

ATONU Gender Strategy Guidelines for Implementation

Assessments/Analysis

- Mainstream gender in all tools and frameworks designed, implemented, and promoted by ATONU.
- Seek a gender balance in sampling frames, and where appropriate, specific measures to include underrepresented groups (e.g. widows, single women, 2nd or 3rd wives, in samples) in samples, along with interviewing women directly
- Incorporate assessment (gender analysis) (through, for example, gender disaggregated data and gender-focused questions) of the following as part of gender or other analyses:
 - Differences in the status of women and men, including access and control over resources
 - Influence of gender roles and norms on what males and females do, including participation in leadership and decision-making
 - Differences in practical and strategic gender needs for men and women to be considered in project design, such as time and workload constraints
 - Challenges and opportunities for reducing gender inequalities and empowering women
 - Differences in impact made by policies and programs on males and females, both unintended and negative as well as positive¹

Project Design

- Integrate participatory and gender-sensitive considerations and approaches throughout all program activities at all stages of the life cycle.
- Identify practical implications of the different roles, needs and status of women, girls, men and boys in the ATONU project for the feasibility of the project and its effective design.
- Review and address issues of roles and power relations between men and women on an ongoing basis, as they affect project implementation.
- Incorporate gender mainstreaming and women's empowerment objectives, integration and/or activities in Work Group and CIP work plans.
- Design and facilitate project activities at a time, location, duration and frequency that make it possible for women to attend, particularly with attention to household responsibilities and workload, safety and security, mobility and socio-cultural restrictions and high levels of illiteracy.
- Consult with families, local leaders and officials when starting a new activity in a new area to gain their support for women's participation (e.g. Gender Champions).
- Facilitate opportunities and provide capacity strengthening for women to take on and perform well in leadership positions where they can influence decisions, such as in farmers' groups, community groups, or water committees, and as lead farmers, peer trainers, etc.
- Facilitate access to time and laborsaving practices, equipment and technology for women, along with addressing domestic and caring responsibilities. Although labor-saving solutions within the home (e.g., cooking stoves, water pumps), community (e.g., access to water and electricity), and for productive purposes (e.g., farming tools, new technologies, irrigation, mechanized processing equipment, etc.) can free up more of women's time, increased male and family engagement in caretaking and domestic responsibilities has a significant impact on women's ability to devote more time to themselves, their households, communities and/or economy.

¹ For more information on conducting gender analyses, see ACDI/VOCA "Gender Analysis, Assessment and Audit Manual & Toolkit" (2012) or Land O'Lakes "Integrating Gender Throughout the Project Life Cycle 2.0" (2015).

Communications

- Includes attention to gender balance (male and female representation) and increased visibility of female leaders and spokespeople in external messaging and advocacy platforms.
- Ensure that both males and females are represented positively and in empowering roles (i.e., visual depictions, story narratives, interviews, official representation from ATONU) in communications materials and packages. This should include positive images of men in care roles.
- Ensure that information is disseminated through channels accessible to both males and females, that messages are inclusive of male and female experience and needs and that communication tools take into account gender needs (e.g. illiteracy). To support these goals, communications will need to identify differences in how men and women access and control information in the areas where information is being shared.
- When conducting outreach efforts to launch ATONU to NGOs, research institutes, government and donors, include explicit reference to gender equality and women’s empowerment objectives, using evidence from ATONU pilot projects to link nutrition and agriculture outcomes to gender equality goals.
- Consistently link ATONU messaging to gender equality and women’s empowerment goals, particularly when disseminating information through women’s issues as well as traditional agriculture and nutrition platforms.
- Disseminate information that links women’s empowerment with agriculture and nutrition to regional, national, and local women’s groups (both non-agriculture and agriculture focused), producer groups, trade associations, community leaders, health organizations in order to broaden access to this information.
- Include a target for working with female members of media, journalists, and advocacy partners in pilot countries and projects to promote female journalists, organizations, and information channels that are accessible to women and promote women’s interests as well as traditional channels.
- Frame policy initiatives and guidance with attention to identifying potential gender-specific or gender-differentiated impacts.

Gender Sensitive Training Points to consider when designing and implementing trainings

- Is the meeting or activity location is an appropriate and safe place for both males and females?
- Is the timing of the training set with attention to the availability of males and females, considering their daily schedules and workloads?
- Do women have family responsibilities that make it difficult to attend? Would child care or arrangements to ensure children are cared for enable women to attend?
- Is women’s movement or participation restricted by social norms or security? Does the program need to work with spouses, families, or community members to gain support for women’s participation?
- Are there separate and private bathroom facilities for female and male participants, as appropriate?
- Does the training create an atmosphere in which women and men feel respected, safe, and encouraged to share their views?
- Does the training include pictures, diagrams, or illustrations that show both women and men as key players in the area or topic under discussion?

Capacity Building

- Assess and address organizational gender mainstreaming capacity as part of capacity needs assessments of ATONU consortium members and CIPs.

- Assess awareness of and support for gender equality and women’s empowerment as part of needs assessments of ATONU stakeholders and advocacy champions.
- Include attention to gender mainstreaming skills, gender analyses, risk mitigation, or gender-specific issues in the project-specific sectors as part of capacity building interventions.
- Integrate gender within all ATONU trainings:
 - include specific gender equality and women’s empowerment objectives and capacity building or integrate a gender perspective within the topic of the training
 - ensure that trainings are conducted with sensitivity to gender-specific needs for logistics and facilitation
 - Ensure that training and facilitation guides include information on gender.
- Conduct exchange visits and mentoring programs with attention to gender:
 - set gender balanced targets for participation
 - conduct outreach to women, families, and communities to ensure support for women’s participation, logistics (including childcare) to encourage female participation,
 - Highlight gender themes, leadership skills and capacity building during the visit.

Monitoring & Evaluation

- Develop and implement a monitoring and evaluation (M&E) framework that includes specific qualitative and quantitative indicators for gender equitable impact and women’s empowerment, including the increase in access to and control over agricultural assets, technology and services as well as equitable sharing of benefits and responsibilities of food production and distribution.
- Integrate gender into baseline studies conducted on agriculture-nutrition pilot projects, using gender-balanced and stratified sampling frameworks, and interview women directly.
- Collect and analyze sex, age and ethnicity (where possible)-disaggregated data for all people-level indicators.
- Monitor and evaluate project impact on gender-specific issues of access, decision-making, and empowerment identified through analyses described above.
- Include learning questions related to women’s empowerment and gender differences in impact.
- Include representatives of relevant women’s groups in stakeholder consultations for M&E Community of Practice.
- Include specific qualitative and quantitative indicators for gender equitable impact and women’s empowerment in mid-term review and end of project evaluations.