levels, or between policies, strategies and instruments, which can hamper effective consideration of gender objectives.

**Analysis of questionnaire data**
The organizational questionnaire will provide quantitative data, which you can record and run basic analysis on using Excel. The information from each questionnaire respondent can be recorded using
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The ANADER assessment findings were nuanced by comparing and contrasting questionnaire and focus group discussion results. The questionnaire highlighted differences in perception between field staff on field capacity to promote gender equality, while the focus group not only shed light on the causality behind this difference in perception, but also drew consensus on organizational objectives and processes. Another key element that added depth to the results was feedback from a variety of staff members, whose different positions gave them unique insight into the application of organizational systems for gender equality.

Table 3.2: Conversion matrix for questionnaire coding

<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response A</strong></td>
<td>to the fullest extent</td>
<td>to a great extent</td>
<td>to a moderate extent</td>
<td>to a limited extent</td>
<td>not at all</td>
<td>do not know</td>
</tr>
<tr>
<td><strong>Response B</strong></td>
<td>Frequently</td>
<td>regularly</td>
<td>occasionally</td>
<td>Seldom</td>
<td>never</td>
<td>do not know/not applicable</td>
</tr>
<tr>
<td><strong>Response C</strong></td>
<td>strongly agree</td>
<td>Agree</td>
<td>no opinion</td>
<td>disagree</td>
<td>strongly disagree</td>
<td>do not know</td>
</tr>
<tr>
<td><strong>Response D</strong></td>
<td>Yes</td>
<td>no</td>
<td>do not know/not applicable</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Once the coded answers have been recorded in the Excel spreadsheet, the data can be analyzed. The first step is to calculate the average per indicator, which will yield a score on a scale of 0-4. Remember to exclude any ‘X’ answers from these totals, as these are void answers (Excel will do this automatically)—despite, void answers can still be indicative of a lack of awareness or knowledge of gender issues. The score per indicator can give you an idea about how gender capacity is perceived in each assessment category; the higher the score, the greater the degree of gender consideration. You can also analyze the variance—the range of answers given—by looking at the distribution of answers between 0 and 4, which will give you an idea of the divergence of perceptions. This can be done using the ‘count if’ function in Excel, and can be represented with a graph. However, it is important to note that the data may not be statistically representative, depending on the sample size; it is rather indicative of trends in perception of organizational staff.

Percentages by indicator can also be aggregated into assessment categories to give a broader picture, and to allow for comparisons between categories—for example, to compare M&E processes with gender mainstreaming in program activities. Further analyses can be conducted using Excel’s ‘filter’ function, for example to sort by respondent sex or function—do men have different perspectives than women? Or management and field staff? The questionnaire data can be analyzed together with results from the focus group discussion(s), as detailed below, to gain a more complete picture.

Analysis of focus group data
The focus group discussion(s) will yield qualitative data, which can be analyzed according to main trends or topics, highlighting conflicting opinions or confirming the causality behind shared viewpoints. The opinions shared during the focus group discussions can be summarized and recorded by assessment category, paying particular attention to the nuances voiced by participants: very often, results per indicator fall into a ‘grey zone’ where the answer is not clear-cut as laid out in the questionnaire, but can vary across organizational levels, or according to staff. Qualitative data from focus group discussions

the sample Excel sheet provided in Appendix 3.4, which mirrors the questionnaire. To record the data for analysis, convert each answer to a scored number, according to the Table 3.2 below. The sample sheet provided in Appendix 3.4 also features sample answers from two mock questionnaires to illustrate the analysis process.
can shed light on the ‘how’ and ‘why’ of these nuances, and add depth to the questionnaire responses.

**Bringing it together: Data triangulation**

Data from organizational documents, staff questionnaires, and focus group discussions can, together, give a complete picture of organizational processes in place to promote gender equality in the organization. The text box at the end of the questionnaire, if filled out, can be analyzed together with the qualitative data. For the triangulation, you can proceed indicator by indicator, as outlined in the Table in Appendix 3.1, and review the data results pertinent to the indicator: what systems are outlined in the organizational documentation? What do staff responses tell us about the application? Why is this so? You may even find it easier to draw conclusions from your data if you consider each assessment area as a whole, in order to gain insight into the linkages between related indicators.

At this stage, it may be useful to write up a brief report to share with management, and to prepare a power point presentation highlighting the main assessment results to share with your office staff, in order to establish a shared viewpoint on the organization’s standing in terms of gender equality, and to lay the groundwork for a gender strategy moving forward.

### 3.5 Results

With the results of your gender capacity self-assessment, you can move forward to create a gender workplan to build the capacity of your organization. The results from the assessment should help you identify the gaps in current initiatives and organizational processes for gender equality; many of the gender action items that can benefit your organization will become evident based on feedback you received during the assessment process.

To develop an action plan, it is recommended to use participatory methods, to increase buy-in from organization staff and solicit multiple perspectives (Harvey, 2010). Group brainstorming sessions can be leveraged to identify recommendations for action based on the self-assessment results, potential resources, responsible parties, and a timeframe for action, for example during an organizational workshop. A template for a gender workplan to be used during a group session can be found in **Appendix 3.5**.

All Appendixes can be found at the end of this toolbox.

### 3.6 Resources


4 Gendered Situational Analysis Tool

Toolbox Gender and Cocoa Livelihoods

The Gender Focused Situational Analysis
4.1 Tool Summary Page

A situational analysis provides insight into the factors that will influence program development and implementations. It is also about gaining better insight into and understanding of the people who are supposed to benefit. It seeks to look at the challenges that people face and how these could be addressed. As such, it informs what strategies and interventions are required and appropriate in that given context, and also how progress can be monitored.

When do you use this tool?

- When you design and plan for a gender program in cocoa growing communities
- When you want to get a better insight into the link between community development, gender issues and cocoa production
- When you are implementing a program and want to know whether gender issues are being properly addressed
- When you are looking for ways to address gender issues in cocoa growing communities, with the aim to improve the cocoa sector as well as their livelihoods
- The examples in this case show how the tool can be used to contribute to improved conditions for children (boys and girls explicitly), and especially to strengthen school attendance and completion, and to avoid child labour. The study that was conducted, can be used by other companies to design programs in similar fields.

Steps to use this tool

**Box 4.1: Steps to use this tool**

Step 1: Desk study
- Review of existing data, evidence and research

Step 2: Field work
- Social mapping
- Key informant interviews
- Focus group discussions

Step 3: Data analysis
- Coding
- Comparison

Step 4: Formulation of recommendations
- Recommendations
- Validation
- Follow-up

How did this tool come about?

This tool is in the first place based on a situational analysis that was conducted in the context of an educational program in Côte d’Ivoire, to better understand the difference in school access and enrolment of boys and girls. This is the “Specific Age-Group Education & Empowerment System Program” (SAGE²S) which is designed and implemented by the consortium ADM/WCF/IECD/KIT. The steps of the tool are being illustrated with examples from this study. The full report of this situational analysis will be downloadable from WCF website in short notice. If you already want to access to a soft copy contact a.laven@kit.nl, n.verhart@kit.nl or r.apotheker@kit.nl.
4.2 Introduction: A Gender Focused Situational Analysis

A company provided a new water pump for a village somewhere in West Africa. Everybody was excited. Women would save a lot of time and effort as they did not need to carry the water anymore to their houses. Also, the water from the pump was clean enough to drink without cooking. However, the promising pump was not used by the community, what went wrong?

The above example is a classic and very simple one. Women did not use the water pump, because it was in the middle of the village, where everybody could see when and how much water they would use. Their walks to the river to get water, were part of their daily routines to wash themselves and to get the latest news from their neighbours. They didn’t want to miss that. It shows in a nutshell how programs can go wrong, when we don’t have a better understanding of the local situation, the local practices, behaviour, needs and ideas. The “technical fix” is not always working, as we always operate in a certain context of social relations and habits.

About this tool

This tool shows how we can better understand the local context by conducting a situational analysis. It zooms in on how local gender relations potentially influence the outcomes of our interventions. It shows what steps can be taken to understand the gender issues in a particular situation, and this understanding informs the design of interventions and monitoring progress.

Obviously there are many ways how to conduct such a situational analysis. The situational analysis described in this tool, is a qualitative study, which results in very specific information on a particular topic in one particular context. Existing studies, like the one conducted, can be used to design interventions in a similar context on a similar topic. This tool also shows how that can be done.

Main pillars of a situational analysis

Data and research
A situational analysis is a mainly qualitative study, combining multiple data sources and research methods, and also combining desk study with fieldwork. The qualitative character of a situational analysis is pertinent for gaining in-depth insight into the context and for considering the experiences and perceptions of different stakeholders in the community.

The multi-method approach allows for triangulating different data sources and for deepening the analysis. The approach builds on existing knowledge and insights, in for instance the desk study, and for engaging with knowledgeable stakeholders, for instance in the interview with key informants. Through the social mapping, focus group discussions and individual interviews primary data is collected for the analysis.

Participation and ownership
Local ownership and participation are key for a situational analysis, because they are central for building consensus on the results of the study. Involvement of different stakeholders throughout the situational analysis process is a pre-requisite for its acceptance in program and strategy formulation, budget allocation, program implementation, monitoring and evaluation.

Stakeholder involvement should be strategically planned and managed throughout the process, from the formulation of study objectives and questions, choice of methods and data, to analysis of findings and formulation of recommendations. Key stakeholders are often: public partners in the community, local leaders, cooperatives, businesses buying and selling cocoa, service providers in agriculture, teachers and students, men and women working cocoa, parents of children in school, and groups subject to exclusion from basic services such as education.

Replicable in different contexts
A comprehensive situational analysis in one context can be representative for similar contexts in the region. So, one does not need to replicate the whole exercise if a similar intervention is planned in a similar context or if scaling is considered. The study findings will need some level of verification and validation, in order to prioritize certain interventions and capture possible changes.

Flexible in design
A situational analysis follows an iterative design. This means that each step in the data collection and analysis feeds into and informs subsequent steps. The desk study feeds into the social mapping, the social mapping informs the questions for the interviews and focus group discussions, and so on. This iterative design also implies that the process is flexible and unfolds while conducting the study.

What is a Situational Analysis from a Gender Perspective?
This tool describes a specific type of situational analysis: a gender focused situational analysis. This means that three main aspects are leading the situational analysis:

1. **Gender is mainstreamed in the analysis from beginning to the end.**
   A gender perspective allows for an analysis beyond seeing people as powerless, but as active participants shaping their own lives, in a complex context of different interests, demands, obstacles but also opportunities (see Appendix 4.1 for more information about the framework that was used).

2. **Qualitative study methods have been used.**
   This means that detailed information can be collected, interpreted and understood in a specific situation. In this method, local people are the main sources of information and their experiences, For SAGE²S bringing in the gender perspective helped to understand what obstacles boys and girls meet in school enrollment. What are mechanisms that make local government, teachers and parents fail to provide boys and girls with access to primary schools?

   By mainstreaming gender in the analysis from the beginning the researcher got information beyond that there aren’t enough schools, or that schools are not well equipped. It allowed to get insights also in how attitudes of parents, gender relations in the family and behavior of teachers play a role.
motivations and wishes are topic of the study. The different opinions and experiences are compared and interpreted in comparison to each other.

3. **A bottom up approach is used.**

This means that the study focuses on a particular community and that findings from one specific situation, can be used for recommendations also at other levels (other community, district level, region, national level). The premise on which this is done, is that communities are not isolated entities. Local practices and experiences, are often linked to national level policies, regional governance issues, other communities etc. This means that a situational analysis in community A, can inform interventions also in community B, district, region and national level (figure 4.1).

*Figure 4.1: How situational analysis at community level can inform interventions at other levels*
In the SAGE research, the Gender and rights framework guided the analysis of the study (Appendix 4.1).

Using this framework has generated a wide scope of factors that influence both primary education access and completion for boys and girls and the current ongoing vocational training activities:

1. **What factors influence access to school that are linked to the distribution of resources?**
   For example: Who decides in the household where resources go to? Who supports education in what way? Who is doing what in the household, including boys and girls, and as a result, who has time to go to school? But also: What infrastructure is there in the school or lacking in the school that can discourage especially girls to attend?

2. **What are factors influence access to school that are linked to attitudes (of teachers, community leaders, parents)?**
   For example: What attitude do partners have in relation to girls going to school? How are teachers ensuring or discouraging girls to go to school (teachers attitudes), what about violence in the schools? What about early pregnancy (how is that perceived) and issues such as birth?

3. **What are factors influence access to school that are related to capacities?**
   What capacities do girls and boys have to claim their right to go to school? And how are their claims supported or rejected and by whom?

### 4.3 Why and when to Conduct a Gender Focused Situational Analysis

**Why a gender focused situational analysis?**

A gender focused situational analysis is a short-term, yet intensive and focused, exercise to generate in-depth insights into community development issues and dynamics in a specific context. It is an important step when an organization or private company seeks to design and plan interventions that contribute to community development and gender equality. It serves the purpose of strengthening the understanding of decision-makers, partners and other stakeholders that are or might be linked to a community development program.

A gender focused situational analysis is particularly relevant and valuable to:

1. **Improve the understanding on the current access and participation of girls, boys, women and men in specific community processes and services.**
   It provides insights for all who are linked to the development program into: current access and participation to specific services or resources, possible differences between different groups, and causes and possible remedies for such shortfalls.

2. **Support program development and planning of community development programs.**
   It can be a key input to the design and planning of community development, in such a way that girls, boys, women and men are able to benefit.

3. **Strengthen monitoring capacities and knowledge.**
   It can contribute to capacity to monitor how community development benefits different groups, how their different challenges can be addressed and how this is linked to sustainability goals in the cocoa sector.
It is increasingly acknowledged that gender differentials in agriculture are of a systemic nature, and do not automatically improve with economic growth (Croppenstedt et al., 2013). Interventions that do not consider gender dynamics risk to do harm and might actually undermine the position and well-being of specific groups in a community or members in a household. Programs where quality and productivity improvements in cocoa are the major aim can also benefit from this perspective as gender issues can form obstacles for the effectiveness of interventions in these fields.

Who can/should use this tool?

This tool can be used by companies in the cocoa sector that are developing and implementing cocoa community improvement programs. It may be particularly useful for those companies that want to focus on child labour and access to education, as the examples in this tool come from an education project. However, that does not mean that a situational analysis can’t be done in other cases. This tool could also be used for programs that aim to improve access to business services of different groups of women for example.

The implementation of the tool requires specific capacities of the users:

- Capacity to apply a gender analysis and to use existing frameworks like the gender and rights based framework (Appendix 4.1).
- Capacity to develop and apply qualitative research methods.
- Capacity to look at the situation from an outsider’s perspective without immediate interests related to the project. It is important that the organization conducting the study, is not directly involved in the implementation of activities, neither in doing business with the community members/farmers who are being interviewed.

The last point refers to the fact that most likely, a company should hire an external third party to conduct the situational analysis, when all steps are being followed. In case existing project documents are going to be assessed and/or when information is only going to be verified in a particular context, company staff is likely able to do the analysis themselves.

4.4 The Situational Analysis: A Stepwise Process

There are different ways to conduct a situational analysis. This tool covers an approach that leads to a series of recommendations that informs the design of a new project or ongoing project that may need revision. A situational analysis can also be done to increase knowledge and understanding over time, or to contribute to joint analysis with government, business or other development actors.

The steps in a situational analysis that will be explained in more detail here are: 1. Desk study, 2. Field work (Social mapping, key informant interviews and focus groups discussions) 3. Data analysis and 4. Formulation of recommendations. The different steps will be illustrated with examples from SAGE²S in boxes.

Step 1: Desk study

When the research questions and objectives are clear, the situational analysis begins with a review of the existing data, evidence and research, related to the subject matter and the geographical context where the study will be conducted. This first assessment can be directed towards different geographical levels (local, regional, national) and their inter linkages. The results of the desk study will:

1. Provide (some) answers to the research questions,
2. Help to identify knowledge gaps
3. Further inform questions for field data collection and the development of data collection methods.
It can be that desk study provides already sufficient information and further steps are not needed. Also, when a study of this sort has already been conducted, not all further steps need to be taken. Some relevant studies are provided in the reference section of this tool.

In SAGE²S, the first step was to look for national level data, regional data and community specific data (if available at all). The objectives of the desk study were:

- To get an overview of education system (primary, secondary, vocational training) in Côte d’Ivoire.
- To understand the current situation in Côte d’Ivoire regarding access to and completion of primary, secondary and vocational training by boys/girls, men/ women
- To get an overview of what education policies exist and efforts to improve the situation by government, international organizations, cooperatives, grass root organizations, companies etc.

These objectives were translated into specific questions guiding the literature review:

Questions guiding desk study on the national context of Côte d’Ivoire:

1. What are the enrolment and drop-out rates of (adolescent) boys and girls in different levels of education and reasons for that? [statistics; MDG performance figures; UNICEF ].
2. Are there specific policies to address gender gaps in education? What are the strategies and what are the effects?
3. What are the major gender issues in farming (systems) that combine food production with cocoa production and other cash crops, especially in the region where SAGE is implemented? (e.g. position of girls and women on the family farm; access to and control over assets; decision making; access to agricultural extension, credit and other services)
4. What are the child labour issues in the cocoa sector? What is known about differences between boys and girls (in how they are affected and the role they play in child labour) and the relationship with going to school drop out?
5. What is the food and nutrition security status of children, adolescents and adults in cocoa producing areas and how are the linkages understood?

Step 2: Field Work

Key points:

- Drawing a social map is a participatory process. The social map reflects the opinion and interpretation of community members.
- Maximum variation is an important principle in doing interviews and in group discussions: the aim is to have a comprehensive picture of the community, and therefore require perspectives of different community members and stakeholders.

The field work consists of two phases. The first phase is to develop a general social profile of the community by developing a social map. The second phase consists of collecting in-depth information through key informant interviews and focus group discussions. Phase two aims to investigate motivations, aspirations, desires, opportunities and constraints for people in the community and the factors that influence these.

Phase 1 - Social Mapping tool

In a social mapping exercise, a social map of a community is drawn together with the people who live there. Community members show where the houses are, what groups of people live in these houses, whether the community is stratified/divided according to different groups, they can locate where schools are, churches, mosques, or other important community buildings etc. Also cocoa growing fields can be located on the map and fields with other cash crops, which can show the importance of cocoa versus other crops for example.
Important to note here is that the social map reflects the opinion and interpretation of community members. For example, it shows community members’ perception of the size of a piece of land used for cocoa, versus land that is used for other crops. The right picture is the map that was developed in Ameleka for the SAGE²S, the left example comes from a FAO toolbox (FAO, 2002).

**Picture 4.1: Examples of social mapping**

For a social map, it is preferable to have equal representation of different social groups in the community. An exercise group should comprise approximately 6-8 people. If needed, the exercise can be done with different groups (e.g. only women groups). Ensuring 'maximum variation' in the sample of participants is an important principle when inviting participants. This variation and representation is important to incorporate the perspectives and positions of a broad range of members and stakeholders in the community, and can be challenging.

The results of a social map allows for a better understanding of the local context and what issues need to be explored further as important factors that affect access and completion of schooling and training. They are also used to assist the sampling and identification of relevant people for interviews, to ensure an equal representation of different social groups. For more specific information on the social mapping, and the questions that guided the social mapping exercise, see Appendix 4.2.

**Phase 2 – Key informant interviews and focus-group discussions**

A **Key Informant Interview** (KII) is an in-depth interview of an individual selected for their first-hand knowledge about a topic of interest. The key informant interviews

---

<table>
<thead>
<tr>
<th>Groups</th>
<th>Who?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community related</td>
<td>-Community leaders, traditional and formal</td>
</tr>
<tr>
<td>School related</td>
<td>-School directors</td>
</tr>
<tr>
<td></td>
<td>-Female and male teachers</td>
</tr>
<tr>
<td></td>
<td>-Parents in the parent committees in the school</td>
</tr>
<tr>
<td>Cocoa production related</td>
<td>-Leaders of the cocoa cooperative and members (male and female)</td>
</tr>
<tr>
<td></td>
<td>-Cocoa service providers</td>
</tr>
<tr>
<td></td>
<td>-Extension officers</td>
</tr>
<tr>
<td></td>
<td>-Traders</td>
</tr>
<tr>
<td>Cocoa producing households, men and women</td>
<td>-Diverse selection of cocoa producers (workers, landowners, big versus smaller etc.)</td>
</tr>
<tr>
<td></td>
<td>-Children on the cocoa farm (land owner children, workers children)</td>
</tr>
<tr>
<td>Other stakeholders</td>
<td>-Representatives of Grassroot organisations</td>
</tr>
<tr>
<td></td>
<td>-Donors</td>
</tr>
<tr>
<td></td>
<td>-Cocoa Companies</td>
</tr>
</tbody>
</table>
are conducted with interview guides that are formulated before the start of the actual fieldwork. The specific questions in the interview guide have to be aligned to the overall research questions of the situational analysis. In the field, the interview guide can be further developed, and especially adapted to interviews with different categories of informants. There is not standard format for an interview guide. An example is provided in Appendix 4.2.

Basic principles when designing an interview guide are to formulate open questions (rather than closed ones), to formulate questions that allow the informant to share their experience and perspective (rather than have pre-defined answer categories), and to prepare probing questions. The interviewer should frame questions spontaneously, probe for information, and take notes.

The selection of informants for interviews has to be done against the background of the purpose of the situational analysis. Again maximum variation is an important principle: the aim is to have a comprehensive picture of the community, and therefore require perspectives of different community members and stakeholders. It makes sense to think of different clusters of stakeholders, and then further specify different groups and individuals within them.

A Focus Group Discussion (FGD) is a carefully planned discussion, designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment. The ways the groups are formed, is part of the design of the study.

When a community development program is designed, focus group discussions are very useful in exploring different views, opinions, challenges and needs among different groups within the community that will be involved in the change process. It brings information and in depth explanations that cannot be gathered through questionnaires. At the same time community members can get better informed on and involved in the development programs.

In general when planning a FGD in a community, a group of approximately 6 to 12 people are gathered with a similar background: for example a group of women who live on a family cocoa farm or a group of community leaders. A session needs to be carefully prepared identifying main objectives, developing key questions, an agenda and possibly participatory methods. The recording of a session also can be considered, this can be done by using recording equipment for example, or simply by making notes. Decisions need to be made in how to use this data, e.g. through transcription (which is preferable but time consuming) or in other manners. Observations during the session should also be included in the report.

Good facilitation of a FGD is crucial. All participants need to feel safe and free to contribute to the discussion. The facilitator introduces the topics and helps the group to discuss these topics among themselves in a natural and lively manner. The facilitator is neutral and creates opportunities for all participants to contribute. A lot of information can be gathered when participants agree or disagree within the group.

Appendix 4.2, 4.3. and 4.4 provide the details for data collection, including a checklist for interviews and interview questions. In Appendix 3.3 (FGD Guide for gender-self assessment) you can some additional information on important principles in a FGD.
Step 3: Analysis

After collection of the data, a next step is to assemble notes and recordings/minutes of the interviews and group discussions. The data that are collected through different methods in different stages of the study (desk study, interviews, FGDs etc.) should be (1) coded and (2) compared. Coding has to be done for the desk study materials, as well as the social map, the key informants interviews and the focus group discussion. The second stage is to analyse and compare the different data and findings.

Coding – Coding means that sections of interviews, FGDs or reports are given a label, so that the researcher can trace all relevant sections back and bring them together. The labels are partly derived from the research questions. In some cases, labels can also be derived from the data themselves, for instance when new issues are raised or unforeseen answers are provided. This coding can be done as specific as the researcher wants. Once data is coded, sections on specific labels or on clusters of labels can be put together in a coding table. An example of a coding sheet is given in table 4.1. There are also several computer programs that can be used for coding.

Table 4.1 Coding sheet for interviews done with people related to the primary schools

<table>
<thead>
<tr>
<th>Name of respondent</th>
<th>Guiding questions of the interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher 1 (male)</td>
<td>Extracts from the interviews</td>
</tr>
<tr>
<td>Teacher 2 (female)</td>
<td></td>
</tr>
<tr>
<td>School headmaster</td>
<td></td>
</tr>
<tr>
<td>Etc.</td>
<td></td>
</tr>
</tbody>
</table>

Comparison – once recorded data has been coded, data from different sources can be compared in the analysis. A first level of comparison is to compare the interviews and findings of similar people (such as interviews with teachers, interviews with community leaders etc.). When these are coded in a similar sheet, it is easy to compare them, identify common ground as well as differences.

The second level is comparing the results of the different groups in the community. It is important here to know what issues different groups in the community (parents, teachers, children, men, women and others) have discussed, to compare these and to analyze similarities and differences.

These comparisons can then be analysed in relation to other findings coming from the literature, social mapping and field observations for example. Triangulation helps to validate data (for more information on triangulation go to the next tool on data collection and analysis).

Step 4: Recommendations, validation and follow-up

**Key points:**
- Don’t do the analysis and the development of recommendations in isolation from the communities and local partners involved.

Recommendations can be used for both program development and policy formulation. The recommendations are based on the shortcomings identified in the analysis, and indicate what can be done and how to do it. Recommendations should also be based on the capacities of actors in the field, their willingness to participate and the resources available.
The analysis and recommendations are often developed in isolation from the communities and local partners involved in the study. A logical last step is therefore to validate whether the results of the situational analysis and especially the related recommendations, are what people in the communities would like to do and see as their main needs. This also allows for considering the availability of resources and the willingness and potential of different partners to implement some of the activities.

A validation exercise is also useful to further sharpen the recommendations and to develop them into a project proposal. It will help to include roles and responsibilities in the field in the project and to put a budget to each of the activities. A table format can assist in turning recommendations into specific project activities and objectives.

Table 4.2: A format for validation

<table>
<thead>
<tr>
<th>Findings (Local, Regional, National, International)</th>
<th>Activity to address the recommendation (try to be as specific as possible)</th>
<th>Objective that this activity should contribute to</th>
<th>Who should conduct the activity? Company itself or local partners?</th>
<th>What is needed for this (money, knowledge, networks, example programs etc.)</th>
</tr>
</thead>
</table>

In the SAGE study, findings were mainly factors that influence access to education for boys and girls. These factors could be listed in the first column of the above table. The next steps is to look for ways to address these factors. For example building better sanitation facilities. Or establishing parental committees to check what happens at schools and to also involve parents more, so that they support their children going to school.
The activities that are then coming up, will need to be prioritized, according to immediate needs and available capacity and resources.

When this tool is used to mainstream gender into existing proposals, the main findings can be listed in the first column of the table. A next column can then look at how the gender issues identified in the study, may affect already designed interventions. The next column then provides ideas how to address these gender issues in existing activities.

**Example recommendations from the SAGE²S study**

**Recommendations at national level**
- Supporting the development of pre-schooling (Early Childhood Education) could be specifically useful intervention area. UNICEF supports at least 60 early childhood development (ECD) centres for children aged 3 to 5 years in the Côte d’Ivoire. These centres provide day care facilities and health and nutrition services in addition to instructional toys, ECD kits and other materials for children.

**Recommendations at district level (focus local government)**
- Birth registration for all children born
- Community monitoring of school attendance
- Promotion of accountability of the Ministry of Education to citizens for quality and quantity education (e.g. not more than 50 children in classroom; no abuse by teachers)

**Recommendations at community level**
Cocoa traders can consider to support gender aware interventions at local government (Commune level) in the following areas:
- Birth registration for all children born
- Community monitoring of school attendance
- Promotion of accountability of the Ministry of Education to citizens for quality and quantity education (e.g. not more than 50 children in classroom; no abuse by teachers)
- Investment in school infrastructure through local government: building of new schools, water and sanitation, playgrounds
- Introduction and promotion of pre-schooling
- Promotion of complete basic education: grade 1-9 (primary and lower secondary)
- Adolescent sexual and reproductive health and rights, including appropriate services and sex education
- Small business development for women and addressing the issue of women’s access to land

**Recommendations at primary school level**
- Strengthen parental committees, include mothers and provide training and advice how they can help to improve the schools
- Improve facilities at schools, especially water and sanitation

The activities that are then coming up, will need to be prioritized, according to immediate needs and available capacity and resources.

Table 4.3 Gender mainstreaming into proposals

<table>
<thead>
<tr>
<th>Findings (Local, Regional, National, International)</th>
<th>How gender issues affect existing interventions</th>
<th>How gender can be integrated into existing activities to avoid “doing harm”</th>
<th>Who should conduct the activity? Company itself or local partners?</th>
<th>What is needed for this (money, knowledge, networks, pilot, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

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4.5 How to use these steps in practice? Reality Check

Key points:
- A situational analysis allows for a context specific study. However, a comprehensive situational analysis in one context, can be representative for similar contexts in the region. This means that a smaller effort is needed when a situational analysis has already been done in a similar community on a similar topic. In that case, the existing study findings only need verification and validation, in order to design and prioritize certain interventions.

There are different ways of following the steps in this tool:

1. **Following all steps in a sequential way, when you start in a new area, where no studies are available yet, or because you start a new project with new partners.**

   When you enter into a new unknown program area, with new partners and on a new topic, a thorough situational analysis such as described in this tool, is recommendable. This means that you follow all steps in a sequential way. In this case, it is also recommended to hire a third party to do this. However, when a company wants to intervene in 6 communities at the same time, not all 6 communities need to be object of study. The bottom up approach allows for an in depth insight in one location, from which it’s easy to understand other related locations (see description in chapter 4.1 of this tool).

2. **Using this tool to mainstream gender into existing project proposals and/or inception activities that are already being planned for and/or implemented.**

   Another way of using the steps, is to assess already existing project proposals and in some cases activities that are already ongoing. The aim of the situational analysis is then to mainstream gender into the program. The tool can be used step by step, but also in a light version, see point below for a description of the light version.

3. **Following the steps in a light version, when a program is going to be implemented in a similar community, in the same region or same country where a situational analysis was already conducted**

   Lessons learnt from other situational analysis that are already conducted, such as the one used as an example here from Côte d’Ivoire, can be used to inform similar project ideas in the region, at country level or in other countries. This means that the first step is not needed and that the second and third step can be taken in a “light” version, more for means of verification. This is only possible when the context isn’t very different.

   Verifying data can be done through FGDs and KKIs. After the verification, project interventions can be designed (step 4). In case existing studies are used to start programs on a similar topic in another country, it is recommended to collect data at national level first (step 1 – desk study).

4.6 Resources


http://www.genderandrights.dk/index.php/acknowledgements
Toolbox Gender and Cocoa Livelihoods

Gender Sensitive Data Collection Tool
5 Gender Sensitive Data Collection

5.1 Tool Summary Page

This tool gives guidelines for improving the process of data collection, by making it more gender-sensitive. The idea is that by acknowledging the diversity among suppliers in data collection systems a company understands better:

- what categories of farmers are being reached (and who are currently excluded)
- differences in performance (over time)
- how to improve its outreach strategy
- the need for tailored services and interventions.

When to use this tool?

This tool is particularly useful for companies that already collect data systematically about their supplier base, or that have plans to start doing so. It is also useful for companies that are planning interventions to address gender and would like to do a gender impact assessment.

Ultimately the tool will help to:

- Understand better the farmer population (supplier base) and main differences between suppliers
- Inform supply chain interventions to better target suppliers with services that work for them
- Monitor progress over time for different types of suppliers
- Communicate results

Steps to use this tool

The tool consists of different steps. Not all steps will always have to be followed, but a useful sequence is presented in box 5.1.

Box 5.1: Steps to use this tool

- **Step 1:** Defining learning objectives and gender-sensitive indicators

- **Step 2:** Data collection
  - Quantitative data collection
  - Qualitative data collection
  - Guidelines of data collection

- **Step 3:** Tips for data analysis
  - M&E
  - M&E for learning
  - KPIs

How did this tool come about?

This tool builds upon the example of Armajaro/Source Trust and their data collection system (Geotraceability), which is illustrated in the different boxes. Box 5.2, provides some background
on how Armajaro used Geotraceability. This tool also builds on experiences with data collection in CLP and the development of gender-sensitive indicators.

**Box 5.2 Geotraceability**

Armajaro uses Geotraceability to collect data from their suppliers about farm practices, biodiversity and social issues. Armajaro systematically collects data from over 20,000 cocoa farmers in Ghana. So far, this data set is used to manage large procurement operations, ensure traceability link for traceable and certified cocoa, meet European standards requirements regarding food safety and traceability, operate an efficient M&E system for various programs and initiatives (eg within Source Trust) and to build loyalty with cocoa farmers supplying to Armajaro.

Data collection has contributed to building a dynamic online database including data and historical records on farmers and farming activities such as farm size, farming practices, diseases prevalence and quantity of cocoa sold. Credible traceability information through the supply chain starting at buying points level to port shipments. Geotraceability reports available online for Armajaro’s customers. Reports to analyse yield improvements in comparison with training and development programs (Source: Geotraceability 2014).

### 5.2 Introduction: Gender-sensitive data collection

Collecting data about cocoa suppliers is done by many different actors, for different reasons and in different ways. For example, a certified cocoa buyer might want to know the impact of certification on its business operations or a chocolate maker might be interested communicating information about their suppliers in their Corporate Social responsibility (CSR) report. In the first example, the buyer might have paid an independent researcher to do a quantitative baseline and develop indicators to track progress over time. In the latter case, it can be that a qualitative story telling exercise generated interesting stories and visuals to share with a wider audience.

Although data collection is often done, it is not always done in the right way, by the right people and at the right time. The risk can be that the data collection does not lead to the desired results or becomes a too costly exercise that doesn't pay off. It can also be the case that the data is collected but not adequately analyzed and/or presented, which basically means a waste of time and money.

This tool gives guidelines for improving the process of data collection and gives some tips for data analysis, by making it more gender-sensitive. The idea is that by acknowledging the diversity among suppliers in data collection systems a company understands better:

- what categories of farmers are being reached (and who are currently excluded)
- differences in performance (over time)
- how to improve its outreach strategy
- the need for tailored services and interventions

#### Different types of data collection

In looking at improving data collection by integrating a gender perspective it makes sense to make a distinction between different types of data collection.

Generally a distinction is made between three types of data: quantitative, qualitative and a combination of both. The type of data collection used depends (at least partly) on the objectives of data collection (table 5.1).
Table 5.1 Selection between types of data collection

<table>
<thead>
<tr>
<th>Objective</th>
<th>Quantitative</th>
<th>Qualitative</th>
<th>Mix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing a baseline</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring and measurement</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impact assessment</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Especially for large data sets, quantitative data can be a powerful instrument to present evidence and do measurements. Quantitative research involves the collection and analysis of data that is quantifiable. What does this mean? For data to be quantifiable, the data must be able to be counted or mathematically calculated. Also, quantitative research provides a means for researchers to be able to generate statistics with the data that is collected. The general idea of quantitative research is get information that can be inferred (or generalized) to large populations of people.

A typical example of quantitative data collection are surveys/questionnaires, which can be also used to compare results over time and measure change. Quantitative data collection can also be done by building on already existing data sets. Some data sets are publicly accessible (like data collected by the National Census Bureau), but a lot of data remains in the private domain and is not publically accessible.

Quantitative data collection has its limitations. For example, the number of questions you can pose is limited (you don’t want your questionnaire to take more than an hour). This type of data does not give you any explanation on the results. Therefore when you use only quantitative data, interpretation of the data can be difficult.

“Numbers give one a feeling of facts; qualitative stories give one a feeling of truth.”

Qualitative data collection has a number of advantages. It is generally less expensive than a formal survey, it is better able to address qualitative indicators (the ‘why’ question) and better able to incorporate insights from discussions and dialogues. There are different tools, for example semi-structured interviews, focus-group discussions and participant observations. There are also certain limitations: the quality of such data collections depends heavily on the researcher, and there is a risk that the results are subjective and biased. The evidence produced by qualitative data collection can be perceived as being too anecdotal or context specific to count as solid proof. There are different ways to validate qualitative data. Combining quantitative and qualitative research methods (or methodological triangulation) is one way (see box 5.3 on other ways of triangulation).

Methodological triangulation involves the use of multiple qualitative and/or quantitative methods to study a problem/situation. For example, results from surveys, focus groups, and interviews could be compared to see if similar results are being found. Different research methods can also be used in a more complementary way. For example, a focus group discussion can help to prioritize outcomes of a survey, or a statistical analysis can back up more anecdotal stories collected from the field.
Triangulation can be used to deepen the researchers’ understanding of the issues and maximize their confidence in the findings of qualitative studies. There are five types of triangulation.

**Data Triangulation**
Data triangulation involves using different sources of information in order to increase the validity of a study. This type of triangulation, where the researchers use different sources, is perhaps the most popular because it is the easiest to implement.

**Investigator Triangulation**
Investigator triangulation involves using several different ‘investigators’ in the analysis process. While this is an effective method of establishing validity, it may not always be practical to assemble different investigators given time constraints and individual schedules.

**Theory Triangulation**
Theory triangulation involves the use of multiple perspectives/disciplines to interpret a single set of data. This method can be time-consuming and may not be feasible in all situations.

**Methodological Triangulation**
Methodological triangulation involves the use of multiple qualitative and/or quantitative methods to study the program. If the conclusions from each of the methods are the same, then validity is established. While this method is popular, it generally requires more time and resources.

**Environmental Triangulation**
This type of triangulation involves the use of different locations, settings, and other key factors related to the environment in which the study took place, such as the time, day, or season. The key is identifying which environmental factors, if any, might influence the information that is received during the study. If the findings remain the same under varying environmental conditions, then validity has been established. It is only used when it is likely that the findings may be influenced by environmental factors.

**What are advantages?**
The benefits of triangulation include “increasing confidence in research data, creating innovative ways of understanding a phenomenon, revealing unique findings, challenging or integrating theories, and providing a clearer understanding of the problem” (Thurmond, 2001: 254 in Guion et al. 2013). These benefits largely result from the diversity and quantity of data that can be used for analysis.

**What are disadvantages?**
One of the primary disadvantages of triangulation is that it can be time-consuming, and therefore expensive.

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**What is data collection and analysis from a gender-perspective?**
Most companies are already involved in some type of data collection. But not automatically this is done in a gender-sensitive way. This can be because they are not yet convinced that this type of investment is paying off, or because they are unaware what are the potential benefits of doing so (or what are potential risks of a gender-blind survey). It can also be that they don’t know how to go about it.

In an nutshell, gender-sensitive data collection and analysis is about:

1. Understanding gender issues in the research context (as gender relations are context specific) and how these are interlinked with other issues, and integrate these in your research approach and questions

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7 Based on Guion et al 2013.
2. Compiling gender-disaggregated data.
3. A representative sample and/or household survey (for example involving at least one male and one female of each household).
4. Use both quantitative and qualitative research methods.
5. Use research methods that are easy to understand for both male and female respondents.
6. In timing and location of the interviews take into account their availability and possible constraints for women to participate.
7. Having a equipped and mixed (f/m) research team that is able to conduct gender-sensitive research and understands gender issues within the research context.
8. Being aware as a researcher that your standpoint is also gendered, and avoid gendered assumptions.
9. Use a participatory approach and involve your target group in for example the design of your survey and the evaluation of the results.

The next box gives list a few examples of potential problems in data collection.

Box 5.4: Anticipating on gender issues in data collection

- In gender segregated societies, men and women do not occupy the same public spaces so men will usually be cut off from women and vice versa. It helps to have a mixed research team (f/m).
- Conducting research during hours when women are collecting firewood skews responses and biases in collected data by gender. It helps to agree on the timing of the interviews beforehand.
- Using a questionnaire in a context where majority of women are illiterate might result in poor responses or a lack of female respondents. It helps to work with visuals and with translator/researcher who manages the local language.

What are the advantages of gender-sensitive data collection?
There are different arguments for mainstreaming gender in data collection and analysis. The most important one is that it enriches your understanding of your supplier base, enabling a company to act more strategically and efficiently. Other legitimate reasons are that you meet expectations of your customers/donors and public commitments towards tackling gender inequality (box 5.5).

Box 5.5 Gender and data collection in Oxfam’s Behind the Brands campaign

In the "women and chocolate: an action roadmap" Marc, Mondelez and Nestlé committed to tackling gender inequality. With regard to data collection and analysis two important commitments were made:

1. An **impact assessment** on the condition of women in their cocoa supply chains.

2. **Carry out and publish assessments** to identify and report on the condition of women in their cocoa supply chains.

On the basis of this, companies have committed to develop and publish **plans of action** to address gender inequities in their cocoa supply chains.⁹

**Advantages of gender-sensitive data collection:**

1. **Measuring development impact**
Including gender indicators is crucial if you are interested in measuring development. It is well known that development of women and their empowerment has major impact on for example family well-being, education, and health.

2. **Understand your supplier base**
   It will improve the understanding on current access to and benefits from specific sustainability programs, sourcing strategies and services for both men and women.

3. **Recognizing the potential of women**
   Knowing that women contribute significantly to cocoa production, but often lack land rights or other rights that enable them to benefit optimally from their contributions makes it necessary to take into consideration how increased productivity will benefit women (and/or how women can be incentivized to invest in cocoa production).

4. **Avoid gender-blind interventions.**
   If you collect data as a basis for designing interventions, being gender blind will result in missed opportunities and the ultimate interventions can even do harm. It will also reinforce existing gender inequalities.

5. **Develop specific gender interventions.**
   A better understanding about gender roles and gender issues in the cocoa sector enable to design specific interventions that reduce gender inequalities and contribute to women's empowerment. Gender-sensitive data collection can support the design of such interventions.

6. **Monitor women's performance and measure impact.**
   For example, gender disaggregated data will make it possible to track changes in performance between men or women.

7. **Communication of gender-sensitive policies.**
   By being gender-sensitive in your data collection and analysis you will learn more about the status of women in your supplier base. This facilitates communication on gender issues and how you as a company intend to tackle these.

### 5.3 Gender-sensitive data collection: A stepwise approach

**Step 1: Defining learning objectives and gender-sensitive indicators**

**Key points:**
- Before you start collecting (additional) data (or do additional analyses) it is important to understand what is it that you are interested to know more about and why this is important for your company.

Without a good sense of the rationale behind data collection it is unlikely that staff is motivated to spend a lot of effort in collecting the data, let alone doing a proper analysis and ultimately apply the results of the analysis. It is also important to think beforehand how the findings will be used, and for which audience.

*Armajaro/Source Trust systematically collects data from over 20,000 cocoa farmers in Ghana. Looking at the data for the first time in a gender disaggregated way revealed a number of differences between male and female farmers (e.g. in terms of land ownership and application of GAP). But what it primarily did was raising questions about why these differences appeared:*

- Can differences be explained because of gender?
- Do the differences have to do with other characteristics of the involved female population?
- Have the questions been clear enough?
- Is there a tendency for women to give more socially acceptable answers?
- Was the data collecting team sufficiently equipped to deal with gender sensitivities?
- Is the quantitative data collection the right method to understand gender inequalities?
Base

Based on Armajaro/Source Trust’s first quick scan learning objectives were defined:

- What are easy entry-points for improving the existing data collection system?
- What can we learn from comparing data already available through Geotraceability with some other existing data sets?
- What can we learn around the business case for addressing gender inequalities?
- Can we come up with smart Key Performance Indicators?

It can also be that as a company you are already gathering data, but so far have not done any gendered analysis. Also in this case it makes sense first to define learning objectives before you put a lot of effort in analyzing all the available data. What can help is to do a quick scan of the data, which makes it easier to develop objectives that make sense.

In defining learning objectives you probably come across a number of assumptions that you have, for example on that female cocoa farmers own smaller plots of cocoa land and produce smaller volumes of cocoa. Or maybe that female farmers are better adopters of technologies and are trustworthy. Data collection and analyses can be used to verify these assumptions and build evidence. Of course it can be that others have already collected evidence on this of which you are not yet aware (see also chapter 2 of this toolbox, presenting facts on gender in cocoa).

**Step 2: Data collection**

**Key points:**

- Data collection systems in place that have not been designed in a gender-sensitive way are not likely to be optimal for collecting evidence around gender issues.
- Gender-sensitive data collection goes beyond disaggregation of data by gender. It also about taking into account other differences among farmers, as well as context specific gender relations.

Gender-sensitive data collection starts by gender-disaggregating the data. This is rather straightforward, but still often overlooked. Gender-disaggregated data collection is making a difference between gender in your data collection: indicating for each respondent if it concerns a male or female. This will give you later the information on the % of males and females in your supplier base, and enable you to observe similarities and/or differences between them and do analyses. It also enables you to measure changes over time for both men and women. Although a first step, disaggregating the data only by sex is not enough. It does not do justice to other differences among suppliers within the database (e.g. different women face different challenges and opportunities). In order to understand how gender matters you need also to understand gender relations in their context.

**Emerging gender profiles**

Previous research by KIT for WCF resulted in the identification of different profiles of female cocoa farmers (figure 5.1). Acknowledging these differences increased awareness among WCF and their partners on the type of women they are currently reaching, and also the women that are currently being excluded from their targeted population. By targeting for example ‘cocoa farm managers’ (which is linked to ownership and decision-making power) automatically the majority of women involved in cocoa production are excluded. By using this definition, the women that are included are for a large part the single older women (being divorced or widowed), with little education, small plots of land.
and little access to family labor. So, in this example the female part of the targeted population is not only small in number (around 25%) but also disadvantaged. You need to understand these differences to improve your outreach strategy (e.g. by developing tailor-made services that respond to the different challenges women face, or take actions to reach out other women, currently excluded).

The data collected through Geotracebility indicated that 29% of Armajaro/Source Trust’s supplier base is women. Geotracebility’s field questionnaire indicated furthermore that most of these women are primarily farm-owners (only 2 per cent is sharecropper, for men this is 18%). Disaggregating the data by gender gave some information on the status of female cocoa farmers and differences in performance with male suppliers. For example: preceding land of women comes mainly from old fields and their shade patterns concern mainly heavy shade; Practical all women use direct sowing as planting method; Overall women claim to make use of improved seeds (significantly more than men); For women less % of trees seems to be affected, comparing to men; And most women claim to use agrochemical when needed, and make more use of chemical fertilizer than men. Although some of the features of the female population seem quite promising women have on average lower yields than the male.

A small case study in Ghana by Just Dengerink, Utrecht University (2013) involving 122 farmers in the same region, of which 55 selling to Armajaro, revealed some additional information:

- Women attend trainings less than men (25% of female respondents never attended a training)
- Women years of completed education was almost half of that of men
- Size of farm of women was < than that of men (2.3 ha versus 3 ha)
- Frequency of farm practices among women < men
- Frequency of chemical application women < men
- Use of personal protective equipment among women was 50%
- Yield and productivity levels of women less than men
- In 2010-2013, productivity has increased among men and decreased among women
- Around 43% of women has no savings and only 14% had a bank account (for men resp. % are 26 and 47%.

Data Yields and productivity

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Certified</td>
<td>Non-certified</td>
</tr>
<tr>
<td>Yield 2012-2013 (kg)</td>
<td>709.94</td>
<td>409.72</td>
</tr>
<tr>
<td>Productivity (kg/ha)</td>
<td>277.04</td>
<td>226.31</td>
</tr>
</tbody>
</table>

Dealing with diversity in your data collection

So, once you recognize the diversity among suppliers, both between men and women, and among men and women, how to go about this in your data collection? For example:

- Make use of basic demographic data, by age, sex, education, and sex of household head, to characterize the target population (for example, number of female and male farmers, sex of household head, literacy or numeracy rates)
- Make use of specific variables of which we already know or assume that these will affect performance: e.g. size of land, land-tenure arrangement, marital status, diversification, other productive and reproductive activities, economic decision-making power (see chapter 2).
- Include questions that enable you to do a gender analysis. Key questions for doing a gender analysis are: Who does what?; Who has access to what?; Who owns what?; Who decides what?; Who benefits from what?.

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• Consideration of context specific cultural, social, religious, or other constraints that women face in accessing knowledge, services and/ or equipment (box 5.4)
• Check your sample: is it large enough to do statistical analysis for different groups of farmers? How have you made sure it is representative?

Box 5.4 What do we already know about context specific gender relations in agriculture relevant for West-African cocoa producing countries

Context specific gender relations
• In terms of roles, women often have greater responsibility for family food production and in processing, whereas men have greater involvement in market- oriented production. Even where women are engaged in markets, their responsibility for cooking food and serving it to their family is an important factor affecting preferences for certain crops (for example, vegetable production for relishes) or varieties (for example, those with certain cooking traits).
• Men and women also play different roles in natural resource management, local organizations, and linkages to outsiders, which need to be considered in developing resource management strategies or group- and market- based programs.
• Women’s responsibilities for childcare and domestic work create labor constraints, affecting the resources at their disposal for farming.
• In many regions women are increasingly involved in agricultural production and the labor force as a result of male migration and occupational diversification.
• Labor constraints and other differences in resources will affect men’s and women’s abilities to benefit from different types of agricultural technologies and innovations.
• Gender-based differences in task allocation within wage labor systems may result in differential health impacts on men and women. This is especially problematic when women’s exposure to pesticides and other agro- chemicals causes risks of reproductive difficulties, especially miscarriages and birth defects. Evidence from plantation systems indicates that women workers often receive less training and instruction than male workers in working with agrochemicals (Loewenson 2000 in IFPRI, 2011).

Type of data collection
Earlier we saw that the objectives of your data collection will determine the methods that you select. You might use secondary data, which already has been organized according other principles and for other purposes. For example, you might have done an impact assessment on certification, and later discover that the data are not gender-disaggregated. If you still have the names of the farmers listed, you can estimate their sex afterwards. The collection of primary data presents the best opportunities to engender research. Not all primary data collection is automatically gender-sensitive. The next table gives an overview.

Table 5.2 Research methods and the factors enhancing or diminishing their gender sensitivity

<table>
<thead>
<tr>
<th>Method</th>
<th>Factors</th>
<th>Gender sensitivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>Depends on skills and accuracy of observer Characteristics of the ones observed can shut-out a researcher</td>
<td>Sensitivity can be enhanced through participation and conservation, deciphering and confirmation of meanings</td>
</tr>
<tr>
<td>Mailed surveys</td>
<td>Mailed questionnaires assume literacy, availability of time, motivation and interest of the respondent. This might exclude women or others with heavy workloads, poor literacy and little confidence in the value of their views.</td>
<td>Low on gender sensitivity</td>
</tr>
</tbody>
</table>

10 Based on IFPRI 2011
anybody, and the identity not authenticity of the responses can be verified.

Likelihood of non-response by women is high. In many societies women are not allowed to speak or write to strangers. They might therefore leave the response to men who might not have the right information or ignore the questionnaire altogether.

Field surveys
They depend on the researcher dynamics and the context. In sex-aggregated societies, interviews have to be conducted by researchers of the same sex

Potential to be gender-sensitive. But the method in itself tends to give little room for understanding the outcomes.

There is usually a bias towards interviewing respondents that are more prominent or live nearby roads etc. This leads to exclusion of more marginalized groups, of which many are women.

Interviews
Like with surveys interviewers might face problems because of their gender or other characteristics. Interviews are time-consuming and costly. Gender-sensitivity requires allocation of additional resources.

There is room for gender bias unless conscious efforts are being made to mitigate the possibilities of these biases.

Focus Group Discussions
In FGD dominance problems can occur. For example confident people may tend to speak up more or less empowered people may not be listened to. Men in focus groups speak more readily than women.

Sometimes working with women-only groups can mitigate dominance. Also in these groups the facilitator has to be sensitive about dominance of certain women.

Triangulation
A combination of research methods helps to mitigate some of the mentioned sensitivities/

Potentially high on gender sensitivity.

Using qualitative methods
What kind of qualitative methods are useful and affordable and when is a good timing in use of these methods?

Table 5.3 Smart planning of qualitative data collection

<table>
<thead>
<tr>
<th>When</th>
<th>For what purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the baseline:</td>
<td>➔ Understanding gender issues in the research context (as gender relations are context specific) and how these are interlinked with other issues, and integrate these in your further data collection and analysis. Both Key-informant Interviews and Focus Group Discussions are good ways to collect data (see also PADEV). ➔ Define your control group</td>
</tr>
<tr>
<td>Baseline:</td>
<td>➔ Confirm survey data ➔ Complement survey data, particularly on the why question</td>
</tr>
<tr>
<td>M&amp;E:</td>
<td>➔ Participatory assessment ➔ Collect stories to illustrate impact for other audiences ➔ Interpretation of data</td>
</tr>
</tbody>
</table>

Guidelines and methods for data collectors
You might have taking all the above in consideration for your data collection, but if the team involved in doing the research and analysis is not equipped to deal with gender-sensitivities the quality of the data can still be poor. Also additional resources are likely to be needed to
mainstream gender in your research. If the budget does not cover these additional expenses it will be limited what the research team can do.

Key indicators that the team has the understanding or capacity are:

- Gender balance in staff and ability to conduct field work in mixed teams (f/m).
- The team is gender-aware and able to deal with gender sensitivities
- The team understands what is the purpose of gender-sensitive data collection and able to do adequate analysis

**Step 3: Tips for data analysis**

**Key points:**

- You need the right institutional capacity to conduct gender-sensitive research.
- There is a need in evaluation and impact assessment studies to interview both men and women and to have gender-specific indicators.
- Capturing the full impact of interventions on farmer’s livelihoods requires going beyond narrow indicators of productivity to broader indicators of well-being, particularly in capturing the differential impact on men and women (IFPRI, 2011).
- Addressing these inequalities will take time, and in the development of your KPIs you need to be realistic.

This part of the tool will not provide detailed guidance for data analysis, but will limit itself to providing some tips for

- Monitoring and evaluation (M&E): the use of gender-sensitive indicators
- Development of KPIs and a log frame

**Monitoring and evaluation**

For integrating gender in your M&E framework you can make use of a number of principles in evaluating performance of cocoa sustainability programs:

- The extent to which women are involved in cocoa in terms of production and marketing has increased as a result of the program/interventions.
- Gender disparities in access to productive resources and control of incomes have been reduced as a result of the program/interventions.
- Improvements in the diets or nutritional status of individuals have been made as a result of the program (IFPRI, 2011).

Other tips:

- Make sure that the program has a gender-sensitive monitoring and evaluation system in place, including a gender-disaggregated data collection and analysis strategy, and a gender-sensitive planning
- Check whether the program includes measurable indicators for the attainment of its gender objectives to facilitate monitoring and post-evaluation. Some suggested substantive (content) indicators are as follows:
  - Changes in time or labor requirements for women versus men and for girls versus boys
  - Control of resources or income by women and men
  - Level of gender conflict or violence
  - Household food security, individual food security, nutritional status of girls and boys
  - Girls' attendance of primary and secondary schools relative to the attendance of their cohorts
  - Participation of men and women in implementation and among beneficiaries (IFPRI, 2011)
- Check whether potential risks in terms of how the project may further exacerbate gender inequality (for example, men’s appropriation of activities and increased income or increases in gendered conflict) are understood and addressed.
Appendix 5.1 provides a more detailed list of gender-sensitive indicators. Gender-sensitive indicators go beyond a simple yes/no checklist to lead to a consideration of how gender issues are taken into account in your interventions.

M&E for learning
If you invest a lot of resources in M&E it is important to consider both what is evaluated and how the evaluation is done. Evaluation, adoption, and impact assessment studies have often focused on household-level indicators and collected the data from male heads of households, often using standard and predetermined indicators. Not taking into account that men and women have different roles and responsibilities, and therefore different preferences when evaluating benefits of new programs, technologies or practices.

So, there is a need in evaluation and impact assessment studies to interview both men and women and to have gender-specific indicators. A participatory assessment is key to capture women and men’s assessment of change and the value they give to change.

For the purpose of learning, make sure that gender is not only integrated into the evaluation and impact assessment systems but that these, in turn, feed back into future priority setting for interventions. It is also essential to feed that information back to help companies and funders to adapt priorities for future programs and activities and feed research results back to stakeholder groups (including the communities where research is undertaken) (IFPRI, 2011).

Together with Armajaro/Source Trust a learning loop was identified:

- Define hypothesis/questions that Armajaro/Source Trust wants to validate
- Base line study
- Put in place M&E system to monitor actions/progress
- Identify actions based on learning, using a participatory approach
- Implement actions
- Collect gender disaggregated data
- Quantitative and qualitative data collection (understand how)
- Link different data sets
- Build evidence
- Build capacity internally for integrating gender in organization and activities
- Build capacity externally of partners like leaders of FOs on gender issues in cocoa

Developing KPIs
M&E will not be likely to be successful in integrating gender if the need for data to be collected and disaggregated by gender is not identified. Another critical point is whether the monitoring and evaluation system includes specific and measurable indicators related to women’s and girls’
involvement and their economic, social, and educational advancement (IFPRI, 2011). In other words you need the right institutional capacity to conduct gender-sensitive research.

In developing KPIs it makes no sense to start from scratch but to build on some of the already known challenges, constraints and opportunities for women to access and benefit for example from CLP activities. For example:

- We know that women face serious constraints in accessing land, accessing farmer organizations and services, as well as time constraints
- We know women lack economic decision-making power to benefit from cocoa production and are not strongly incentivized to invest in cocoa production.
- We know that women play a crucial role in food production, but that in order to generate an income from food production you need to have access to a market willing you to pay a fair price.

Addressing these inequalities will take time, and in the development of your KPIs you need to be realistic, for example by focusing on the removal of constraints or the creation of incentives instead of focusing only on increases in # of women participating in certain activities. Appendix 5.2 gives an example of a gender-sensitive log-frame.

5.4 Resources


Tool Section –

Gender Organisation Tools

Assessment of Female Participation and Leadership in Cocoa Cooperatives Tool
This tool shows how the role of women in cooperatives can improve the functioning of cooperatives, catering for a more diverse group of cocoa farmers, including women. The assessment tool informs the reader about understanding constraints and opportunities related to female cooperative membership and leadership. This informs companies and their implementing partners on (pilot) strategies and opportunities for scaling. This tool is developed on the basis of a learning question by Cargill in Côte d’Ivoire and a short field trip where two cooperatives have been assessed.

Gender, Food Crops and Collective Action Tool
This tool is related to the tool on women in cooperatives. It provides the steps how women groups were established in a cooperative in Côte d’Ivoire, to diversify the activities of the cooperative and at the same time help women to market food crops. These steps are developed based on an experience of Socodevi and Barry Callebaut in Côte d’Ivoire.
Toolbox Gender and Cocoa Livelihoods

Assessment of Female Participation and Leadership in Cocoa Cooperatives tool
Table of Content
6. Assessing the role of women in cocoa cooperatives

6.1 Tool Summary Page

The tool provides steps to conduct a gender assessment in a farmer organization (FO), with the aim to develop interventions which will lead to a better functioning organization through increased female membership and leadership.

When do you use this tool?

- Improve outreach to women involved in cocoa production in relation to cocoa training and services through FO membership and leadership
- Get a better understanding of constraints and opportunities that hinder or enable women to have access to membership and leadership positions and to benefit from these.
- Use gender as an entry-point to improve FOs
- Identify effective combinations of interventions that contribute to the empowerment of women in cocoa production

Steps to use this tool

Box 6.1 Steps to use this tool

Step 1: Assessment women’s role on the farm
- Assess what women do on the farm
- What different types of women are involved in cocoa (verification of existing typologies of women in cocoa) Who determines how things are done on the farm and in the farmer organization? And who benefits?

Step 2: Assess women’s role in the cooperative
- Who does what in the cooperative
- How are different types of women engaged?

Step 3: Identifying opportunities and constraints
- For women to become member
- For women to benefit maximally from membership
- For women to become leaders

Step 4: Suggestions for effective packages of interventions
- Identify effective packages of interventions
- Tips for implementation and co-learning

How did this tool come about?

The development of this tool is based on a quick assessment of two cooperatives that supply to Cargill in the Eastern region of Côte d’Ivoire. There are different ways in which an assessment on the role of women in cooperatives can be conducted. This tool builds on the outcomes of a quick assessment, done by KIT, of two cooperatives that supply cocoa to Cargill in

The objectives of the cooperative assessment for Cargill were twofold
1. Validate assumptions around female leadership contributing to a well-functioning cooperative (linking elements of a well-functioning cooperative to the role of women)
2. Better understanding of why it makes sense to invest in female leadership (and membership) of cooperatives and what kind of pilot strategies are likely to contribute to a better understanding of impact at scale (interventions focus)
6.2 Introduction: Assessing the role of women in cocoa cooperatives.

Why this tool?

Many women contributing to cocoa production tend to be invisible and underserved. Limited outreach to women happens often unintentionally. There are often criteria in place to access certain services and/or training, which automatically excludes the majority of women. For example in Côte d’Ivoire, land ownership is often a requirement for becoming a member of a farmer organization/cooperative. As most CLP training is conducted through such organizations, the majority of women are not included and cannot benefit, while they do contribute significantly to cocoa production (see also Chapter 2 of this toolbox).

Another way of exclusion happens at the level of decision making and representation. Women are often underrepresented, especially in leadership positions where strategic decisions are being made. Also decision-making processes are not always transparent or democratic (KIT, 2012).

An assessment of the role of women in a cocoa cooperative, or any other type of FO, is useful not only when your company sources from these organizations, but also when they are a your main ‘vehicle’ to reach out to farmers for example with services and/or your Matching Grant activities.

Who can/should use this tool?

This tool is particularly useful for companies that source directly from cooperatives or other FOs. It is however likely that they need external support to undertake the different steps in this tool. The next table lists a number of capacities that you might need.

Table 6.1 Capacities needed to use this tool

<table>
<thead>
<tr>
<th>Capacities needed</th>
<th>Suggested way of addressing this</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participatory research skills</td>
<td>Hire a local organisation to conduct the research</td>
</tr>
<tr>
<td>Gender analysis skills</td>
<td>The local organisation should have gender analysis skills (track record)</td>
</tr>
<tr>
<td>Capacity to get in direct contact with cooperative</td>
<td>Companies themselves should create the introduction for a third party to conduct interviews</td>
</tr>
<tr>
<td>Legitimacy to work with the with the cooperative</td>
<td>Company needs to be aware whether the cooperative is accepting studies and share the outcomes of the research</td>
</tr>
<tr>
<td>Capacity to translate findings from interviews into concrete actions</td>
<td>Company works closely with organisation that conducted the research to develop intervention strategies</td>
</tr>
<tr>
<td>Capacity to validate and verify findings</td>
<td>Ask same organisation for the study, to also validate findings</td>
</tr>
</tbody>
</table>

So, preferably a third party conducts the assessment, as otherwise conflict of interest might arises, and women may not speak freely on what their wishes and concerns are. In case women-only groups are formed for the discussions it is recommended to involve a female researcher/facilitator.

6.3 An assessment on female participation and leadership: A stepwise process

Step 1: Assess who does what and who owns what on the farm
Key points:
- Roles and responsibilities are different for men and women.
- There are different types of women engaged in cocoa cooperatives, with different opportunities and constraints.

Roles and responsibilities in cocoa production
For cocoa in West Africa a number of studies have been conducted on roles and responsibilities on a cocoa farm, although local differences occur (Table 6.2). The existing data can be used and you only need verification in the field. In this verification exercise the different tasks can already beforehand be listed in a matrix, which makes it easier to verify whether men and women in the cooperative/FO that are part of the assessment, agree. This exercise raises at the same time their awareness of these different roles that men and women play.

Table 6.2: Roles and responsibilities on a cocoa farm

<table>
<thead>
<tr>
<th>Activities</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeding and land preparation</td>
<td>Mostly women</td>
<td>Some men</td>
</tr>
<tr>
<td>Purchasing of cocoa seeds/seedlings</td>
<td>Some women</td>
<td>Mostly men</td>
</tr>
<tr>
<td>Planting</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>Intercropping of food crops</td>
<td>Mostly Women</td>
<td>Few men</td>
</tr>
<tr>
<td>Cocoa Spraying</td>
<td>Exceptional cases</td>
<td>Mostly men</td>
</tr>
<tr>
<td>Thinning and Pruning</td>
<td>Few</td>
<td>Mostly men</td>
</tr>
<tr>
<td>Harvesting/plucking</td>
<td>Some women</td>
<td>Mostly men</td>
</tr>
<tr>
<td>Pod breaking</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>Carrying to homestead/depots</td>
<td>Mostly women</td>
<td>Some men</td>
</tr>
<tr>
<td>Fermenting</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>Drying and porterage</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>Bagging</td>
<td>Some women</td>
<td>Mostly Men</td>
</tr>
<tr>
<td>Sale to local buying agencies</td>
<td>Few women</td>
<td>Mostly men</td>
</tr>
</tbody>
</table>

Source: Barrientos, 2013

Because women are not only involved in productive roles but also reproductive roles we recommend to list besides on-farm activities (cocoa and food) also tasks done in the reproductive sphere; reproductive tasks clearly have the characteristics of "work": they absorb a vast amount of time and energy, especially that of women and girls (Verhart and Pyburn, 2010).

Table 6.3: Matrix on roles and responsibilities

<table>
<thead>
<tr>
<th>Activities (productive and reproductive tasks)</th>
<th>Time (in hours a day)</th>
<th>Men</th>
<th>Women*</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
</table>

*Because women are not a homogenous group, depending on the composition of the group, it makes sense to add different categories of women.

Who owns and controls what on the farm?

11 Agri-ProFocus (2012) by Angelica Senders.
During this first step of the assessment it is important to realize that gender roles are not fixed, nor is the composition of the household. The majority of the cocoa growing households are male headed, meaning that a male farmer is registered as cocoa farmer and is generally seen as farm manager. He is the one that sells the cocoa and takes the decisions on how the revenues from cocoa are being spent.

Women play a significant role on the farm, together with the men on the farm, but she is often not considered a cocoa farmer. The food production that women are involved in is often seen as subsistence and for the local market. Once food is produced as cash crop, men are often in charge as they are seen as the manager of the whole farm and in charge of selling the crops.

At least five types of women involved in cocoa farming can be distinguished in relation to ownership (KIT, 2012):

1. Farm managers (landowners)
2. Women working on family farm with own (small) plot of cocoa land
3. Women working on family farm
4. Women working on sharecroppers farm
5. Young girl/future cocoa farmer

**Women managing their own cocoa farms (farm managers)**

There are women who own land on which they produce cocoa. In the context of the WCF-CLP, they are considered cocoa farmers. Women own the land, or have long term user rights, which gives them control over what they do with the land, such as producing cocoa and selling the cocoa beans themselves. Most of these women are widows or unmarried, they have inherited the land either form their husbands or their own family.

**Women working on a family cocoa farm, while also cultivating their own small piece of land.**

This group exists of women who live and work on a family cocoa farm, who produce cocoa on a small piece of land that they have ownership of. The man on the family farm is considered farm manager, as he is the main landowner. However, women do have a say about the land they use for cocoa. Next to tending the family farm, the woman on the farm cultivates her own cocoa trees and is generally able to keep the revenues of these trees for herself. On top of working on her own field, she is primarily working on the plot of her husband (and other family members) and generally also farming food crops for subsistence. She often does not receive assistance from her husband or other family members on her own plot. Since the man on the farm usually decides on farm priorities, women may not be able to spend enough time to work on their own piece of land.

**Women working on a family cocoa farm, without own land.**

Women in this group contribute significantly to cocoa production, but do not own or use their own plot of land with cocoa trees. These women do not have the resources, the approval or the desire to start their own plot. Their husband is considered farm manager, as the owner of the farm, he sells the cocoa and receives the income. Women rely on their husbands whether he shares this income with the family. In reality, women in these situations depend on other sources of incomes to care for themselves and the family. These activities are additional to what they do on the farm and for the family, and are prolonging the hours they already work.

**Women working on sharecroppers farm**

Men and women working on a sharecroppers farm, are often migrants. They work for a while on the farm, but cannot make decisions themselves on what to grow, and how. The family working on the farm, shares in the revenue with the land owner, when cocoa is sold. The position of women in this situation is often ‘weaker’ than women who are originally from the community. Women in this group don’t have access to land, training and schooling for their children.
The cooperatives visited in Côte d’Ivoire had two formal requirements for membership:

1. **Land** - Members should own or lease land and sell part of the produce from that land to the cooperative.
2. **Fee** - Members need to pay a ‘social fee’ ranging from 25,000 to 60,000 CFA to the cooperative. This can be paid in two terms and is deducted from the value of the cocoa being sold to the cooperative.

**Benefits from cocoa production**

The way work is divided and the way ownership is arranged on a cocoa farm, has great influence on who benefits from cocoa in the family.

The above typologies can be used to conduct an assessment on ownership. Questions around ownership of land, ownership of trees and ownership of beans, provide insights in what influence women have in terms of what they produce, what they sell and their economic decision-making power (e.g. on how the money earned with cocoa will be spend).

This first step of the assessment does not need to take a lot of time. The already identified typology is likely to be a good starting-point and can be quickly validated and if necessary adapted to its context. This first step provides input for the second step: Who is doing what in a cooperative/FO and for what type of women does the cooperative cater best?

**Step 2: Who is doing what in a cooperative?**

In a cooperative you will find members, represented by their leaders. As a member you sell your cocoa to the cooperative and you have access to cooperative services. Members can be elected as leaders in the cooperative board.

The board of directors are members of the cooperative. They are generally elected for a term of three years. The board of directors does not obtain any salary, but can receive fees. The board determines the general policy for the cooperative but is not involved in the daily management. The management team, who is hired by the cooperative as employee, is responsible for the cooperative’s daily tasks.

Access to membership and leadership positions is in principle open. But often the requirements for membership are restrictive. If for example land registration is a requirement automatically the majority of women is excluded from participation.

This reality has consequences for the type of women that a cooperative/FO actively engages with, and for the large group of women that falls not within the scope of a cooperative/FO, but is indirectly involved. The different categories of women, can be used to define the types of women that are engaged in the cooperatives/FOs.

**Different profiles of women engaged in a cooperative**

Looking at a cooperative or another type of FO, generally three different types of women are being engaged, of which two directly: **female as leaders** (often absent or absolute minority) and **female members** (minority). Indirectly spouses/relatives of members are also involved.

Sometimes women replace their husbands during meetings, or they indirectly benefit from a training or inputs provided through the organization to their members.

The below matrix can be used to understand what type of women who are involved in cocoa production, are actually member of a cooperative, which women are excluded from membership and who are the ones in leadership positions.
The Gender Capacity Self-Assessment Tool

<table>
<thead>
<tr>
<th>Type</th>
<th>Position/profile</th>
<th>What is the # or % of women</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 0: Female Cooperative Leaders</strong></td>
<td>Characteristics of female leaders:</td>
<td>Absent or minority</td>
</tr>
<tr>
<td></td>
<td>□ Marital Status</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Age</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Size of land</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Other</td>
<td></td>
</tr>
<tr>
<td><strong>Group 1: Female members</strong></td>
<td>Characteristics of this group:</td>
<td>Minority (total members)</td>
</tr>
<tr>
<td></td>
<td>□ Marital status</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Age</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Size of land</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Other</td>
<td></td>
</tr>
<tr>
<td><strong>Group 2: Female relatives of male farmer members</strong></td>
<td>Characteristics of this group:</td>
<td>Not members</td>
</tr>
<tr>
<td></td>
<td>□ Marital status</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Age</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Size of land</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Other</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Type of crop they sell</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Participate in cocoa production?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What tasks?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Participate in food production and other household activities?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ What type of participation in cooperative?</td>
<td></td>
</tr>
<tr>
<td><strong>Group 4: Non-members</strong></td>
<td>Characteristics of this group:</td>
<td>Majority of women in cocoa growing community is not a member</td>
</tr>
<tr>
<td></td>
<td>□ Marital status</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Age</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Size of land</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Other</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ How important is cocoa?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Participate in cocoa production?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What tasks?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Participate in food production and other household activities?</td>
<td></td>
</tr>
</tbody>
</table>

**Step 3: Understanding opportunities and constraints for women to participate actively in cooperatives**

Understanding opportunities and constraints for women to access and benefit from cooperative starts by asking the women: both members and non-members.

The below table can be used to get insights in what benefits women receive and expect from being a cooperative member (examples in italic are results from quick assessment among female members of two cooperatives supplying to Cargill).

"A cooperative should also provide community services [health, education and nutrition] because it is something that helps the members and their families. If the members receive these services form the cooperative, they will become more loyal, which results in a solid supply of beans to the cooperative. Besides that, it is also a moral responsibility of the organization. “ (female president of new cooperative in Eastern part of Côte d’Ivoire)."
Members of the cooperatives visited in Côte d’Ivoire mentioned as main constraints to become a cooperative leader:

1. Time constraints
2. Difficulties in playing this role (everyone is looking at you) and lack of confidence
3. Lack of support from men

Currently, both cooperatives had no female leaders.

Although the visited cooperatives had little or no experience with female leadership both the male and female members and leaders acknowledged that better representation of women could contribute to a well-functioning cooperative:

- **Outreach to other women** - Female leaders could also attract more female members to the cooperative.

- **Representation** - Women often feel that matters that concern money are not discussed with them and their interests are not really taken into account. Some argued that female leaders would better understand their general interests and necessities.

- **Women in leadership roles are role models** and contribute to empowerment - It was mentioned that this would give (young) women a lot of self-confidence and pride.

- **Trust** - Both men and women said during the discussions that female leaders generally generate more overall trust from the members in the organization.
Table 6.6: Understanding constraints for women to take up leadership roles

<table>
<thead>
<tr>
<th>Constraints mentioned by women to become cooperative member</th>
<th>Understanding constraints - What is the problem?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time constraints</strong></td>
<td>- Is there enough information on time-involvement in leadership?</td>
</tr>
<tr>
<td></td>
<td>- Can women have a say in exact moments of meetings/activities? (so they can combine it with other tasks)</td>
</tr>
<tr>
<td></td>
<td>- When do benefits of female leadership position outweigh their time-investment?</td>
</tr>
<tr>
<td></td>
<td>- Are other relatives willing/able to take over some tasks if women would take up leadership position?</td>
</tr>
<tr>
<td><strong>Difficulties in playing this role (everyone is looking at you) and lack of confidence</strong></td>
<td>- Is there enough information on what the position entails and what are requirements?</td>
</tr>
<tr>
<td></td>
<td>- Is there a need for capacity building/training to support women in leadership roles and increase self-confidence?</td>
</tr>
<tr>
<td></td>
<td>- Are there role models (female leaders) that can encourage women to take up these roles?</td>
</tr>
<tr>
<td></td>
<td>- Would it help if separate women groups would be formed within a cooperative? Or would it help if you are not the only woman?</td>
</tr>
<tr>
<td><strong>Lack of support from men</strong></td>
<td>- Do the men recognize the role of women in cocoa production? How do they value it?</td>
</tr>
<tr>
<td></td>
<td>- Do men recognize the value of female leaders in their cooperative and diversity in their management?</td>
</tr>
<tr>
<td></td>
<td>- Would they be proud if for example their relative would take up a leadership role?</td>
</tr>
<tr>
<td></td>
<td>- Is it accepted that women take up leadership roles?</td>
</tr>
<tr>
<td></td>
<td>- Do male cooperative leaders pro-actively approach women to interest them for leadership roles? Or does their attitude discourage them?</td>
</tr>
</tbody>
</table>

If you want to understand the constraints and design interventions to address constraints you need to look both at the capacity of women and the existing rules, regulation and norms and values in which these women live and work.

In general, constraints for women to become cooperative (or FO) leaders can come from:

1. **Constraints in agency**: these can be either lack of confidence or skills that enable women to take up leadership roles, and to effectively play these roles

2. **Constraints in structures**: these can be either formal rules or informal traditions that hinder women accessing cooperatives and take up leadership roles

These constraints can result in unequal access to leadership roles and/or constraints in benefitting from playing such roles.

*Box 6.2 Introducing the concepts of agency and structure*

Two concepts are useful:

**Agency** is about women’s capabilities: the capacity of an agent (an individual person or other entity) to act independently, to make their own free choices, and to impose those choices on the world. These agents engage with social structures. Agency refers to capabilities, self-determination, the capacity to make choices, skill development and so on.
Structure is about women’s opportunities: it refers to institutions that either limit or create the opportunities available to individuals. Institutions can be both formal and informal. Informal institutions include social class, values, religion, customs, and ways of doing things (habits); while formal institutions refer to laws and regulations. Furthermore, structures can refer to different levels (local, national, regional, international) and to different domains (economic, political, social and cultural). Structure thus refers to open opportunities for women, supported by changes in rules, regulations, producer organization statutes, values, norms, traditions, habits.

These concepts are interrelated if it comes to how change happens and what makes change possible. By looking at the interaction between structure and agency, we begin to understand the impact of structures (formal and informal institutions) on individual behaviour and vice versa and that equal opportunities will not always led to equal outcomes (Pyburn and Laven 2012).12

In general, constraints for women to become cooperative members often start with:

- **Lack of recognition** of women’s involvement in cocoa production and value given to their contributions. As long as women are not recognized as important contributors to cocoa production, cooperatives and services directed to cocoa farmers are unlikely to reach women.

- **Constraints in agency.** Not becoming a member of a cooperative can both be a sign of their agency (making the choice not to become a member because it does not benefit them) as it can be due to a lack in agency (not being informed enough how it could benefit them or not having the confidence to speak up during meetings).

- **Structural constraints.** There is a number of structures in place that seriously hinder women such as traditional land tenure systems. These arrangements exclude the majority of women from membership (and leadership). We have seen that within a household there are also traditions that demotivate women becoming a member.

The below matrix can be used to define per type of women, what challenges they face to become member, to benefit from the cooperative and/or to enter into a leadership position.

*Table 6.5: Challenges per 'type' of women*

<table>
<thead>
<tr>
<th>Type/profile of women (developed under step 2)</th>
<th>Main issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Cooperative Leaders Age Marital status Education Size of Land Etc</td>
<td>As a leader do you face</td>
</tr>
<tr>
<td></td>
<td>□ Time constraints?</td>
</tr>
<tr>
<td></td>
<td>□ Lack of confidence?</td>
</tr>
<tr>
<td></td>
<td>□ Lack of skills?</td>
</tr>
<tr>
<td></td>
<td>□ Support of male leaders?</td>
</tr>
<tr>
<td></td>
<td>□ Support of male relatives?</td>
</tr>
<tr>
<td></td>
<td>□ Have influence?</td>
</tr>
<tr>
<td></td>
<td>...</td>
</tr>
<tr>
<td>Female members Age Marital status Education Size of Land Etc</td>
<td>Why have you not entered a leadership position?</td>
</tr>
<tr>
<td></td>
<td>□ No interest</td>
</tr>
<tr>
<td></td>
<td>□ Time constraints?</td>
</tr>
<tr>
<td></td>
<td>□ Lack of confidence?</td>
</tr>
<tr>
<td></td>
<td>□ Lack of skills?</td>
</tr>
<tr>
<td></td>
<td>□ Lack of support from male relatives?</td>
</tr>
</tbody>
</table>

Step 4: Suggestions for effective packages of interventions

In general addressing gender inequalities in rural environments is complex. Single interventions are not likely to generate significant change, in a worst case scenario they can even do harm. Removing both underlying constraints and open opportunities for change is necessary to realize impact at scale.

In this assessment we concentrated on strengthening female cooperative leadership, as there is reason to believe that this will contribute both to the performance of the cooperative and to the empowerment of women. This will have a positive impact on the livelihoods of the involved households and the larger community.

What kind of intervention packages are likely to contribute to this objective? To identify effective combinations of interventions it make sense to go back to the earlier assessments where constraints were identified and underlying problems where checked.

In identifying pilot strategies we recommend to pilot packages of interventions that improve the capabilities of women (individual/women group focus) (agency) and create more opportunities for change in structural issues. Appendix 6.1 shares the recommended packages to Cargill.

For example, if a constraint for taking up leadership roles is time. And it turns out that women actually don’t have a good idea around required time-investment, it makes sense to invest in clear communication on what leadership role entails to both men and women, including time-investment. If women at the same time lack confidence to apply for leadership position, because they never finished secondary school a leadership training might be useful. If however, women feel not supported by their male relatives or community members, a gender-awareness session for male and female community members might be the best way forward.

If others are already successful in for example having a high% of female members it is worthwhile to see what you can learn from them. For example a cooperative in Côte d’Ivoire was successful in getting high % of women due to a policy of ‘dual membership’.

Box 6.3 High% of female members – learning from Coopayem

- Lower membership fee attracts more women (25,000 CFA) (all new coops have lower membership fees, which go up along the years and achievements);
- Spouses are encouraged to join male members to the meetings and trainings;
- Spouses of already existing male members can join the coop for half of the price (12,500 CFA);
- Some men are seeing the benefit of their dual membership and have no more problems with this.
A participatory approach
In deciding on interventions the targeted population should be involved. There are different tools that can be used to involve women and men from the start in the design, implementation and monitoring and evaluation of the interventions and to create ownership. It makes sense to go for a process of co-learning: local people and outsiders share their knowledge to create new understanding.

Appendix 6.2 shares the framework we used for our assessment. The full report will be publicly available later this year.
6.4 Resources


Toolbox Gender and Cocoa Livelihoods

Gender, Food Crops and Collective Action
7 Gender, Food Crops and Collective Action Tool

7.1 Tool Summary Page

Cocoa farming households typically produce more than cocoa; food crops are important to diversify income and ensure food security. Women are central to food crop production, yet they often face gender-specific constraints in agricultural production. Targeting women’s groups with food crop productivity initiatives can help overcome these constraints, yielding positive repercussions for women themselves as well as their communities.

When do you use this tool?

You can use this tool when you want to:

- Support women’s groups with food production activities
- Increase women’s involvement in local cooperatives
- Increase food crop production in cocoa communities to diversify income or promote food security
- Improve gender relations and increase the valuation of women’s work

Steps to Use this Tool

Box 7.1 Steps to use this tool

**Step 1: Preparation**
- Formation of Women’s groups
- Land negotiation
- Start-up funds and material

**Step 2: Crop production**
- Group training
- Crop selection
- Food crop cultivation

**Step 3: Crop consumption/marketing**

**Step 4: Scale-up of activities**
- Reinvestments for funds for expansion
- Integration into cooperative

How did this tool come about?

This tool is a practical guide based on a project from Barry Callebaut and Socodevi in Côte d’Ivoire. It outlines the benefit of a collective action approach, exemplifies how to leverage collective action for food crop production, while strengthening and building links with local cooperatives, and suggests lessons learned as well as learning questions from project field activities.
Collective action is the coming together of a group of individuals for a unified purpose. Groups can have more influence than individuals: “organization into groups gives them more strength – the strength to secure a better deal from authorities and to make it more likely that their voice is heard” (Madeley 2010: 2). Farmer’s group can leverage resources that are prohibitive to individuals through a greater scale of production and the pooling of resources.
When and How to Use this Tool

In the second phase of CLP, members are asked to introduce a food crop productivity component; this is a unique opportunity to improve outreach to women farmers in CLP activities. To capitalize on this opportunity, this tool outlines how to target women’s groups with food crop productivity activities throughout the crop production cycle, while building links to the local community, based on Barry Callebaut and Socodevi’s pilot project. You can therefore use this tool when you want to:

- Support women’s groups with food production activities
- Increase women’s involvement in local cooperatives
- Increase food crop production in cocoa communities to diversify income or promote food security
- Improve gender relations and increase the valuation of women’s work

Who should use this tool?

CLP members seeking to include a gender component in new food crop productivity initiatives can use this tool to effectively target women’s groups with food crop activities. Together with implementing partners, CLP members can use this tool as a starting point to establish new activities following the step-wise process, adapted to the local context, while building on lessons learned and contributing to learning questions outlined in this tool.

7.3 Why Promote Food Crop Productivity through Women’s Group?

Overcoming Women’s Constraints in Agriculture through Collective Action

**Key points:**

- Collective action can help overcome the numerous constraints that women face in agricultural production in West Africa, including land, agricultural inputs, training, marketing and labor access.
- Women’s groups such as the ones in Barry Callebaut and Socodevi’s project can address agricultural constraints by providing increased bargaining power, pooling resources such as time and money, providing an outlet for adapted agricultural services, increasing the scale of production to access better markets, and drawing attention to women’s needs in agriculture.
- Collective action can also have empowerment benefits, increasing women’s standing in society.

While targeting women with food crop production initiatives can be beneficial to both female farmers and their households, women often face constraints in agricultural production that their male counterparts do not experience. As such, initiatives must be adapted to overcome these gendered constraints, and meet female producers’ specific needs; collective action, for example through women’s groups, can be an effective way to do this. Although specific obstacles and opportunities are context-dependent, and vary from one community or even household to the next, some constraints in agriculture and food crop production are generally experienced, to greater or lesser degrees, by most rural women. These constraints are summarized in Box 7.3, and their linkages to collective action are detailed in the section below, and linked to Barry Callebaut and Socodevi’s collective action strategy in their pilot project.
In their project, Barry Callebaut and Socodevi leveraged this visibility for the temporary loan of small parcels that women groups could cultivate, highlighting potential benefits for households and the community.

The Barry Callebaut-Socodevi project found women’s group easy to reach with relevant trainings on food crop production when organized in an umbrella structure. Group members of the Barry Callebaut-Socodevi project were further able to raise small amounts of funds through membership fees. The collective pooling of resources by group members can allow for a greater purchasing power without placing excessive strain on any one individual, supporting the...
Marketing is another realm where women face an uneven playing field: despite the fact that a substantial proportion of the food crops grown in the household are sold, women often have difficulties in selling their produce to a favorable market. They typically do not belong to producer organizations that assist with marketing, which reduces their reach in potentially profitable markets. At a group level, women can pool resources to access more favorable markets.

Time and Labor Constraints

Lastly, women experience constraints due to their heavy burden of responsibilities. They typically have a very limited amount of time they can devote to productive agricultural activities, for example working on their fields or attending training. In addition to contributing to their own agricultural production and often additionally their husband’s farm, women also have household obligations; they are traditionally responsible for most, if not all, reproductive duties, including childcare, food processing, cooking, cleaning and washing.

The next figure summarizes how collective action can help to overcome constraints.

Figure 7.1 Collective action solutions to address constraints

<table>
<thead>
<tr>
<th>CONSTRAINT</th>
<th>COLLECTIVE ACTION SOLUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>Increased bargaining power at the community level</td>
</tr>
<tr>
<td>Agricultural Inputs</td>
<td>Organized group to receive extension services Pool resources for financial capital</td>
</tr>
<tr>
<td>Training</td>
<td>Organized group to receive extension services Creates need for training adapted to women’s activities and constraints</td>
</tr>
<tr>
<td>Markets</td>
<td>Economy of scale to leverage better market access and produce transport</td>
</tr>
<tr>
<td>Labor</td>
<td>Brings visibility to women’s work Pool resources for increased labor input</td>
</tr>
</tbody>
</table>

Constraints and Linkages: Breaking the Cycle

While collective action is not a foolproof solution or a one-stop-shop for working with rural women, it is a powerful tool that can be leveraged to overcome the barriers that women face in agricultural production. Many of these are self-reinforcing, creating a cycle of low productivity; Figure 7.2, below, illustrates some of the linkages a low productivity cycle. Addressing these inter-linked and
often compounding constraints requires a holistic approach, where production barriers are tackled simultaneously for effective action (Baden, 2013).

Figure 7.2: Linkages of women’s low productivity cycle addressed through collective action

Collective Action and Empowerment

Collective action can have positive impacts on women’s empowerment, including:

- Increased income for women through more productive agricultural ventures
- Enhanced self-confidence and skill development to facilitate successful integration into community structures
- Greater scope for female influence through a united voice to promote women’s interests
- Greater scope for female leadership through alternative structures and the group’s self-management process
- Increased visibility and valuation for women’s contribution to their communities (Baden, 2012; Madeley, 2010)
7.4 Women’s Groups, Collective Action, and Food Crop Production: A Stepwise Process

Roles and Responsibilities

The pilot project implementation places significant responsibility on the women’s group itself, with the project implementers, Socodevi staff, playing the role of facilitators and technical specialists. The implementation process emphasizes group processes and group dynamics, the facilitation of linkages with local cooperatives, and the creation of sustainability mechanisms for continued independent group activity. Because the project modality is based on the group’s and community’s resources, needs and priorities, it is flexible and adapted to different localities, with variations between the implementation at each project site.

Table 7.1 Possible division of roles and responsibilities

<table>
<thead>
<tr>
<th>Actor</th>
<th>Roles and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company (Barry Callebaut)</td>
<td>Provided funding and general strategic guidance</td>
</tr>
<tr>
<td>Implementing partner (Socodevi)</td>
<td>Designed and implemented project, acting as community facilitators (dedicated field agents conducted community sensitization and negotiations, provided group trainings, etc. through dedicated field agents)</td>
</tr>
<tr>
<td>Women’s group members</td>
<td>Reached decisions on group operations, production systems and objectives through general consensus, built their capacity through trainings and provided labour for crop production</td>
</tr>
<tr>
<td>Cooperative members</td>
<td>Provided support to the group (funds, vehicle, land, etc.)</td>
</tr>
</tbody>
</table>

Step 1: Preparation

Key points:

Step 1: Formation of Women’s Group
- Implementers seek the support of community members, especially community leaders, for the project
- Implementers hold inclusive community meetings to involve the women interest in joining the project

Land Negotiation
- Implementers appeal to community leaders and cooperative members for temporary land parcel loans for the group

Start-up Funds and Material
- The cooperative and the project, as well as the group members themselves in some cases, provide start-up funds to buy agricultural material Group Training

Women’s groups
In approaching the selected community, sensitization is the first step. Traditional community structures are solicited to introduce project activities, and to build support for the initiative. These structures include village chieftainships or other local and/or traditional authorities, as well as

During the pilot project implementation of the Barry Callebaut-Socodevi project, it was found that community leaders were largely receptive to the project, as they saw potential benefits in increased income and diversified cooperative activities.
cooperative leaders without whose support the project could not be successful.

The project implementers then hold community meetings to introduce project activities to potential women’s group members. Through word-of-mouth, all the women in the community are invited, irrespective of ethnicity, marital situation, occupation or income, in order to promote solidarity and cohesiveness within the women in community. Those interested join the group after the meeting, and the implementers facilitate the election of a management committee, including a president, secretary and treasurer. While many women expressed interest in joining the group during the pilot project implementation, some were at first hesitant to invest themselves materially or financially, having had negative experiences with previous group projects. Trust building was therefore important, with the project needing to establish a reliable track record to build activities.

Land negotiation
The project aims for women to cultivate food crops on a group parcel in order to build solidarity amongst group members, and to capitalize on the collective action’s potential to pool resources such as labor and inputs. The project implementers facilitate negotiations for land that the group could cultivate by approaching pre-existing community structures and/or the cooperative members. In the pilot project, this was reportedly done without much difficulty. In some communities, volunteers had already voiced their willingness to lend land for the group’s second production season, showing significant willingness to support the initiative.

Negotiations are aided by the fact that food crops are annual, and their short production cycle therefore does not tie up the owner’s land indefinitely, and by the fact that the women in the group are mainly wives of the landowners, creating personal accountability mechanisms as well as increasing the potential for shared benefits. In addition, food crop can more easily be grown on small or fragmented land plots, which is more readily acceptable in communities where agricultural land is scarce, as it is in many cocoa communities.

Start-up funds and material
The cooperative as well as the project itself provides start-up funds and materials to the group to begin cultivation. This mostly comprises of agricultural material, such as hoes, watering cans and wheelbarrows, as well as starter seeds for the chosen crops. Cooperative involvement increases buy-in from men for the project, and bolsters project sustainability through the reliance on community-based resources, while the provision of agricultural material motivates and encourages group members. The group itself, though often lacking funds to fully support the project, can nevertheless contribute to the purchase of agricultural resources, for example from small membership fees from group members.

Step 2: Crop Production

Key points:
Group training
- Implementers train group members on self-management, group processes, agricultural production and simplified accounting

Crop Selection:
- Group members jointly perform a simple market and/or needs assessment, guided by project implementers
- Group members select crop to cultivate through group consensus

Crop Cultivation
- Group members provide labor for cultivation, based on a collectively determined working schedule

“We used to just grow crops, and not think about where or how we would sell them. Now, we have first identified how to best sell the crops we chose before even starting production.”
instrumental in building solidarity amongst the group, allowing members to work more cohesively and to support each other in working towards a common goal. Further training on Good Agricultural Practices (GAP) for food crop production aims improve the production efficiency of the group, while training on business skills and simplified accounting is provided to increase marketing efficiency.

**Crop selection**
The food crop to produce is selected by the group through general consensus. The choice is informed by a market assessment, performed jointly by the group members and the project implementers, and includes considerations for feasibility, profitability, marketability and land availability, while relying on contextual knowledge of the group members themselves. Nutritional needs can also be taken into account, for example by promoting the production of beans to supplement protein intake. Group members reported that consensus was often reached relatively rapidly based on the information collected on the potential of the crop; however, in other locations, a consensus was harder to reach, and required additional group-building activities to retain members’ engagement and commitment when their preferred crop was not chosen.

**Crop cultivation**
The group members provide the labor for crop cultivation. The work schedule is determined collectively, based on group members’ availability. Usually, a day or half-day per week is set aside for work on the communal plot. Group members can additionally organize a rotational work schedule, to lessen the time burden of production. Attendance by group members for the working days is ensured through checks and balances determined by the group, for example by instituting a small fine if a member was absent without cause. Thanks to the pooling of resources, group members reported that communal plots were better maintained and more intensively farmed than their home plots. Information on production volume was not yet available to determine relative increases in yields.

**Step 3: Crop Consumption and/or Marketing**

*Key points:*

**Crop consumption and marketing**
- Group members decide the proportion of food to be sold, consumed, or used for the community
- Cooperative members provide assistance with marketing, for example through the loan of a vehicle

The group decides what proportion of food to market, what proportion to retain for home consumption, and whether a portion should be allocated to other community outlets such as school canteens. Typically, the larger share of the crop is sold in order to finance ongoing activities for the following season. The cooperative is again solicited at this step, to provide assistance for the transport of merchandise in order to reach more favorable markets. Some groups reported planning to sell their produce in more urban areas, including Abidjan, in order to get better prices.

**Step 4: Scale-up of Activities**

*Key points:*

**Reinvestment of Funds for Expansion**
- Group members reinvest profits into group activities for increased self-reliance

**Integration In Cooperative**
- Group members build their economic potential to pay cooperative membership fee
- Group members scale up their production to integrate food crop production into cooperative process

**Crop consumption and marketing**

“We chose to grow food for the school because all of our children go there. This was an easy decision for us to make, and it brings the group together”
Group members decide the proportion of food to be sold, consumed, or used for the community

Cooperative members provide assistance with marketing, for example through the loan of a vehicle

**Reinvestments of Funds for expansion**

Group members are encouraged to reinvest profits into activities for the following season, including for the purchase of materials to intensify or expand production. Reinvestment has the potential to increase the sustainability of the project through self-reliance, while a scale-up of activities can increase benefits for members and their communities in terms of income and food security. In the long term, groups can formalize their economic systems, for example by opening bank accounts, and can seek out more secure land tenure arrangements, using group profits to formally rent land where possible.

**Integration in cooperative**

The project also aims to facilitate women’s integration as full members of the cooperative by building the group’s economic potential. While the women’s groups form links with the cooperative, they were not yet able to integrate the cooperative as full members in the pilot project due to insufficient financial capital to pay membership fees, in addition to an as of yet too small scale of production. Women reported that the benefits they experienced from cooperative support in terms of financial services as well as marketing solidified their motivation to join the cooperative. Cooperative leaders themselves expressed a willingness to diversify activities with food crops, though also expressed some hesitancy barring a proven successful marketing experience from the group.

**Box 7.4: Project Resources for Implementation based on Barry Callebaut and Socodevi’s pilot project**

**Project Resources Need for Implementation**

- **Costs:** The project targeted 13 groups for a total of 580 women. The total cost for the start-up of the groups was USD 15,338, of which Barry Callebaut – Socodevi provided USD 2,855, principally used to purchase agricultural material. Significant emphasis was placed on self-financing, relying on community resources like cocoa cooperatives and the women themselves, to increase the sustainability of the project (Socodevi 2013).

- **Expertise and staff:** The project requires pluri-disciplinary or complementary field staff, conversant in simplified accounting, GAP food crop practices, as well as the facilitation of group processes. Field staff further needs to be able to build a rapport with key players in local target communities, and to have significant gender-sensitive capacity to achieve the project’s gender objectives. Field staff presence needs to be sufficient to supervise all target communities, and to be managed by competent project staff.

- **Timeframe:** From the time the targeted crop is identified, the project activities takes approximately 2 month to implement.

**7.5 Moving Forward: Lessons, learning questions and ideas for pilot activities**

This section presents lessons and additional activities that can be piloted within the project based on Barry Callebaut and Socodevi’s project.

**Key points:**

**Increased food security and income through food crop productivity:**
Lessons

- The pilot showed potential to impact food security, and some positive effects were already seen. The scale of production would need to increase for substantial impact on community-level food security
- The scale of production would also need to increase to yield benefits for individual women, which can hamper the project’s sustainability

Learning questions and suggested pilot activities

- Provide project support to women’s groups as activities scale up
- Consider impact level through scale-up to identify effects on community and household resilience
- Consider flexible, alternative ways to secure land for women’s groups

Gender Relations:

Lessons

- The pilot showed increased valuation for women’s work in the community, and signs of increased self-confidence from women themselves
- Linkages with the cooperative create opportunities to address gender relations

Learning questions and suggested pilot activities

- Create links to gender sensitization activities
- Ensure that women’s integration into the cooperative promotes increased scope for women’s influence and leadership

Lessons on increased production: Food security and Economic potential

Lessons:
Increased production of food crops can help address food insecurity through the consumption of additional nutrient-rich foods, or through the sale of food crops to increase household disposable income for food purchase. To effect changes in food security at the community level, significant production is necessary as part of a longer-term goals. Nevertheless, some changes in food security were already observable in the pilot phase of the project. For instance, one of the women’s groups chose to link up with the local school canteen, and thanks to the group’s production, schoolchildren could receive three instead of two school meals per week.

“Our children sometimes need a lot of courage to go to school. Both parents are away in the fields, and the children don’t have money to buy lunch, so they either go all the way to the field to join their parents and skip school in the afternoon, or they go hungry. By growing food for the school, our group can help with this problem.”

Suggested action:
Moving forward, a larger scale of production can add to these benefits. Where nutritional issues are of particular concern, an explicit focus on the nutritional benefits of crops during the crop selection process can explicitly address this aspect, and can be complemented by trainings focused on nutrition.

Lessons:
As seen in previous sections, increased income, especially for women, can also be a venue through which to increase household well-being. For groups that aim to be largely self-sufficient, deriving profits from their work is a long-term objective, as most of the income has to be reinvested in the first seasons for the group’s activities to be able to continue. The large number of women per group on a relatively small land parcel also reduces the potential gains per individual. Some of the group members saw group work as community service, rather than an activity that could bring individual gain, potentially weakening motivation over time.

“The work that the group does is very good. However, I think I may like to return to cultivating my own parcel, because it is important for me to be able to set some money aside for myself.”

Suggested action:
A gradual scaling up of project activities can address these obstacles by increasing benefits for individual group members. The project can further provide financial or material support to the group and it scales up and increases income to maintain members’ commitment to the group’s activities. Throughout this process, information on the use and control of the income derived from project activities can shed light on any adaptations needed to ensure that increased incomes do indeed translate into increased resiliency—for instance, looking at how increased income is spent, or who controls the income. However, land constraints will likely become a challenge for a significant scale-up of activities, with many cocoa communities already facing significant land pressure. This issue deserves further attention in order to identify creative and flexible solutions to scale-up food crop production activities that can complement methods such as land rental or purchase.

**Lessons on Gender Relations: Women’s Leadership and Valuation of Women’s Work**

*Lessons:*
In promoting linkages between women’s groups and the cooperative, the project creates opportunities to influence gender relations. The women’s group members ultimately aimed to join the cooperative as members and partake in the cooperative governance structure, thus integrating the main agricultural group in the community. Women’s group members saw benefits in financial services and marketing in joining the cooperative, while cooperative members saw benefits in diversifying their activities and increasing the cooperative’s efficiency, as cocoa cooperatives can be inactive for parts of the year. The women’s group’s scale of production again comes into play at this point, with minimum production and income levels required to join the cooperative.

*Suggested action:*
Integrating the group’s activities into mainstream community processes can increase women’s scope of influence, while creating additional opportunities for female leadership in the cooperative structure. Group members indeed reported an ambition to increase their leadership potential in the cooperative structure by leveraging their group. Current members of the cooperative had different visions of how the group could integrate the cooperative, with implications for gender relations. Some cooperative members preferred to integrate group members via parallel governance structures in the cooperative, which could limit women’s scope for leadership, while others preferred to integrate them into mainstream activities. During this phase of the project, a focus on the quality of women’s participation in and influence on cooperative processes could ensure that women’s voices are not being ‘drowned out’, whichever model of integration is adopted. A holistic approach focusing on a scale-up of field activities as well as sensitization, negotiation and dialogue can therefore be valuable, with the recognition that influencing gender relations is a gradual, step-wise process.

*Lessons:*
The collective action process also had positive repercussions on the value attributed to women’s work by the community and by the women themselves in the pilot project; this dynamic can contribute to the process of empowerment through increased self-confidence for women and an improved standing in the community. Many women group members reported an increased regard for their work from their husbands and community members. For many of the cooperative members, much of this regard was tied to economic success. Engaging in income-generating activities can, in and of itself, increase the regard for the work completing by providing a tangible benefit. Women group members, on the other hand, not only valued the group’s economic capacity, but also their contribution to food security in the community through their production. The women spoke of increased self-confidence through their work and new skills, and the positive attention they were receiving. One group came together to request literacy training from the school teacher, demonstrating an increased capacity to negotiate for needed resources and the confidence to do so.

*Suggested action:*

> “Yes, we would like to one day see a woman president of the cooperative. In fact, this is our goal.”

> “At first, many people in the community thought we would fail. Now, they see what we have accomplished, and they think we are brave.”
Moving forward, activities could broaden to value other aspects of women’s work, for example in the domestic sphere, to build on these successes. There could also be specific linkages with gender sensitization activities in the community.

7.6 Resources


Setting up School Gardens
This last section of the toolbox provides practical guidelines for implementation and replication and/or scaling of interventions. The first example concerns a school garden, based on experiences of AgroEco in Ghana. This section will be complemented with other interventions over the coming two years.
Toolbox Gender and Cocoa Livelihoods

Setting up School Gardens
8. Setting up school gardens

8.1 Tool Summary Page

This tool focusses on setting up school gardens related to primary and secondary schools in cocoa growing communities. It addresses malnutrition particularly of schoolchildren, and contributes to experiential learning in primary and secondary schools. This tool should be read in the context of education improvement, cocoa and food production.

When do you use this tool?

- When you want to address malnutrition of children (boys and girls explicitly), and (indirectly) also of parents, teachers and other community members in cocoa growing communities
- When you want to increase awareness on nutrition and its importance
- When you want to improve quality of education and to make it more relevant for the future of young people in cocoa growing communities (both content of education curriculum as well as the methods used)
- When you want to invest in the future generation of cocoa farmers
- When you are able to engage in a longer term community and schooling project
- When you want to engage the private sector in community development and improvement of schools

Steps to use this tool

**Step 1:** Creating commitment and support: Stakeholder mapping and analysis
- Define your stakeholders
- Analyze stakeholders by impact and influence
- Plan stakeholder communications and reporting
- Engage with your stakeholders

**Step 2:** Defining what type of garden will be established

**Step 3:** Garden set up and management
- Garden set up
- Garden management

**Step 4:** Development of a school garden curriculum
- The Curriculum
- Training of teachers
- Gender and teaching

How did this tool come about?

The purpose of the tool is to show what steps are needed to introduce and implement school gardens in cocoa growing communities. This tool is based on experiences of AgroEco/Louis Bolk Institute (LBI) in Ghana where 10 school gardens were set up in cocoa growing districts. The example shows what steps were taken, what challenges they faced and how this model can be replicated in other countries.

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13 This tool is drafted by Boudewijn van Elzakker, AgroEco/LBI.
8.2 Introduction: why school gardens?

**Key points:**
- The main strength of school gardens is that it improves schools and increases school enrollment of children.
- There are potential challenges that threat the sustainability of school gardens. Challenges are often context specific.
- The experiences in Ghana show that the school gardens need to be locally driven, with a key role for a third party that has a long-term commitment in a community. For example a cocoa trader can play potentially an important role in setting up the school gardens, so that its continuation is secured.

**Why this tool?**

There are several reasons why school gardens can be set up as part of a cocoa community development program:

**Improving the nutritional status of children in cocoa growing communities:**
- School gardens can be used to grow vegetables and other nutritious crops, which can be used to prepare lunches for the children in the school. This will address malnutrition and stunting among schoolchildren. According to extensive literature, a better diet improves the learning capability of children.
- Children and parents are both involved in the school garden and learn about food production. The idea is that lessons learnt will be applied at home and that home gardens/kitchen garden are being set up. As this tool will show and explain, making the school garden and the spin off sustainable, is often very context specific. Also the application of this tool, will be in many ways learning by doing.

**Improving school enrollment and quality of education:**
- A good quality lunch provided at schools, increases school enrollment and attendance. The lack of good quality lunches is one of the factors why parents do not send their children to school.
- The learning methods that come with the school gardens, are experience based. It gets the children and teachers out of the class, and creates an experiential learning environment. Children learn, observe and can practice what they learn at the same time. Life skills are an important part of the curriculum, such as working in small groups, taking responsibility for a particular task or part of the garden, etc..

**Making education more useful for the rural population or future farmers:**
- Children learn the very first skills in farming. Teaching about farming is often almost absent in cocoa villages and if taught, very theoretical.
- Children learn about food, nutrition and health in a participatory way (experiential learning).

*In Ghana, the main reason for school gardens was to improve the low quality school lunches that were provided for children.*

*According to experiences in Ghana, parents are enthusiast and apply lessons learnt at home. However, this is not always sustainable. Once water sources are lacking for example, such initiatives stop again.*

*In Ghana, there are examples of NGOs starting a school garden. Once the funding ended the school garden was left abandoned. What also happened is that the inputs for the school garden were used for teachers’ private plots, or the gardens were considered as private property. It even occurred that children were working in the gardens during school hours.*
There are some potential challenges that need to be addressed in the design of the school garden program. One challenge is that the school garden program may not be sustainable. Sustainability requires local commitment, backed up by a third-party with long term commitment in the community. The steps in this tool help to overcome these challenges.

This tool includes experiences with school gardens from Ghana and how was dealt with some of the challenges. The experiences described cannot automatically be applied to any other context. While reading and using this tool, the local situation should be kept in mind at all times.

When to set up school gardens?

Schools are sometimes underfunded, overpopulated and understaffed. There might be a school but no housing for the teachers, meaning teachers arrive Monday afternoon and leave Friday morning. They often leave for a better job, closer to the city, as soon as they get the chance. When there are no lunches provided at the school, or lunches of bad quality, parents can become less motivated to send their children to school.

The quality of education, school enrolment and attendance, are responsibilities of local and national government. When the cocoa industry is interested to work on the improvement of schools in cocoa growing communities setting up school gardens can be a good entry point. The schools will benefit from increased attention from the industry, and industry will likely benefit from the schools and the type of education the students receive. Parents find education important. They will appreciate the cocoa industry’s attention; it will increase their loyalty towards the buyer of the bean.

8.3 Setting up school gardens: a stepwise approach

Key points:
- Besides a key driving force to set up the school garden and to ensure its sustainability, it is important to ensure that different stakeholders in the community know about it, can play a role if they want and can benefit from it.
- Local ownership is key to setting up a school garden, as its success depends on the participation of the communities.
- A clear stakeholder map and analysis, will help to address the obstacles that the set-up of a school garden may face.
- Addressing malnutrition through school gardens.
- Involve parents in garden management and maintenance. When parents are working on both setting up and continuing the gardens, continuity may be guaranteed.

Step 1: Creating commitment: Stakeholder mapping and analysis

In and around the school, many different people play a significant role. The teachers, the parents, local organizations, churches, business and potentially local NGOs often play a role in how schools function and develop. Therefore, before setting up a garden, a careful stakeholder mapping and
In the school gardens of Ghana, the following stakeholders were mapped:

- The teachers
- The director of the school
- The school board
- The parental committees at schools
- The parents of children going to the school
- The children going to school
- The local leaders
- The Licensed Buying Companies
- Non-Governmental Organizations
- Ministry of Agriculture
- Ministry of Health
- Ministry of Education
- The people in the community
- People living around the garden in particular

While the local chief may be very happy with a new initiative coming to the schools in his village, other may not be so happy with new initiatives. Especially efforts from the private sector, in this case cocoa traders, are often seen as a threat. For example a head master may be struggling for years to make ends meet, has been saving money for a while to build a toilet block and may therefore not be very happy with a sponsor coming in loaded with money, to pay for something they have decided they want to do. Money comes with decision making power. To make a program a success, several stakeholders should be on board. It is essential to know what how different groups may likely support or work against new ideas.

A stakeholder mapping and analysis consists of the following phases:

- Define your stakeholders
- Analyse stakeholders by impact and influence: Interview them to find out what roles and responsibilities they have, how they are currently involved in the school and what they think of the new idea
- Plan stakeholder communications and reporting
- Engage with your stakeholders: define what roles they can play and how they can coordinate and collaborate in the project

Identification of stakeholders
A stakeholder is anybody who can affect or is affected by a strategy or project. They can be internal or external to the original idea of the project. Some definitions suggest that stakeholders are those who have the power to impact a project in some way.

Brainstorming is a great way for identifying stakeholders. Sitting together with a group of people who know the context, will help to capture every name, organization or type of stakeholder you can think of. Alternatively you could give everybody a pad of sticky notes and ask them to write each stakeholder on a post it, after 10 - 15 minutes put up the sticky notes on the wall or on flipchart paper.
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The cocoa growing communities in Ghana, where the school garden projects was piloted, are good examples of how different stakeholders do not collaborate. In Ghana it is already something when there is a well-functioning school board. Most schools have no school boards or have boards that never meet. Also, the involvement and communication between parents and the school is most of the times absent. The director of the school is often too busy to be concerned about the day to day lessons and well-being of children, and the local buyers are distrusted.

Stakeholder lists: Generic lists are a good starting point to identify potential stakeholders. Such a stakeholder list suggests generic stakeholders, which can be used to see what stakeholders are relevant for the specific project you are working on.

Stakeholder analysis

A simple way to conduct a stakeholder analysis is to conduct Key Informant Interviews (KKITs) with representatives of the stakeholder groups that have been identified (see also gender-assessment tools). The stakeholder analysis has the aim to find out what role different stakeholders play in the school, whether they are interested in a school garden, what their exact interest in the school is and how influential they are in terms of making the project a success or potentially working against it.

The guiding questions that can be used for stakeholder interviews are:

- What role do they play in relation to the school? What do they think of the school and how the school functions?
- How do they influence now particular aspects of the school, such as allocation of resources, development and implementation of school policies?
- What do they think of a school garden project? Are they interested in it? Would they like to be part of it? And if so how?
- What does each actor think that other actors can do in the school garden project? And why them?
- How are the different actors related to each other? Who do they trust and who do they distrust?

Useful guidelines for doing a stakeholder analysis and conducting stakeholder interviews, are:

1. Getting to know the situation in the school

Before starting a project it is important to know whether the school has a good name, whether the director is willing and able to take up a task like this and whether the board can also support this. It is important to know what the strengths and weaknesses are of the school, and how these are perceived by different actors. Overall questions that need to be answered, through several interviews with different stakeholders, are:

- Who plays a key role in the school? The Director? The Board? The parents?
- What is the influence of the board? And who is in the board of the school?
- How does the school communicate with parents?
- Is there enough equipment available for children such as papers and pens?
- Are teachers able and willing to adopt new teaching methods?
- Who is responsible for the building and its surrounding grounds?

2. Understanding the link between parents and the school

There is often a very weak link between the school and the parents. They rarely visit the school and hardly get feedback from the teachers on how their kids are doing. Things to find out from the parents as well as the teachers and the school board are:

- What mechanisms of information exchange are currently in place?
- What role do parents play in the school now?
- How do they perceive the school? Are they satisfied? Are there things they would like to improve?
The Licensed Buying Companies (LBCs) are in Ghana the economic power houses in the cocoa communities. They are an important money provider in the community and may want to invest in a school garden project. Through this, they can improve the loyalty of their farmers, it can be seen as a type of CSR program for the LBCs.

The Purchasing Clerks (PCs) can have very different attitudes in Ghana. They are usually responsible for getting bags and funds, weighing cocoa beans and paying farmers. In various cocoa sustainability projects they have been charged with new roles, like training farmers or getting involved in the distribution of fertilizers. Their role in the community is slowly changing. The lead farmers or field officers attached to the LBC, could play a role in setting up and maintaining school gardens. In that way, the connection between the school garden and cocoa production becomes strengthened.

What do they think of the idea to set up school gardens, that the school addresses malnutrition, farming?

Are there parents who are interested to become the main point of contact between the parents and the school about the school gardens?

3. Understanding the link between the schools, the parents and the children

The role of children and their willingness to participate in the school gardens is essential for its success. It is therefore also recommended to ask different stakeholders, including children, about what they think about schools, how they think their parents support them, how they feel the teachers are doing etc. Also this information should be checked and validated with what teachers and parents say about this:

- What are reasons that children go to school? What are reasons why children don’t go to school?
- How much time is divided between teaching, singing, playing?
- What do children, teachers and parents think of the facilities in the school (sanitation, books, desks, papers etc.)? In terms of quantity and quality?
- What do children, teachers and parents expect children to learn in school?
- What do children, teachers and parents think of setting up a school garden?

4. Understanding the role of local Leaders

Local leaders often have their own agenda and vision on what should be happening in the communities and the schools. Their support is often essential to make a project a success. Questions that could be posed to them are:

- What do they think of the idea to set up a school garden?
- What do they think of the school and how they function?
- What difficulties do they foresee?
- What influence do they have in the community?
- What role do they think they can play?
- Can they make some extra land available?

5. Understanding the link between private sector and the schools (in case of Ghana: Licensed Buying Companies (LBCs))

Cocoa traders and farmer organizations often play an important role in the cocoa growing communities. As they have access to planting materials and inputs, the role of traders and other private actors can be very important for the sustainability of the garden. The role they play and their opinion on the school gardens is important. Questions that can be posed to them are:

- What role do they play in the community?
- Do they fund specific community projects?
- Is the LBC involved in the school? If so, how?
- What do teachers think of the LBC in the community? Do they trust them?
In Ghana school gardens were set up by the Ghana Organic Agriculture Network in Kumasi. This is a national NGO with a good trainer who was interested to assist the schools in the initial set up but also to guide/support them on a longer term basis.

Existing local NGOs may be willing and able to get into the business of school gardens. For example they may be able to assist with the marketing of excess produce that comes from the garden. In this way the revenues from the sales can go back into the school garden itself. NGOs could also be involved to build the gardens, to train the teachers and to liaise with local leaders and local government.

Both the Ministry of Food and Agriculture as well as the Ministry of Education, have been involved in the school garden projects in Ghana. Extension agents of the Ministry of Food and Agriculture (MOFA) were involved. Extension workers from the ministry were working with the schools to set up the gardens and to teach the teachers on gardening. In the beginning there were some difficulties with extension workers, as they were not used to provide their services for children. They are used to promote agro chemicals, which may not be suitable for children to work with. However, in Ghana there are examples of dedicated extension agents, who were able to adjust to these specific projects.

After the interviews, the findings can be included in a table. Such a table would look like table 8.1.

Table 8.1 An example of table mapping different interests of stakeholder groups

<table>
<thead>
<tr>
<th>Stakeholder group</th>
<th>Impact on (interest in)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Policies in school</td>
</tr>
<tr>
<td></td>
<td>Finance allocation</td>
</tr>
<tr>
<td></td>
<td>Content of lessons</td>
</tr>
<tr>
<td></td>
<td>Schoolgarden</td>
</tr>
<tr>
<td></td>
<td>Etc.</td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
</tr>
<tr>
<td>Etc.</td>
<td></td>
</tr>
</tbody>
</table>

Once you have mapped the interests of your stakeholders you can prioritize them in order of importance. There are many different methodologies available. A common approach is to map the interest and power or influence of each stakeholder group on a quadrant (Bryson, 1995). In a small program, such a quadrant does not need to be developed. It can however structure who to work with and what to do to make the project a success.
In Ghana, making school gardens was linked with the schools being part of the national school feeding program. That program creates school canteens or works with a Caterer Model. These use the vegetables for the school lunches. The Ghana school feeding program promotes to buy food locally, so school gardens fit perfectly.

### Plan and engage

Based on the stakeholder mapping and analysis, define what way different stakeholders can be engaged in the project. Some will be directly involved in setting up the garden. Others are only needed to support the project, to avoid any difficulties and resistance. The financial model is important to look at here as well. Who pays for what and who needs to be on board for what costs? See also the table at the end of this tool: the school garden in a nutshell.

#### Step 2: Defining what type of garden will be established

Depending on the space available and the ambition of the school and its environment, a selection can be made for the type of garden in terms of size and level of effort. Examples of choices are:

- **Small scale kitchen gardening, using for example keyhole gardens.** This means that the garden remains small. The practices in the kitchen garden around the school, can be replicated around the home.
- **Mixed cropping of different vegetables (permaculture) using old car tires.** This allows for learning at different levels about different types of crops.
- **Vegetable production, with raised beds with a particular vegetable each.** This is a more commercially oriented way of managing a school garden. It is more likely that a surplus results from this which can be sold.
Pre-condition for all three options is that the vegetables chosen to grow on the fields, are nutritious crops. For this, lists of nutritious crops can be developed for the particular context, with the assistance of extension agents. The extension agent should come to the school to assess the nutritional value of different types of crop that the school wishes to grow. Based on cropping patterns, seasonality, needed inputs and nutritional value, a cropping scheme can be developed, see example table 8.2.

**Addressing malnutrition through school gardens**

Some reports say that 60% of children in cocoa communities have stunted growth. They eat plenty of carbohydrates but too little animal protein, fruits and vegetables. Through the school gardens, school lunches can be improved in terms of nutritional value. The selection of vegetables to grow in a garden should therefore depend on the nutritional value of it. When practices learned at school are implemented at home, more impact can be expected. Aspects of hygiene, cooking practices and sanitation also determine how much vitamins and minerals are absorbed. This is the reason that the school garden curriculum also includes these types of life skills lessons.

**Table 8.2 Table for developing a cropping scheme**

<table>
<thead>
<tr>
<th>Type of crop/fruit</th>
<th>Nutritional value (vitamins etc.)</th>
<th>When does it grow?</th>
<th>When to yield?</th>
<th>What inputs are needed?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Some points of attention:**

- When good agricultural practices are used, vegetables can be grown without chemical pesticides. It is advised not to use chemicals, for the safety of the children. Both the production and the product itself should be safe. When needed, one can make natural pesticides from botanicals. This would also support cocoa production. The involvement of the teachers and parents is essential. Sometimes teachers run pesticide shops and they use this opportunity to sell their own pesticides in the school garden. Avoidance of the usage of pesticides will avoid this conflict of interest.

- The cropping scheme should take into account the school calendar, such as holidays and other festivities during which yielding is difficult.

**Step 3: Garden Set up and Management**

**Garden set up**

There are several issues that are important to keep in mind when setting up a school garden. The following are examples of what elements should be put in place while setting up a garden:

**Location and size**

- The school garden should ideally be around the school. It is not recommended that children need to walk far to get to the garden. Land is often the main problem for the schools, as land ownership is often complex. Many schools do not have space enough around the schools to establish a garden. This is another reason why contacting local leaders is essential. They may play a key role to dedicate some land around the school for the garden.

- The minimum size for a school garden can be 50 sqm. However up to 1000 sqm would better fit the requirements. The school garden may consist of a few beds where children grow some veggies. It can also become a bit farm like, where all classes regularly do some progressive work and learning.
The place should be slightly sloping, for drainage. There should not be stagnant water after a heavy rain. Evaluating the different sites is an interesting-thought provoking and important exercise.

**Facilities**

- Depending on the size and the location of the garden, there should be some sanitary facilities, such as toilets, places to wash hands and appropriate drainage systems.

- There needs to be water for watering the plants, for washing vegetables, for washing hands after garden work, after toilet use and before eating lunch. Making a borehole can be costly. In Ghana prices range from U$ 3,000 to 7,000, depending on the situation.

- The garden should ideally be fenced off to protect it against animals. Best is a living fence. Contrary to the borehole this is mainly a labor issue and not so much a costs issue. It is something where the parents/family of the kids could greatly contribute too.

**What to grow and how?**

- One can grow vegetables in soil, on raised beds or in keyhole gardens. Constructing these requires some heavy work and is more of a parents’ job. Involving parents is useful because then they learn how to do the same thing at home. Also, in this way, parents become involved in what their children learn. For the decisions on what crops to grow, see previous section on the type of garden.

- In Ghana no guidelines existed for the number of hours that children can spend in the garden and on what tasks. Even though no difficulties came up, clear guidelines on who the garden is for, the number of hours that children can work, and in what tasks, is recommendable. This could be done in collaboration with certifying organizations, that have a lot of experiences developing such guidelines.

- Seed capital is needed to buy a first round of seeds. One should rather opt for open pollinated varieties and go for some seed saving to avoid buying expensive (hybrid) seeds every year. One needs some tools for digging, hoeing, watering, for weeding. Heavy and sharp tools should be avoided.

- Some fruit trees like papaya can be planted in the garden as they do not give too much shade. Other trees (mango or avocado pear) are better planted outside or lining the garden. It is a great exercise for children to plant a tree and see that later many benefit from the fruits.

- The garden needs to be guarded regularly. Best is when there is a ground-keeper. As the garden is a supposed to be an example for children, it needs to be clean. Equipment should be locked up, gate closed, plants watered in the weekend etc.

**Garden Management**

Parents are important to involve in managing and maintaining the garden. In Ghana it appeared that most parents like the idea of school gardens. A number of parents easily volunteered to help the teachers to set up the school garden. The involvement of parents will be good for the sustainability of the gardens. When parents are working on both setting up and continuing the gardens, continuity may be guaranteed.
Due to the involvement of parents in Ghana, both their own experiences and children’s stories, have led to increased kitchen gardening at home. Also, some families started to grow vegetables for the school (with a minimum pay from the school board), others started to sell more on the local market, a few became suppliers of nearby restaurants.

**Activities that parents can be involved in are:**

- Setting up the gardens. This includes very practical work like making the beds or keyhole gardens, or constructing the fence around the garden.

- Growing the vegetables and making sure that they were watered regularly, also outside of school times. As a start, during the first years, a number of parents could be invited to participate in the training for the teachers. When there is an interest, the trainers for the teachers could also provide Farmer Field School classes to parents on a regular basis.

- Teaching new teachers (and other interested people in the community) about vegetable production. Not all parents can do this, but those with knowledge can be asked to do this. In Ghana this has in some instances triggered the emergence of ‘after school garden clubs’ or what some like to call Farmer Field Schools. These clubs can be spontaneous meetings once in a while, or can become more formal and regular. This will not only make the school and its garden popular but it triggers the participants to apply some lessons learnt at home as well.

**Garden maintenance all year round**

In Ghana, parents and neighbours were asked to collaborate in the school gardens. The main aim of having parents and neighbours involved, was to ensure that people would feel responsible for the garden during the holiday season. In Ghana, in most cases there is always a person who maintains the school grounds. In Ghana, this person also maintained the school garden. However, for heavy additional work, such as preparing the land, yielding etc., the help of neighbours and parents is essential.

Neighbors are useful as they can keep an eye on the garden outside school hours. For example goats can enter the garden, or children playing football can destroy the plants. In Ghana it turned out to be relatively easy to find people to volunteer for this. However, it was important to ensure that they also benefit from the garden. Without clear benefits, people were not interested to further assist, when the “newness” is over.

**Step 4: Development of the curriculum**

**The Curriculum**

The curriculum that goes with the school garden, should fit the size, exact purpose and commitment of different stakeholders. In the initial stages, the garden could be used together with existing courses and lessons, such as regular biology class. This could also continue when the school garden lessons start. The school garden lessons focus on:

- Experiential learning (learning by doing and reflecting on that learning)
- Learning on food crop growing
- Learning on what nutritional and health food is

**In Ghana, a manual was made for the school gardens, which includes farming topics, and also life skills. The life cycle of plants is being used in the context of the life skills, i.e. keeping plants free from diseases compared to keeping humans free from diseases, etc. Also a link to nutrition, health and hygiene has been made in the curriculum. Team work in the garden is part of the life skills in the training. The Ghana curriculum is available in English and French. Each lesson or topic contains elements like: the learning required/purpose, the lesson content, the exercise connected with the topic, what critical questions to ask pupils; notes for the teacher. Exercises have elements of preparation, action, observation, memorizing, note keeping and decision making.”
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- Hygiene and food production and preparation
- Life skills such as team work, being responsible for own piece of garden, decision making etc.

The manuals for Ghana can be used to develop manuals in other countries. Please contact the email address in this toolbox to access the manuals.¹⁴

**Training of teachers**

The development of the curriculum requires the commitment of teachers and requires knowledgeable people of both contents and teaching methods. For most teachers, experiential learning will be very different from their traditional ways of teaching. Besides training on content, teachers also need training on different types of facilitation skills.

**Gender and teaching**

On the cocoa farm, tasks are often gendered, this means that both men and women have their own tasks. It is suggested that in the school gardens, no separation of tasks between boys and girls exist. The idea is that they work in small mixed groups and that they experience what they like the most and what they are good at, without looking at whether they are a boy or a girl. That means that they plan together, that the work is equally distributed and that they reap the benefits together when they are able to sell their crops. Working in small teams is at the same time an important exercise to experience different roles in the team, such as being the group leader, record keeper, money keeper etc.

According to the experiences in Ghana, it depends on the teacher whether it’s possible to avoid clear division of roles based on gender. It depends also on the way students interact and what type of group children form together. Emphasising gender equality in the guidance of the children, management and in the curriculum is important.

**8.4 School Garden model in a nutshell**

**Practical summary of the school garden**

The next table gives a practical summery of the school garden.

*Table 8.3 School garden in a nutshell*

<table>
<thead>
<tr>
<th>Costs/efforts to set up garden</th>
<th>Who involved/responsible</th>
<th>What’s needed to do so</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>Local authorities ideally provide land from the community which can be used by the schools for free</td>
<td>Meetings with local authorities to select a piece of land and to define the terms of rental</td>
</tr>
<tr>
<td>Setting up and maintaining the garden (besides the school and the children)</td>
<td>Parents and parental committees</td>
<td>Create commitment among parents and create learning opportunities for them as well to benefit from the garden</td>
</tr>
<tr>
<td></td>
<td>Neighbors of the school garden: Create commitment so they can watch the garden after school hours</td>
<td>Ensure they benefit from the garden</td>
</tr>
<tr>
<td>Equipment/tools</td>
<td>Schools buy this from the revenues from sales. If not enough this can be bought by</td>
<td></td>
</tr>
</tbody>
</table>

¹⁴ Boudewijn van Elzakker: B.vanElzakker@louisbolk.org
the school board or it can be donated by an LBC

<table>
<thead>
<tr>
<th>Seeds</th>
<th>Local Seed providers could provide this for free, as part of their CSR program (see the garden as a demo site). In Ghana these are the LBCs</th>
<th>Create linkages with seeds and other input suppliers. In other countries cooperatives could play a role in this.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Packaging materials</td>
<td>Schools buy this from the revenues from sales. If not enough this can be bought by the school board or grants from parents</td>
<td>A third party such as cocoa traders and/or LBC (Ghana case) should be on board</td>
</tr>
<tr>
<td>Sustainability of the garden</td>
<td>Conduct a proper stakeholder analysis to ensure that the right stakeholders are on board to support the garden, also in the long term</td>
<td></td>
</tr>
</tbody>
</table>

**Example for the budget**

The below budget comes from the program in Ghana. It consists of 10 school gardens in one cocoa district and concerns a three year project. This project was implemented by an international NGO, a local NGO and the Ministry of Agriculture.

The main costs are for curriculum development and training of the teachers. In most cases, teachers will have little knowledge of vegetable growing. Training is therefore essential. The training in Ghana was done in 6 group sessions during the first year, for 2 teachers per school in the program. The second year two more sessions were organized.

The start-up investments are relatively high. The garden needs to be set up which costs money and time.

Exchange visits have been organized to learn from each other. These visits have proved to be very effective.

The below budget provides the costs in Ghana for the above activities. The budget per school garden is approximately 12,600 USD.

**Table 8.4. Example of budget for setting up a school garden (10 schools)**

<table>
<thead>
<tr>
<th>USD</th>
<th>yr1</th>
<th>yr2</th>
<th>yr3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum/Group work</td>
<td>19,310</td>
<td>11,625</td>
<td>6,000</td>
<td></td>
</tr>
<tr>
<td>Training visits</td>
<td>8,960</td>
<td>12,960</td>
<td>6,000</td>
<td></td>
</tr>
<tr>
<td>Investment/Materials</td>
<td>10,150</td>
<td>10,150</td>
<td>1,000</td>
<td></td>
</tr>
<tr>
<td>Coordination/ M&amp;E</td>
<td>13,360</td>
<td>10,210</td>
<td>10,210</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>2,589</td>
<td>2,247</td>
<td>1,161</td>
<td></td>
</tr>
<tr>
<td></td>
<td>54,369</td>
<td>47,192</td>
<td>24,371</td>
<td>125,932</td>
</tr>
</tbody>
</table>

The maintenance of the school garden is paid from the sales of vegetables to the school canteen or to food vendors. Continued support and involvement from cocoa buyers, would still be needed in the Ghana case. This could also be done by local NGOs. This depends on the situation.
Any other project working on school gardens can access the existing curriculum. Also the trainers could now use their expertise to expand the school garden project. This means that the start-up costs will be the main investment for new projects.

Capacities needed

The different steps in setting up a school garden requires not only certain skills, but also legitimacy to act and commitment of key stakeholders.

Table 8.5 Capacities needed for setting up a school garden

<table>
<thead>
<tr>
<th>Capacities needed</th>
<th>Suggested way of addressing this</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stakeholder interview skills</strong></td>
<td>A local partner organization would be best positioned to conduct these types of interviews</td>
</tr>
<tr>
<td><strong>Stakeholder analysis skills</strong></td>
<td>A local partner organization would be best to conduct the first type of analysis which can then be discussed with the company</td>
</tr>
<tr>
<td><strong>Capacity to translate findings from interviews into concrete actions</strong></td>
<td>Another third party with experience in school gardens could be asked to work on this.</td>
</tr>
<tr>
<td><strong>Legitimacy of the company to work directly with the school</strong></td>
<td>Company needs to be aware whether the school is accepting studies and willing to do something with the results</td>
</tr>
<tr>
<td><strong>Commitment from teachers and director</strong></td>
<td>Creating the right incentives, especially in the long term</td>
</tr>
</tbody>
</table>

8.5 Resources


Centre for Ecoliteracy (2007). *Getting started; a guide for creating school gardens as outdoor class rooms*

FAO (2004). *School gardens concept note; Improving child nutrition and education through the promotion of school garden programmes.*

FAO (2005). *Setting up and running a school garden; a manual for teachers, parents and communities.*


Appendixes

Appendix 3.1 Gender Self-Assessment Framework
Appendix 3.2 Gender Self-Assessment Questionnaire
Appendix 3.3 Focus Group Discussion Guide
Appendix 3.4 Sample Spreadsheet for Questionnaire Data Analysis
Appendix 3.5 Template for Gender Workplan

Appendix 4.1 The Gender and Rights Framework
Appendix 4.2 Data Collection tools
Appendix 4.3 Example checklists used in SAGE²S for data collection
Appendix 4.4 Questions guiding field work in SAGE²S

Appendix 5.1 Suggested indicator for gender-sensitive indicators
Appendix 5.2 Gender-sensitive logframe

Appendix 6.1 Outcomes of cooperative assessment
Appendix 6.2 Framework for assessment and fieldwork
# Appendix 3.1: Gender Self-Assessment Framework

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Indicator</th>
<th>Rationale</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Component 1: Organizational Structure for Gender Equality</strong></td>
<td>1.1. Gender guidelines and/or organizational policy with gender considerations in place</td>
<td>Provides clear directions for working in a gender sensitive area</td>
<td>Gender strategy or organizational policy document</td>
</tr>
<tr>
<td></td>
<td>1.2. Policy and guidelines detail objectives for different dimensions of gender equality, including outreach, participation, and empowerment are in place</td>
<td>Organizational framework is comprehensive and inclusive to impact gender equality</td>
<td>Gender strategy or organizational policy document</td>
</tr>
<tr>
<td></td>
<td>1.3. Tools and methods for gender sensitive work are in place</td>
<td>Gives clear directions for the use of gender sensitive approaches on the ground</td>
<td>Gender-related training curricula or best practice documents that include gender considerations</td>
</tr>
<tr>
<td></td>
<td>1.4. Staff at all levels is aware of policies and guidelines, as well as the tools and methods in place for gender sensitive work</td>
<td>Ensures that policies and guidelines can be taken into account in organizational activities</td>
<td>Questionnaire</td>
</tr>
<tr>
<td>2. Organizational Structure Facilitates Gender Capacity Development</td>
<td>2.1. Separate gender planning unit/gender point person exists</td>
<td>Distinct unit can serve as focal point for gender considerations</td>
<td>Organization chart</td>
</tr>
<tr>
<td></td>
<td>2.2. If relevant: the role of the gender unit/point person is relevant and effective</td>
<td></td>
<td>Gender unit mandate</td>
</tr>
<tr>
<td></td>
<td>2.3. All organizational units and departments share responsibility for the implementation of gender equality initiatives</td>
<td>Mobilization at all organizational levels is necessary for the effective adoption of gender strategies</td>
<td>Questionnaire</td>
</tr>
<tr>
<td>3. Organizational Functions Support Gender</td>
<td>3.1. Sufficient financial resources are available for gender activities</td>
<td>Provides resources for gender sensitive approaches</td>
<td>Financial planning documents</td>
</tr>
<tr>
<td>Assessment Area</td>
<td>Indicator</td>
<td>Rationale</td>
<td>Data Source</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Sensitive Programs</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Component 2: Program Mainstreaming for Gender Equality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Organizational Systems Promote Gender Mainstreaming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1. Gender mainstreaming is mandated in program design</td>
<td>Ensures that gender considerations are woven into the structure of program activities</td>
<td>Gender strategy or organizational policy document Questionnaire</td>
<td></td>
</tr>
<tr>
<td>1.2. Women farmers defined as a clientele group in programmatic activities</td>
<td>Provides rationale and awareness to target women on the ground</td>
<td>Gender strategy document or program documents</td>
<td></td>
</tr>
<tr>
<td>2. Gender is prioritized in organizational programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1. Sufficient importance, time and resources are given to gender issues for the successful implementation of gender-sensitive initiatives</td>
<td>Gender is considered an organizational priority for effective mainstreaming</td>
<td>Questionnaire</td>
<td></td>
</tr>
<tr>
<td>2.2. Staff at all levels consider gender to be important</td>
<td></td>
<td></td>
<td>Questionnaire</td>
</tr>
<tr>
<td>3. Program design is gender sensitive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1. A needs assessment that includes a gender analysis of community roles and responsibilities has been conducted for one or more programs in a participatory way</td>
<td>A needs assessment can outline gender dynamics to inform appropriate gender-sensitive responses</td>
<td>Assessment report Questionnaire</td>
<td></td>
</tr>
<tr>
<td>3.2. Program design takes men and women’s different needs into account in a participatory way</td>
<td>Effectively addressing gender equality in the field when not considered in program design is extremely challenging</td>
<td>Gender strategy document Questionnaire Gender strategy document Questionnaire</td>
<td></td>
</tr>
<tr>
<td>3.3. Each program has gender-specific objectives/considerations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4. Programmatic activities address women’s empowerment for gender equality</td>
<td>Activities are designed to benefit, not just include women</td>
<td>Gender strategy document Program documents</td>
<td></td>
</tr>
<tr>
<td>4. Field activities are implemented in a gender-sensitive way</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1. If applicable: relevant tools on gender (best practices, etc) are consistently applied in the field</td>
<td>Gender considerations are put into practice in the field</td>
<td>Questionnaire</td>
<td></td>
</tr>
<tr>
<td>4.2. Female field staff particularly targets female beneficiaries</td>
<td>Women are often more effective at reaching other women and engaging them in field activities</td>
<td>Questionnaire</td>
<td></td>
</tr>
<tr>
<td>Assessment Area</td>
<td>Indicator</td>
<td>Rationale</td>
<td>Data Source</td>
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</tr>
<tr>
<td>4.3. Performance incentives for extension agents are client-oriented</td>
<td>Incentives for extension agents to perform beyond numerical quotas improves service delivery to recognize women’s varied needs</td>
<td>Staff performance review templates</td>
<td></td>
</tr>
</tbody>
</table>

**Component 3: Monitoring and Evaluation for Gender Equality**

1. **M&E Operations are gender-sensitive**
   - 1.1. M&E systems are functional and producing regular output | Robust M&E systems are a pre-requisite for effective gender-sensitive monitoring | Program reports |
   - 1.2. Data outputs are sex-disaggregated for all program components | Data can be analyzed with a gender lens | Program reports, Questionnaire |
   - 1.3. Sex-disaggregated data is used for quality gender analyses and refine program strategies | Gender analysis lens is applied in an effective way | Program reports, Questionnaire |
   - 1.4. Monitoring and evaluation strategies differentiate impacts on men and women | Research approach is adapted to monitor and evaluate gendered needs | Questionnaire |

**Component 4: Communication and Research for Gender Equality**

1. **Intra-Organizational Systems Encourage Gender Learning**
   - 1.1. Regular reviews and updates are made to gender strategies and other relevant documents | Supports relevant programming and management based on field experience | Gender strategy or organizational policy document |
   - 1.2. Lessons learned from field activities are used to refine the design and implementation of program activities | Field-based experience supports organizational learning process | Program documents, Questionnaire |
   - 1.3. If relevant: quality and frequency of staff’s contact with gender unit or focal person is sufficient to support gender initiatives | Communication ensures that gender strategies can be effectively implemented and monitored | Questionnaire |

2. **Partnerships for Learning are in place**
   - 2.1. Collaboration platforms for gender-related learnings are in place within the organization | Collaborative work allows for learning opportunities from varied experiences and research | Questionnaire |
   - 2.2. Collaborations with other organizations for gender learning and capacity development are in place, particularly with women’s rights organizations | Collaborative work allows for capacity building in gender and partnerships enhance effectiveness of gender strategy | Questionnaire |

**Component 5: Human Resources for Gender Equality**

1. **Female staff presence— including field extension staff—enables**
   - 1.1. Gender balance across all organizational areas, particularly field staff | Gives a diversity of perspectives, and facilitates the design and implementation of gender-sensitive initiatives | Organizational reports, Questionnaire |
<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Indicator</th>
<th>Rationale</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>gender-sensitive responses</em></td>
<td>1.2. Human resources consider staff gender balance and gender knowledge needs in hiring policy</td>
<td>Mechanisms in place to increase staff’s gender capacity</td>
<td>Questionnaire</td>
</tr>
<tr>
<td>2. <em>Staff has adequate knowledge on gender issues</em></td>
<td>2.1. Staff receives training on gender topics related to their area of operation</td>
<td>Ensures knowledge and capacity for program design and field-level implementation</td>
<td>Questionnaire</td>
</tr>
<tr>
<td></td>
<td>2.2. Staff has sufficient knowledge on relevant gender issues</td>
<td></td>
<td>Questionnaire</td>
</tr>
<tr>
<td></td>
<td>2.3. Field staff has sufficient knowledge on extension topics of interest to women</td>
<td></td>
<td>Questionnaire</td>
</tr>
<tr>
<td></td>
<td>2.4. One or several staff has particular expertise on gender issues</td>
<td></td>
<td>Questionnaire</td>
</tr>
</tbody>
</table>
## Appendix 3.2: Gender Self-Assessment Questionnaire

*Questionnaire adapted from Harvey (2010)*

### About You

1. Are you male or female?  
   - [ ] male  
   - [ ] female

2. Where is your base of work located?  
   - [ ] at central office  
   - [ ] at a field office  
   - [ ] field

3. What is your position in your organization?  
   - [ ] senior management team  
   - [ ] program staff  
   - [ ] administrative staff  
   - [ ] technical staff  
   - [ ] field staff  
   - [ ] other, please specify:

Please answer the following questions by checking the appropriate box. If you’re unsure, check ‘do not know’.

### Organizational Structure

1. I am aware of my organization’s policies, as well as the tools and methods in place for gender sensitive work  
   - [ ] strongly agree  
   - [ ] agree  
   - [ ] no opinion  
   - [ ] disagree  
   - [ ] strongly disagree  
   - [ ] do not know/not applicable

2. My organization’s gender unit or gender point person has a role and mandate that I feel is adequate to my organization’s needs (in terms of support, advice, setting priorities, etc.)  
   - [ ] to the fullest extent  
   - [ ] to a great extent  
   - [ ] to a moderate extent  
   - [ ] to a limited extent  
   - [ ] not at all  
   - [ ] do not know/not applicable

3. My organizational unit/department has a share of responsibility in the implementation of gender equality initiatives  
   - [ ] to the fullest extent  
   - [ ] to a great extent  
   - [ ] to a moderate extent  
   - [ ] to a limited extent  
   - [ ] not at all  
   - [ ] do not know/not applicable

### Program Mainstreaming

1. Gender mainstreaming is mandated in the design of programs/projects I work on.  
   - [ ] to the fullest extent  
   - [ ] to a great extent  
   - [ ] to a moderate extent  
   - [ ] to a limited extent  
   - [ ] not at all  
   - [ ] do not know/not applicable

2. My organizational unit/department allocates sufficient importance, time and resources to gender issues for these to be addressed as outlined in program objectives  
   - [ ] strongly agree  
   - [ ] agree  
   - [ ] no opinion  
   - [ ] disagree  
   - [ ] strongly disagree  
   - [ ] do not know/not applicable
3. I observe that staff at all organizational levels considers gender to be important
[ ] strongly agree
[ ] agree
[ ] no opinion
[ ] disagree
[ ] strongly disagree
[ ] do not know/not applicable

4. A needs assessment including gender considerations has been conducted in a participatory way for the programs/projects I work on
[ ] strongly agree
[ ] agree
[ ] no opinion
[ ] disagree
[ ] strongly disagree
[ ] do not know/not applicable

5. The projects/programs I work with take men and women’s different needs into account in a participatory way
[ ] to the fullest extent
[ ] to a great extent
[ ] to a moderate extent
[ ] to a limited extent
[ ] not at all
[ ] do not know/not applicable

6. The projects/programs I work with include gender-specific objectives or considerations
[ ] strongly agree
[ ] agree
[ ] no opinion
[ ] disagree
[ ] strongly disagree
[ ] do not know/not applicable

7. If tools pertaining to gender are used the programs/projects I work with (i.e. best practices, etc.), they are applied in the field
[ ] frequently
[ ] regularly
[ ] occasionally
[ ] seldom
[ ] never
[ ] do not know/not applicable

8. In the field activities pertaining to the programs/projects I work with, female field staff are instructed to particularly target female beneficiaries
[ ] strongly agree
[ ] agree
[ ] no opinion
[ ] disagree
[ ] strongly disagree
[ ] do not know/not applicable

Monitoring and Evaluation

1. My organization’s programs/projects collect gender disaggregated data in the following areas:

   Income
   [ ] Yes [ ] No [ ] Do not know/Not applicable

   Access to resources (fertilizer, planting material, etc.)
   [ ] Yes [ ] No [ ] Do not know/Not applicable

   Access to training
   [ ] Yes [ ] No [ ] Do not know/Not applicable

   Participation in decision-making
   [ ] Yes [ ] No [ ] Do not know/Not applicable

   Control over resources
   [ ] Yes [ ] No [ ] Do not know/Not applicable

   Beneficiary perception of project
   [ ] Yes [ ] No [ ] Do not know/Not applicable

2. Is gender-disaggregated data used to conduct gender analyses and refine program strategies?
   [ ] to the fullest extent

3. Is the gender impact of projects/programs evaluated for both men and women, with consideration for their different roles and responsibilities?
The Gender Capacity Self-Assessment Tool

Communication and Research

1. Lessons learned from field activities are used to improve program strategies, including for gender
   [ ] to the fullest extent
   [ ] to a great extent
   [ ] to a moderate extent
   [ ] to a limited extent
   [ ] not at all
   [ ] do not know/not applicable

2. I am in contact with the gender focal point/gender department
   [ ] frequently
   [ ] regularly
   [ ] occasionally
   [ ] seldom
   [ ] never
   [ ] do not know/not applicable

3. In my work, I am in contact with staff or departments within my program/organization to improve gender learning opportunities by sharing experiences
   [ ] frequently
   [ ] regularly
   [ ] occasionally
   [ ] seldom
   [ ] never
   [ ] do not know/not applicable

4. In my work, I collaborate with other organizations to share learnings on gender and other topics for capacity development, including women’s rights organizations
   [ ] frequently
   [ ] regularly
   [ ] occasionally
   [ ] seldom
   [ ] never
   [ ] do not know/not applicable

Human Resources

1. Gender parity in staff has been achieved in my organizational area
   [ ] strongly agree
   [ ] agree
   [ ] no opinion
   [ ] disagree
   [ ] strongly disagree
   [ ] do not know/not applicable

2. Gender considerations, including gender balance or gender expertise/experience, are included in the recruitment policy in my organizational area
   [ ] to the fullest extent
   [ ] to a great extent
   [ ] to a moderate extent
   [ ] to a limited extent
   [ ] not at all
   [ ] do not know/not applicable

3. Myself or other staff in my organizational area have received training on gender topics, such as sensitization or gender-sensitive extension
   [ ] to the fullest extent
   [ ] to a great extent
   [ ] to a moderate extent
   [ ] to a limited extent
   [ ] not at all
   [ ] do not know/not applicable

4. Myself and/or other staff in my organizational area have knowledge and skills that allow us to work effectively on gender issues
   [ ] to the fullest extent
   [ ] to a great extent
   [ ] to a moderate extent
   [ ] to a limited extent
   [ ] not at all
   [ ] do not know/not applicable

5. Myself and/or other staff in my organizational area have knowledge and

6. In my organizational area, one or several staff has particular expertise on
<table>
<thead>
<tr>
<th>skills that allow us to address topics of particular interest to women in extension</th>
<th>gender issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>work, such as food crop production</td>
<td>[ ] to the fullest extent</td>
</tr>
<tr>
<td>[ ] to the fullest extent</td>
<td>[ ] to a great extent</td>
</tr>
<tr>
<td>[ ] to a great extent</td>
<td>[ ] to a moderate extent</td>
</tr>
<tr>
<td>[ ] to a moderate extent</td>
<td>[ ] to a limited extent</td>
</tr>
<tr>
<td>[ ] to a limited extent</td>
<td>[ ] not at all</td>
</tr>
<tr>
<td>[ ] not at all</td>
<td>[ ] do not know/not applicable</td>
</tr>
</tbody>
</table>

Please note any other comments on gender in your organization:
Appendix 3.3: Focus Group Discussion Guide

1. Introductions of participants and facilitators

2. Review of gender self-assessment: aims, objectives and procedures

3. Introduction to the focus group discussion:
   - Everyone should participate and have a voice in the discussion
   - Participants should feel free to share their opinions; these don’t need to be in line with other people’s, and will not be used to place judgment
   - Results will be anonymized, and participants should refrain from sharing discussion points with others outside of the focus group discussion

4. Share preliminary results from the self-assessment questionnaire

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Summary results to Share</th>
</tr>
</thead>
</table>
| Organizational Structure | o Are organizational structures in place to support gender equality objectives and initiatives?  
                                 o Do all units feel concerned by the implementation of gender initiatives? |
| Program Mainstreaming    | o Is gender considered in organizational programs? If so, to what extent?               
                                 o Is gender considered important by all members of the organization?               
                                 o Are women and men’s needs assessed and considered in a participatory way? What is the depth and scope for consideration of women’s needs? 
                                 o Is program implementation done in a gender sensitive way (gender-related tools are consistently applied in the field, women are effectively targeted)? |
| Monitoring and Evaluation| o Is M&E data sex-disaggregated in all areas?                                             
                                 o Is M&E and evaluation data used to advance gender equality in organizational activities? |
| Communication and Research| o Is internal communication to learn from programmatic activities on gender effective?  
                                 o Is internal communication to build gender capacity effective?                   
                                 o Are partnerships with other organizations, including women’s rights organization, in place? |
| Human Resources          | o Is female staff presence adequate across organizational areas? Is gender parity achieved? 
                                 o Are trainings on gender-related topics conducted?                               
                                 o Does staff have substantial knowledge on gender issues? If so, which staff?         |

5. Engage focus group participants in a discussion on the results, steering the discussion as you think is necessary towards topics of interest.

Suggested prompt questions:

- Do you mainly agree with [use specific results from the questionnaire]? Why/why not?
- In your experience have you found [use specific result] to hold true?
- Do you think different people in the organization have different experiences? Why/why not?
The questionnaire showed us that [use a pattern in results; for example: management staff thinks that are sufficient female field agents, but field agents do not think so]. Why do you think that is?

What do you see as your main difficulties in promoting gender equality in your work? How do you think the organization could better help you respond to these?
## Appendix 3.4: Sample Spreadsheet for Questionnaire Data Analysis

<table>
<thead>
<tr>
<th>Sex</th>
<th>Work Location</th>
<th>Position</th>
<th>Personal Data</th>
<th>Organization Systems</th>
<th>Organizational Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Field</td>
<td>Field</td>
<td>I am aware of my organization’s policies, as well as the tools and methods in place for gender sensitive work</td>
<td>My organization’s gender unit or gender point person has a role and mandate that I feel is adequate to my organization’s needs</td>
<td>My organizational unit/department has a share of responsibility in the implementation of gender equality initiatives</td>
</tr>
<tr>
<td>F</td>
<td>Local</td>
<td>Program</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>F</td>
<td>Headquarters</td>
<td>Management</td>
<td>2</td>
<td>X</td>
<td>3</td>
</tr>
<tr>
<td>M</td>
<td>Field</td>
<td>Field</td>
<td>3</td>
<td>X</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Respondent 1</th>
<th>Respondent 2</th>
<th>Respondent 3</th>
<th>Respondent 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Sex</td>
<td>Sex</td>
<td>Sex</td>
</tr>
<tr>
<td>F</td>
<td>F</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>Work Location</td>
<td>Work Location</td>
<td>Work Location</td>
<td>Work Location</td>
</tr>
<tr>
<td>Field</td>
<td>Local</td>
<td>Headquarters</td>
<td>Field</td>
</tr>
<tr>
<td>Position</td>
<td>Position</td>
<td>Position</td>
<td>Position</td>
</tr>
<tr>
<td>Field</td>
<td>Program</td>
<td>Management</td>
<td>Field</td>
</tr>
</tbody>
</table>

**Average Score**: 2.25, 3.5, 2.75

**Category Score**: 2.83
Program Mainstreaming

<table>
<thead>
<tr>
<th></th>
<th>Respondent 1</th>
<th>Respondent 2</th>
<th>Respondent 3</th>
<th>Respondent 4</th>
<th>Average Score</th>
<th>Category Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender mainstreaming is</td>
<td>4</td>
<td>4</td>
<td>X</td>
<td>4</td>
<td>4</td>
<td>2.75</td>
</tr>
<tr>
<td>mandated in the design of</td>
<td></td>
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<td></td>
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<tr>
<td>programs/projects I work on.</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>My organizational unit/</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>department allocates</td>
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<tr>
<td>sufficient importance, time</td>
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<tr>
<td>and resources to gender</td>
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<tr>
<td>issues for these to be</td>
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<tr>
<td>addressed as outlined in</td>
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<tr>
<td>program objectives</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I observe that staff at all</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>organizational levels</td>
<td></td>
<td></td>
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<tr>
<td>considers gender to be</td>
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<td>important</td>
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<tr>
<td>A needs assessment</td>
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<tr>
<td>including gender considerations has been conducted in a participatory way for the programs/projects I work on</td>
<td>0</td>
<td>0</td>
<td>X</td>
<td>2</td>
<td>2.5</td>
<td>3.5</td>
</tr>
<tr>
<td>The projects/programs I work with take men and women's different needs into account in a participatory way</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>3.5</td>
<td>2.67</td>
</tr>
<tr>
<td>The projects/programs I work with include gender-specific objectives or considerations</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>X</td>
<td>2.67</td>
<td>2.30</td>
</tr>
<tr>
<td>If tools pertaining to gender are used the programs/projects I work with (i.e. best practices, etc.), they are applied in the field</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>X</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>In the field activities pertaining to the programs/projects I work with, female field staff are instructed to particularly target female beneficiaries</td>
<td>0</td>
<td>0</td>
<td>X</td>
<td>2</td>
<td>0</td>
<td>2.30</td>
</tr>
</tbody>
</table>
## Monitoring and Evaluation

<table>
<thead>
<tr>
<th></th>
<th>My organization’s programs/projects collect gender disaggregated data on income</th>
<th>My organization’s programs/projects collect gender disaggregated data on access to resources</th>
<th>My organization’s programs/projects collect gender disaggregated data on access to training</th>
<th>My organization’s programs/projects collect gender disaggregated data on decision-making</th>
<th>My organization’s programs/projects collect gender disaggregated data on control over resources</th>
<th>My organization’s programs/projects collect gender disaggregated data on beneficiary perceptions</th>
<th>Gender-disaggregated data is used to conduct gender analyses and refine program strategies</th>
<th>The gender impact of projects/programs is evaluated for both men and women, with consideration for their different roles and responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent 1</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td>4</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Respondent 2</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Respondent 3</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Respondent 4</td>
<td>X</td>
<td>0</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td>3</td>
<td>3</td>
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</table>

**Average Score**

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<tbody>
<tr>
<td></td>
<td>4</td>
<td>2.67</td>
<td>X</td>
</tr>
</tbody>
</table>

**Category Score**

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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3.67</td>
<td>3</td>
</tr>
</tbody>
</table>

## Research and Communication

<table>
<thead>
<tr>
<th></th>
<th>Lessons learned from field activities are used to improve program strategies, including for gender</th>
<th>I am in contact with the gender focal point/gender department</th>
<th>In my work, I am in contact with staff or departments within my program/organization to improve gender learning opportunities by sharing experiences</th>
<th>In my work, I collaborate with other organizations to share learnings on gender and other topics for capacity development, including women’s rights organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent 1</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respondent 2</td>
<td>2</td>
<td>X</td>
<td>2</td>
<td>0</td>
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<tr>
<td>Respondent 3</td>
<td>2</td>
<td>X</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Respondent 4</td>
<td>X</td>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

**Etc**
<table>
<thead>
<tr>
<th></th>
<th>Average Score</th>
<th>Category Score</th>
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<tbody>
<tr>
<td></td>
<td>2</td>
<td>1.5</td>
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<td></td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

| Category Score | 1.63          |

**Human Resources**

<table>
<thead>
<tr>
<th>Respondent 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>3</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent 2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>X</td>
<td>0</td>
</tr>
<tr>
<td>Respondent 3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>X</td>
<td>0</td>
</tr>
<tr>
<td>Respondent 4</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Etc</td>
<td></td>
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</tr>
</tbody>
</table>

| Average Score | 1 | 1.75 | 2.5 | 2 | 3 | 2 |
| Category Score |   | 2.04 |     |   |   |   |
### Gender Action Plan for...

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time frame</th>
<th>Where</th>
<th>Responsible Party</th>
<th>Others Involved</th>
<th>Resources Required</th>
</tr>
</thead>
</table>
| [Example] Build field staff’s gender-sensitive outreach capacity | November 2014 - April 2015 | Côte d’Ivoire Field Office | Sustainability Director | Field Staff WCF KIT | ✓ Training resources  
✓ Staff time |
| [Example] Launch gender-focused food crop initiative | 2014- 2016 | Côte d’Ivoire Field Office | Field coordinator | Sustainability Director Field Staff WCF | ✓ Financial resources for food crop promotion  
✓ Expertise on food crop production  
✓ Knowledge of gender-sensitive field work  
✓ Training Resources  
✓ Staff time |
Appendix 4

Gendered Situational Analysis Tool
## Appendix 4.1: The Gender and Rights Framework

A Gender and Rights Framework developed by KIT has served as a conceptual basis for bringing in a gender focus in the SAGE²S situational analysis. This framework is combining rights based approaches and gender. In the context of education, the access to education is considered a basic human right. This approach allows for conducting a situational analysis both from the perspective of children (how do they experience going to school, have they learnt that going to school is good? How forthcoming are they to demand to go to school?) as well as from the perspective of those actors who are supposed to ensure that children can go to school, and why they are not always fulfilling their role. These actors can be schools, parents, care takers etc.

### Girls and women’s access to and completion of primary school, vocational training and work opportunities

<table>
<thead>
<tr>
<th>Issues related to resource distribution</th>
<th>Issues related to attitudes and recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender division of labour/roles</td>
<td>Attitude of teachers, parents, opinion leaders etc</td>
</tr>
<tr>
<td>Access and control over resources</td>
<td>Empowerment (related to agency)</td>
</tr>
<tr>
<td>Roles in household and agricultural work</td>
<td>Attitudes towards schooling of girls</td>
</tr>
<tr>
<td>Roles in non-agricultural work</td>
<td>Early marriage of girls</td>
</tr>
<tr>
<td>Assignment of roles at school</td>
<td>Gender based violence in schools</td>
</tr>
<tr>
<td>Gendered jobs and tasks</td>
<td>Attitudes towards girls/women in business</td>
</tr>
<tr>
<td></td>
<td>Attitudes towards different kinds of work (e.g. agriculture).</td>
</tr>
</tbody>
</table>

Influence from social and other institutions: household, community, schools, religion, extension services, NGOs, customary law, legal and policy frameworks and other forms of governance.

(KIT, 2013)
Appendix 4.2: Data Collection tools

Tool - Social mapping

Introduction
The social map will focus on socio economic conditions of different actors in the community, their relationship and the link to access to education. This map will be developed in collaboration with community members.

This method concentrates on a relative ranking of people’s socio-economic conditions, rather than making an absolute assessment. From an M&E perspective, this method can help assess which households are benefiting from the project and whether these belong to the intended target group. It can also be used as a means to track changes over time in a particular community.

Objectives of the social map
- To understand the social structures in which families (girls and boys) operate in relation to poverty, ethnicity, religion, caste and how this affects access and completion of education (or other issues you might focus your research on)
- To identify where households are located in the community in relation to their wellbeing, social differentiation and social organisation.
- To identify the households where researchers can conduct surveys or in depth interviews for more information

Roles and Responsibilities for the implementing team
There are two roles to play for the team that will conduct the social mapping: The role of facilitator and the role of note taker.

The facilitator is the man or woman who facilitates the drawing of the map. The activities he/she conducts are:
- Introduces the tool to the group
- Facilitating the event
- Finding ways of integrating dominant and quiet people and makes sure that all group members are able to express their opinions (take into account gender)
- Making sure that the group keeps to the topic but is also flexible in handling additional important information
- Taking care of time management
- Supporting the note-taker in gathering all relevant information and assists him in filling the documentation sheet after the group work has finished

One person from the team is the note-taker who writes down all important information and relevant observations. The activities he/she conducts are:
- Brings along material to draw the map including white A4 paper - the documentation sheet
- Observes the event from the background
- Writes down all important information according to the checklist
- Notes who is talking. Is there an equal participation of all or do some people dominate the process? Do women talk?
- Supports the facilitator directly by asking questions, if the situation requires it.
- Sits together with the facilitator and discusses the notes while filling the documentation sheet after the end of the event.

If time and resources allows this, a third person could be added to the team to be the observer. The observer also takes notes but especially on what he/she observes during the process.

Selection of the participants for the mapping

15 Based on: http://www.fao.org/docrep/005/y4094e/y4094e05.htm
The participants for the mapping exercise will be selected by the organisations involved based on prior understanding of the community. Preferably equal representations of different social groups in the community are being invited for this exercise. The exercise will be done with two groups, one existing of men and one existing of women. Each group should comprise approximately 6-8 people.

**How to facilitate social mapping?**
1. Ask the participants to draw a map of the project community, showing all households. For orientation it will be helpful to draw roads and significant spots of the project community into the map.

2. What are the approximate boundaries of the project community with regard to social interaction and social services?

3. Map where schools are located and the distance to the households with school age children

4. How many households are found in the project community and where are they located? Discuss whether the total number of households has increased or shrunk during recent years. If there were any changes ask why the number has changed and whether this has caused any problem for certain families or for the community at large.

5. Is the number of households growing or shrinking?

6. What determines a households wellbeing? To know more about wellbeing, ask the following questions:
   - Can a household look after their own basic needs?
   - Does the household have influence in the community?
   - Can the members of the household take action in their own interest (or are they powerless)?

   Ask the group to divide the households in the community into different well-being groups. Ask them for the wellbeing criteria of each group (based on the above sub questions) and how these groups differ from each other. Then ask people to locate households within these different well-being groups.

   Assure the informants of confidentiality and do not discuss the ranks of individual families, so as not to cause bad feelings within the community. Document this in the separate sheet.

7. What social/religious groups are found in the project community? Where in the project community are the different social/religious groups living? Mark where certain groups live on the map with a common symbol.

8. What social organizations exist in the project community? Who is a member and where are the organizations located (or where do they meet)? Ask the group to also show institutions, buildings and places that offer some kind of social service or which are popular spots to meet and discuss. Example: schools, churches, health service, traditional healers, community administration, community leaders, local shop, kindergarten, places where people frequently meet, water point etc.)

9. Map where programs of different organisations are located and the resources each project has (visualize). Also map where Plan has its programs (e.g. areas under sponsorship programs). Map what resources/services exist to protect/treat/respond to violence within the community

10. Discuss and analyse the map together with the people involved after drawing:
   - Why do people live in a certain area, especially when specific ethnic groups or religions are grouped together?

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16 These can be religious, ethnic, caste or other social divisions that distinguished where people live or what organisations they are a member of etc.
- Who is benefitting from the organisations’ sponsor program and why?
- How are different households related? Where are the powerful and the ones that make and influence the decisions (e.g. the elderly, clan heads, local government representatives)?
- Who is accessing which school and why (differentiate between boys and girls)?
- What are the “risky” areas within the community where children feel vulnerable to violence?

Make sure that your copy of the map has a key explaining the different items and symbols used on the map.

Material needed: Documentation Sheet, this tool sheet, white paper for copying the map, BIG sheet of paper, pencils, markers

All information combined will be used for a purposive sampling procedure, by making a selection from different well-being classes, representatives from different (marginalized and dominant) groups and based on the social organization of the community. For more information see sampling handout.

Documentation sheets for the social map are attached to this handout

NOTE:
The map will need to show:
- How community members perceive wellbeing in a particular community, such as size of land, family, income etc. (Socio-economic conditions, e.g. wealth ranking) and where different levels of well-being households are located.
- Context specific forms of social differentiation that lead to marginalisation (e.g. ethnicity, race, minority status, HIV/AIDS) and where the households are located
- Social organisation of the community (relationship between rich and poor; politically powerful and decision-makers)\(^{17}\) and which households attend where.

If people find it difficult to understand this tool, it will be helpful to draw a simple example for them. During the whole process, take care that once somebody has given a statement, you ask the others whether they agree, disagree or want to add something.

The minute taker must ensure that all important points of the discussion and also other information is documented.

The purpose of the social map must be very clear to all participants, make sure that the participants do not have wrong expectations. For example they might think that the poor households will get food donations, which is completely wrong.

Unlike resource mapping, social maps need good and well prepared facilitation. Be aware that some of the issues that might be discussed could be sensitive issues for the group. Make sure that the objective of having all households shown on the map will be achieved.

**Documentation Sheet Social Mapping tool**

<table>
<thead>
<tr>
<th>Name of project communities:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of note-taker:</td>
<td>Total number of participants:</td>
</tr>
<tr>
<td>Name of facilitator/s:</td>
<td>Number of men:</td>
</tr>
<tr>
<td>Method used:</td>
<td>Social Map</td>
</tr>
</tbody>
</table>

\(^{17}\) This would include attention to women-headed households and other forms where male headship is not the norm and their relationship to the powerful
What was good?

What was difficult?

Additional Information or special things you noticed or want to point out:

Results: Answer given to the key questions:

How many households are found in the project community?

Is the number of households growing or shrinking? Explain.

What determines a households wellbeing? And where are households with different levels of well-being located?

What social/religious groups\(^{18}\) are found in the project community? Where in the project community are the different social/religious groups living?

What social organizations exist in the project community? Who is a member and where are the organizations located (or where do they meet)?

What else did you observe or notice?

How do you assess the situation, what are your conclusions:

Please, do not forget to attach a Copy of the Social Map!!

Results: Answer given to the key questions:

What are local perceptions of wealth differences and inequalities in the community and what is the relative position of a household in this grouping?

<table>
<thead>
<tr>
<th>Socio-economic groups</th>
<th>Local Indicators for this group</th>
<th>Household Numbers in this group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<tr>
<td>Other</td>
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<td></td>
</tr>
</tbody>
</table>

What else did you observe or notice?

How do you assess the situation, what are your conclusions:

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\(^{18}\) These can be religious, ethnic, caste or other social divisions that distinguished where people live or what organisations they are a member of etc.
Results: Answer given to the key questions:

What are local perceptions of social groups differentiation in the community and what is the position of a household in this grouping?

<table>
<thead>
<tr>
<th>Socio groups</th>
<th>Local Indicators for this group</th>
<th>Household Numbers in this group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What else did you observe or notice?

How do you assess the situation, what are your conclusions:

**Tool for key informant interviews**

In each ‘community’ XXXX interviews will be held with key informants who will be identified through social mapping. These people will usually represent an institution and are selected because they play an important role in relation to girls’ access to education or are particularly knowledgeable: decision maker, opinion leader, service provider. Depending on their norms and values, their role can be supportive or not. They could be a village leader; a religious leader; the leader of a women’s group; a retired headmaster; a midwife from the local health centre; NGO staff member (e.g. from of a run-away home etc).

**Objective:**

To obtain the informant’s insights and views on the issues that are being researched

**Methods:** exercise and questions

**Procedure:**

1. **Introduction**

The facilitators introduce themselves, the program and the purpose of the study. Then explain why the interviewee has been selected (e.g. for their particular knowledge or influence) and what is going to happen during the interview and how long it will take. This introduction must generate curiosity and a feeling of doing something important for the community.

2. **Filling out of index card**

**INDEX CARD FOR KEY INFORMANTS**

Country:  
Name of place/city/village/community:  
Age of respondent:  
Sex:  
Function/profession:  
Name of NGO (if relevant)  
Religion:
3. Eight questions
The questions you develop are open questions and need probing. ‘Yes” and ‘No’ answers are not enough.
Below are some example questions around education:

Question 1.
How do you see your role in relation to adolescent boys and girls education? What is your influence? Do you feel any responsibility? [NB ask separately for boys’ and girls’ education]

Question 2.
What do you think prevents boys in your community to go to and finish early secondary school?

Question 3.
What do you think prevents girls in the age 10-15 in your community to go to and finish early secondary school?

Question 4.
Do you think the school environment or the quality of the education have anything to do with it?

Question 5.
What do you think are the three main problems that adolescent boys have in your community?

Question 6.
What do you think are the three main problems that adolescent girls have in your community?

Question 7.
What do you think is the best way to ensure that girls and boys can go to and finish secondary school? Which strategies will work best? (Ask separately for boys and girls.

Question 8.
Do you have any questions or comments?

Tool for Focus Group discussions (with male and female parents)

Focus group discussions can be held in each ‘community’: one with male and one with female parents or caregivers. Each group will have about 8 participants and two facilitators (same sex facilitators for same sex groups if possible or desirable depending on cultural context).

Objectives:
The objectives are the same for each focus group:
- Understand the experienced and perceived barriers and driving forces for example: girls compared to boys to go to and stay in secondary school – or other issues that your research is focused on
- Understand different attitudes/perceptions on for example girls’ and boys’ access to secondary education – or other issues that your research is focused on

Methods:
Exercises and open questions that require probing. Yes and no answers are not sufficient!

The following key questions are based on a research assessing access to primary and secondary school for girls and boys

Key Questions:
I. Barriers to send girls and boys to go to secondary school
What makes it difficult for parents to send sons and/or daughters (age 10-19) to lower secondary school?
What helps parents to send children, particularly girls, to school and to keep them there? What is the trend (sending girls more or less often to school than in the past)?

II. Attitudes towards girls’ education:
What do parents generally think about sending girls to secondary school? Do mothers and fathers have different views? What are they?
Do you think that children have a right to go to secondary school? Is this the same for girls and boys? What do you see as your responsibility as a parent?
What do you think about the conditions in the secondary schools in your community? Do you feel your girls are secure going to school? (ask separately for boys and girls). Please explain.
What do parents think about sex education and confidential access to health services of their adolescent children?

III. How can change happen?
What would help you as male/female parents most to keep your boys and girls in school?

Procedure:
Step 1. Introduction
The facilitators introduce themselves, the new program and the baseline study. Then the purpose of the focus group discussion is explained, what is going to happen and how long it will take. This introduction must generate curiosity and a feeling of doing something important for the community.

Step 2. Index card for each participant
Each participant is asked to tell his or her name, the name of the school and the teaching subjects. Then each participant is asked to fill out an index card.

INDEX CARD FOR EACH FOCUS GROUP PARTICIPANT

Age of respondent:
Sex:
NUMBER OF ADOLESCENT CHILDREN You care for, AGED 10-19:
• Number in school:
• Number out of school:

Step 3. Discuss first topic: [for example: the barriers for going to lower secondary school (Question 1 and 2)]
What makes it difficult for parents to send sons and/or daughters (age 10-19) to lower secondary school?
What helps parents to send children, particularly girls, to school and to keep them there? What is the trend (sending girls more or less often to school than in the past)

a. Matrix scoring [based on the example
The exercise starts with jointly listing what factors make it difficult for parents to send their children to lower secondary school and let them finish it. The facilitator writes each factor on a coloured card and puts it on a flipchart. (It is allowed for the facilitator to mention a factor that has emerged during previous FDGs but that is not yet mentioned here.) The participants can then decide if they find it relevant or not. If at least one person finds it relevant, it should be added. There will probably be around 10 factors mentioned. Then write the factors down on a flip chart that already has a matrix and put it down on the ground or on a table. Then give each person in the group a number of pebbles or other small items (same number of pebbles as factors are listed) and ask them to divide them over the factors that apply most to them. Count the pebbles and discuss one by one the three factors that have received most pebbles. Why are they important? What happens exactly? Then focus on the minority opinions and ask each...
person who has selected a factor that others have not selected to explain why she/he considers this an important factor.

Then give each participant another set of pebbles (of the same number) and ask them to show which factors are most important for girls and which for boys. Count the pebbles and take the score of top 3 factors for girls and top 3 for boys

Discuss what the differences are and why?

<table>
<thead>
<tr>
<th>1. Factors keeping adolescents from going to school or finishing school</th>
<th>Important for me</th>
<th>Important for girls</th>
<th>Important for boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>-</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>-</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Then repeat the whole exercise for the second question:

Question 2: What are the different factors that help your children to enrol in lower secondary school and to complete it?

<table>
<thead>
<tr>
<th>2. Factors helping girls and boys to go to school</th>
<th>Important for me</th>
<th>Important for girls</th>
<th>Important for boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>-</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>-</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Documentation: Question 1 and 2**

Whilst the facilitator is leading the discussion the note-taker should be taking as many notes as he/she can during the discussions following the guidelines on note taking. Direct quotations that grasp well what is said are useful.

a. Two matrices with factors
b. Notes on the discussion of these factors and differences between boys and girls
c. Detailed notes on what people said to explain the issues.

**Step 4. Discuss second topic: Attitudes of parents towards girls’ education (question 3, 4, 5 and 6):**

Ask the group the following questions and sub-questions. First try to get the different views and then try to arrive at some sort of common viewpoint if possible.

**Question 3.** How are decisions about schooling in the household? Who pays for girls going to lower secondary school and from what source?

**Question 4.** What do parents think about sending their daughters to lower secondary school? (probe for men and women and afterwards ask if there are differences and why)

Discuss this question. Let people give their views and discuss but it is not necessary to come to a consensus.

**Question 5.** Do you think that children have a ‘right’ to go to school? Is this the same for girls and boys? What is your responsibility as a parent?

Discuss this question. Let people give their views and discuss but it is not necessary to come to a consensus.

**Question 6.** What do you think about the conditions in the secondary schools in your community? Do you feel your girls are secure going to school? (ask separately for boys and girls). Please explain.
Discuss this question. Let people give their views and discuss but it is not necessary to come to a consensus.

After having discussed this question, do a blind voting exercise on the issue of use of physical discipline by teachers. Make pockets with the options a., b, and c. and ask the participants one by one to drop a vote in a way that others cannot see it.

Opinion on the use of physical discipline by teachers
- It is OK
- It is OK under certain circumstances
- I am against it

*Step 4. Discussion on theme 3: How can change happen?*

Finally discuss the following question.

**Question 8. What would help you as male/female parents most to keep your boys and girls in lower secondary school?**

*Step 5. Finalise and thanks*

Thank the participants for their time and effort, and explain once more that their answers will help us know what both boys and girls in this community need in order to be able to stay in school and finish lower secondary schooling. Also explain that there will be a report back to the community later on when all information has been gathered and analyzed.
Appendix 4.3: Example checklists used in SAGE²S for data collection

Checklist for schools in the community
- How many schools for children above primary school level in the area of the community??
- Student population in these schools (number of boys and number of girls)
- Number of teachers – male and female
- Distance of school from the residential area where children attend
- How many classrooms are there?
- Are there toilets?
- Is there water?
- How is the school funded? Government/ non-government/fees
- Is the school part of a special programme funded by international agencies/ international NGO/ national NGO? What are these programmes?

Checklist for vocational training centres in the community
- How many training centers/ places in the community??
- Student population in these schools (number of boys and number of girls)
- Number of teachers – male and female
- Distance of school from the residential area
- Are there toilets?
- Is there water?
- How is the centre funded?
- Is the centre part of a special programme funded by international agencies/ international NGO/ national NGO? What are these programmes?

Checklist for other organizations
- What youth organizations are there?
- What characterizes their membership? (age, ethnic, family)
- Are there any age-bound groups?
- Are there sport clubs in the community?
- What cooperatives exist related to cocoa and other?
- What characterizes their membership
- Cooperatives or associations specific for women?
- Other gatherings for women (garden, courses)?
- Any churches or mosques?
Appendix 4.4 Questions guiding field work in SAGE²S

Educational opportunities of girls at primary school level

- What are the experiences and perceptions of girls and boys in relation to the (non) access and completion of girls' primary education? What are their educational aspirations? [FGD girls]
- What are the attitudes and perceptions of parents, teachers and key informants to the (non) access and completion of primary education by girls? How responsible do they feel and how supportive are they? [FGD parents, teachers, key informants]
- What factors in the school affect access and completion (i.e. not enough teachers, far away from house, violence, lack of sanitation facilities, lack of safe or supportive school environment etc)? [all]
- What are the problems in terms of quality of education (e.g. gender bias in curricula; relevance of courses) of schools? [all]
- What is the socio economic status of (adolescent) girls and young women who are not going to school (primary/secondary/vocational training) and what is the link with family livelihoods (e.g. cocoa production; food security situation; migration?) [social mapping; FGDs and interviews].
- What are the opportunities/constraints to go to lower secondary school

Provision of vocational training (particularly for adolescent girls)

- What are the experiences and perceptions of adolescent girls and men in relation to their opportunities and constraints to access and complete vocational training? What are their aspirations?
- What are the attitudes and perceptions of parents, teachers and key informants to access and completion of vocational training by girls? How responsible do they feel and how supportive are they?
- What are the social, cultural, economic etc. factors that influence access to and completion of vocational training by young women compared to young men?
- Ongoing vocational training program
- Do the existing program activities respond to girls’ aspirations and priorities
- What is done to enhance and support girls’ access and completion? How?
- How does the vocational training provided contribute to enhancing livelihood opportunities of adolescent girls and to strengthening adolescent girls’ position and influence on the farm and outside?

Business opportunities (particularly for young women)

- What is women’s position and influence in the different farming systems? What is their influence on resource allocation, crop choices (e.g. food or cash crops), improving quality, productivity, price.
- What aspirations do young women have and what do they perceive and experience as opportunities and constraints for starting or enhancing a business in and outside the agricultural sector?
- What opportunities and constraints do young women experience to start or enhance own business outside the cocoa sector? What are their aspirations? Which necessary assets do women have and which do they lack?
- What opportunities and constraints do young women experience to start or enhance their own cocoa related business? What are their aspirations in relation to cocoa? Which necessary assets do women have and which do they lack?
- What opportunities and constraints do young women experience to enhance their functioning and position as co-owners of cocoa growing farms? What are their aspirations in relation to cocoa? Which necessary assets do women have and which do they lack?
- What are the different attitudes/perceptions on young women’s access to business development opportunities inside and outside the agricultural sector?
• What is the contribution of (cocoa) cooperatives in enhancing young women’s business opportunities and position on farms?
• What is the proportion of female members of (cocoa) cooperatives? What percentage is co-owner (wife or daughter) and what percentage is owner?
• What constraints do women face to become coop members?
• Are women taking leadership positions and are they able to successfully represent women producers interests? Examples?
• What other forms of organization for women exist (women in business)? What are their struggles?
• What kinds of services are offered in the community to support agricultural and non-agricultural production and business? (eg extension, inputs, credit...)
• Which constraints do women experience in accessing these services?
• Are these services adapted to women’s needs and interests?
• Which services would help young women’s business opportunities and strengthen their position on farms
Appendix 5.1 Suggested indicators of gender-responsiveness in agricultural research

Identification of the target population
- Use of basic demographic data, by age, sex, education, and sex of household head, to characterize the target population (for example, number of female and male farmers, sex of household head, literacy or numeracy rates)
- Proportions of female and male beneficiaries reflect their proportions of the population
- Consultation of male and female stakeholders to determine their priorities for technologies and services; representation of men and women in stakeholder groups in proportion to their population shares
- Consideration of cultural, social, religious, or other constraints to women’s participating in and benefiting from the intervention, inputs, or outputs of the program

Women’s and men’s roles in production and marketing systems
- Consideration of the impacts of the intervention on men’s and women’s time use, roles in on- and off-farm work, family care, and other main tasks in the household and the community
- Consideration of the impacts of the intervention on the labor of boys and girls (and their schooling attendance)
- Consideration of the impact of the intervention on decision-making (whether by men, women, or jointly) in production, marketing, processing, and control and disposal of income
- Consideration of men’s and women’s different motives and preferences for involvement in different agricultural activities.
- Consideration of men’s and women’s access to and control of productive resources (land, physical assets, irrigation, animals) and identification of opportunities to reduce gender gaps in assets

Gender in the innovation process
- Involvement of women in setting priorities for interventions, drawing on farmer sources of innovation and dissemination and local knowledge
- Active participation of women in farmer field schools, extension groups, and dissemination activities
- Participation of rural men and women in evaluation of interventions using mechanisms that allow women to participate and speak freely
- Use of evaluation criteria that reflect not only yield considerations but also postharvest characteristics

Gendered access to productive resources and services
- Consideration of gendered access to and control of productive resources and services that may influence men’s and women’s differential adoption of new technologies and use of knowledge/services (whether women have access to land, irrigation, credit, other inputs, and extension services; whether women can grow these crops on their parcels; whether this affects the production of their existing crops or vegetables)
- Consideration of strategies to address women’s constraints to obtaining access to land or credit
- Consideration of possible gendered constraints to the adoption of technology (including access to information, access to extension services, cultural norms, and different preferences)
- Provision of training and expertise for the crops women farm, and the tasks women perform; consideration of means to relieve additional constraints to women’s mobility that

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may impede their attendance of training events (transport time and costs, child care needs, restrictions on mobility, cultural barriers preventing interaction with extension workers)

✓ Training of female extension agents, balancing the gender ratio of extension agents, and training women as lead farmers

**Access to new technologies/services**

✓ Consideration of who owns, controls, uses, and supplies the existing agricultural technologies and/or services in the community (for example, seeds, fertilizers, processing and post-harvesting technologies, irrigation technologies)

✓ Consideration of how new technologies/services will be marketed to men and women and whether different strategies need to be developed to reach each gender

**Impact of new technologies/services**

✓ Design of gender-appropriate components of the proposed technical packages, messages, and technologies

✓ Consideration of the impact of technology/service introduction on the gender division of labor (men, women, girls, boys)

✓ Consideration of the impact of technology/service on the environment and natural resource use by men and women

**Farmer organizations**

✓ Consideration of differences in participation of women and men in social, community, and farmer organizations that exist in the project areas and influence resource distribution

✓ Design of strategies to ensure that women have the skills and self-confidence they need to articulate their concerns and that their input is incorporated into project design, implementation, and evaluation

✓ Consideration of whether there is an opportunity to support or grow preexisting women’s organizations or to create new ones in areas where gender segregation precludes the establishment of effective mixed-sex groups

**Institutional capacity**

✓ Whether involved staff and partners have the capacity in gender analysis to address gender issues throughout all stages of the project cycle.

**Monitoring and evaluation**

✓ Whether the program has a gender-sensitive monitoring and evaluation system in place, including a gender-disaggregated data collection and analysis strategy

✓ Whether the program includes measurable indicators for the attainment of its gender objectives to facilitate monitoring and post-evaluation.

✓ Whether the proposed methods for monitoring and evaluation ensure that the views of male and female stakeholders are heard and that research results are fed back to stakeholder groups (including the communities where research is undertaken)

**Budget**

✓ Budget items reflect adequate resources for gender-specific activities and strategies to ensure that services are delivered to women and men and that gender is integrated throughout the research or project cycle
Appendix 5.2 Gender-sensitive Log frame

**Example** of a gender-sensitive Log frame for Matching Grant\(^{20}\)

<table>
<thead>
<tr>
<th>Level of Result</th>
<th>Indicators</th>
<th>Verification: Source</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLP: Double the income of 200,000 cocoa farmers</td>
<td>Increase in household income</td>
<td>Household Survey</td>
<td>Baseline</td>
</tr>
<tr>
<td><strong>Sub-goals</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal of MG: Increase in productivity</td>
<td>Increased cocoa production in kg/ha</td>
<td>Survey</td>
<td>Baseline</td>
</tr>
<tr>
<td><strong>Output</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased women participation in training</td>
<td>Increased women participation rate in GAP and FBS training (%-women)</td>
<td>Survey</td>
<td>Baseline</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selection of beneficiaries</td>
<td>Increase in % of women, both female farm managers and spouses</td>
<td>Survey, FGD with women</td>
<td>Baseline, Performance evaluation</td>
</tr>
<tr>
<td>Respond to specific training needs of women (e.g. content of training, timing of training, format of training - video)</td>
<td>Increase in # of women attending the training</td>
<td>Survey, Partner documentation</td>
<td>Baseline</td>
</tr>
<tr>
<td>Increase women’s access to training through farmer organizations</td>
<td>Increase in # of female membership</td>
<td>Survey, Partner documentation</td>
<td>Baseline</td>
</tr>
<tr>
<td>Increase in # of spouses of male members having access to services</td>
<td>Household Survey</td>
<td>Baseline</td>
<td></td>
</tr>
</tbody>
</table>

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\(^{20}\) This example builds on the draft LogFrame: WalMart Foundation CLPII Gender Components, which is currently being developed.
Appendix 6.1 Outcomes of cooperative assessment - interventions

CARGILL

**Capacity building of Cargill, partners and female and male cooperative leaders**
- Gender training for Cargill and implementing partners, ensuring participation of female and male representatives
- Joint development of gender strategy, including action plan, KPIs, monitoring, etc.
- Agree on learning objectives and documentation

**Role KIT**
Develop and facilitate gender training
Support development of strategy, action plan and learning objectives
Documentation

**Gender mainstreaming Cargill**
- Affirmative action in recruitment, e.g. give preference to female candidates for positions in field or actively recruit women.

**Gender mainstreaming of Cargill’s Coop Academy**
- Include separate training model on gender in agriculture in curriculum of Coop Academy
- Revision of existing training models used in Coop Academy
- Use gender sensitive language and illustrations
- Aim for equal # of female and male trainers
- Aim for equal # of female and male students

**Role KIT**
Develop training material
Revise current curriculum
Provide Training of Trainers on gender

COOPERATIVES

**Recruitment of females: trainers, coop. leaders and coop. members**
- Affirmative action in recruitment, e.g. give preference to female candidates for positions in field or actively recruit women. Recommended to focus on young women which received higher level of education.
- Awareness-raising of community members: recognition of women’s contribution to cocoa production and women in leadership roles.
- Learn from best practices of other cooperatives
- Collect stories of role models: increasing outreach to female members and leaders
- Communication strategies for (different) women

**Role KIT**
Gather best practices and systematize learnings for upscaling
Collect and document stories of role models

**Increase women’s decision-making power in the cooperative**
- Develop/support participatory strategies for increasing # of female members and leaders
- Consider setting up women-groups in cooperative (including non-members)
- Capacity building of women-groups and female members: ranging from basic skills (literacy) to management skills
- Awareness-raising of both men and women in households, and male and female cooperative members/leaders on value of democratic decision-making and representation

**Role KIT**

Put in place a participatory strategy and develop a joint action plan  
Development of KPIs and impact assessment  
Documentation

**COMMUNITY**

**Support women in accessing productive land**

- Conduct research and learn from best practices (e.g. women groups) on how women can access land  
- Awareness-raising of community members: how lack of land hinders women to contribute to cocoa production and food production.  
- Advocacy for changing land tenure system  
- Demonstration farm for women-only  
- Support women (also non-members) in accessing services: training (GAP), inputs, credits

**Role KIT**

Research and collect/analyse best practices  
Generate ideas for scaling/replication of best practices  
Develop learning trajectory around demonstration farms

**Support community development**

"Yes, a cooperative should provide these types of [community] services [health, education and nutrition] because it is something that helps the members and their families. If the members receive these services form the cooperative, they will become more loyal, which results in a solid supply of beans to the cooperative. Besides that, it is also a moral responsibility of the organization." (female president of new cooperative in Eastern part of Côte d’Ivoire).

- Strengthen social pillar of the cooperative  
- Give women a leading role in decision-making on (and control over) cooperative investments in community (members and non-members)  
- Co-fund cooperative community investments that contribute to girls and women’s empowerment  
- Evaluate impact of community investments and draw lessons

**Role KIT**

Support identification/selection of investments  
Develop KPIs  
Impact assessment and documentation  
Generate ideas for scaling/replication of best practices

**Support diversification for all members**

- Support male and female members and non-members in diversification of income. This will contribute to resilience of cocoa farms.  
- Experiment with unified services for cocoa and food crops  
- Pilot projects that contribute to community development and/or entrepreneurship, for example school gardens/catering, women involvement in nurseries.  
- Capacity building of men and women, for example training on nutrition, market access, productivity, etc.

**Role KIT**
Support in selection of crops (including feasibility study) and capacity building
Develop KPIs and impact assessment
Assist pilot projects in design and through learning
### Appendix 6.2 Framework for assessment and fieldwork

<table>
<thead>
<tr>
<th>Supply chain actors</th>
<th>Cargill HQ</th>
<th>Cargill Country Office</th>
<th>Cooperative mngt</th>
<th>Female leaders*</th>
<th>Female members</th>
<th>Male members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process flow</td>
<td>Block I -&gt;</td>
<td>Block 2 -&gt;</td>
<td>Block 3 -&gt;</td>
<td></td>
<td></td>
<td>Block 4 -&gt;</td>
</tr>
<tr>
<td>Objectives: getting to know...</td>
<td>Corporate vision on meaning of well-functioning coops that fulfills Cargill’s targets and role of gender</td>
<td>Vision, mission and strategy for developing well-functioning coops and the role of gender</td>
<td>Vision, mission and strategy for being a good cooperative and the role of gender</td>
<td>Vision, mission and strategy for being a female leader</td>
<td>Vision, mission and strategy for being a member</td>
<td>Vision, mission and strategy on role of female members</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Corporate components of a well-functioning cooperative that helps in social and economic ambitions Assumptions on value of female leadership/membership</td>
<td>Operational components of a well-functioning cooperative that helps in reaching economic and social targets Assumptions on value and potential for female leadership/membership Activities on female leadership/membership</td>
<td>Operational components of a good functioning cooperative that helps in reaching economic and social operational targets Value and potential for female leadership/membership (Potential) Activities on female leadership/membership</td>
<td>Value and potential for female leadership/membership (Potential) Activities on female leadership/membership</td>
<td>Value and potential for female leadership/membership (Potential) Activities on female leadership/membership</td>
<td>Value and potential for female leadership/membership (Potential) Activities on female leadership/membership</td>
</tr>
<tr>
<td>Methodology</td>
<td>Interview</td>
<td>Interview</td>
<td>Workshop</td>
<td>Interview</td>
<td>Group discussion and interview</td>
<td>Group discussion and interview</td>
</tr>
</tbody>
</table>

*Female leaders* include: Female leaders, Female members, Female spouses of members, Female non-members.