



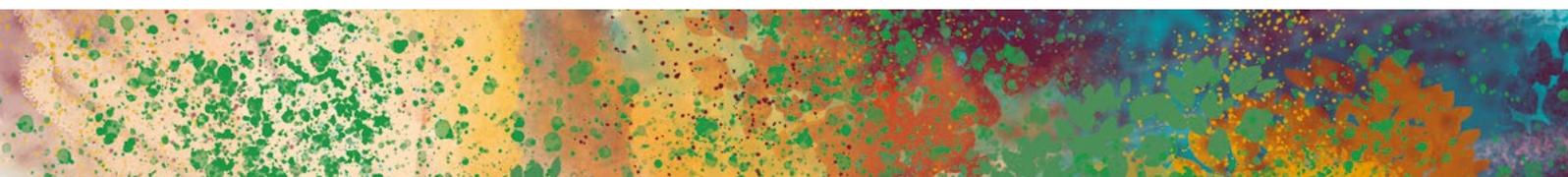
Gender transformative approaches for food security, improved nutrition and sustainable agriculture

A compendium of fifteen good practices

Gender transformative approaches (GTAs) are essential to the achievement of food security, improved nutrition and sustainable agricultural development. GTAs address the underlying social norms, attitudes and behaviours that perpetuate gender inequalities by challenging unequal power relations and traditional notions of gender roles and responsibilities.

This compendium of 15 good practices provides guidance on how to apply GTAs in any organization or institution working in agriculture and rural areas. It will also help agencies that are already using GTAs to identify entry points where they can strengthen their work or link up with complementary interventions. The contributions come from a wide range of organizations that are active GTA practitioners in the agriculture and rural sector.

The GTAs presented in the compendium target women and men (jointly or separately), including youth, who are active as smallholder farmers, members of producer organizations, cooperatives or savings and loan groups, entrepreneurs and employees. Most GTAs also target traditional leaders (e.g. village and religious leaders) and other key norms holders and decision makers within formal and informal institutions to achieve effective gender transformation. They can be implemented at various levels (individual, family/household, group/community and institutional) in partnership with non-governmental organizations, local civil society organizations and/or local and district governments.



Gender transformative approaches at family/household level



■ Gender household approach – Hanns R. Neumann Stiftung

This good practice promotes farming as a family business by addressing key aspects of gender inequality at the household level. It provides seminars to couples from smallholder coffee-farming households who are members of producer/farmer organizations. Selected couples become change agents and receive regular coaching and mentoring that allow them to support other households to overcome gender-based inequalities.

■ Gender model family – Social Enterprise Development Foundation of West Africa

This good practice challenges intrahousehold unequal power relations and decision-making. Through training and follow-up support, families are equipped with knowledge and skills to transition from traditional families to “gender model families.” In turn, gender model families become role models of gender equality for other families. With the support of experience-sharing sessions, gender model families have an impact on both the family and the wider community which leads to collective gender transformation.

■ Individual household mentoring – International Fund for Agricultural Development (IFAD)

This good practice focuses on promoting social inclusion through the mentoring of individual households. It is a participatory approach that actively involves the community in selecting both mentors and mentee households from among the poorest households. The approach employs simple visual tools to help the household develop situational analysis and vision creation through a self-diagnosis process. The selection of locally known volunteers to serve as household mentors is supported by local leaders from the community.

■ Journeys of transformation – Promundo

This good practice challenges inequitable gender norms and power dynamics at the household level by engaging men, alongside their partners, in group education sessions. The approach thus includes men as part of the solution for gender transformative change. Group education sessions promote critical reflections, dialogue and learning on gender norms and behaviours and create important opportunities for women and men as partners to develop a shared vision and resolve conflict.

■ Nurturing Connections® – Helen Keller International

This good practice is a participatory learning process that aims at challenging and transforming inequalities related to power relations, traditions and sociocultural norms in order to improve household nutrition. It is implemented in peer groups consisting of women, their husbands and in-laws and key influencers to achieve more equitable intrahousehold relations. The Nurturing Connections® curriculum is adapted to local contexts and designed with local staff to reflect real situations.





Gender transformative approaches at group/community level

■ Community Conversations – World Food Programme (WFP)

This good practice focuses on challenging deep-rooted social norms and taboos to address women's marginalization. Community Conversations works through village-level community gatherings and uses a range of participatory methodologies for dialogue within communities. It employs a problem-solving approach that addresses both social and economic issues and involves trained local facilitators and different government agencies as implementing partners.

■ Dimitra Clubs – Food and Agriculture Organization of the United Nations (FAO)

This good practice brings about social transformation by gradually leading to institutional changes and changes in behaviours and social norms at individual, household and community levels. Through an action-oriented and community-driven approach to development, Dimitra Clubs facilitate socio-economic empowerment, women's leadership and self-help based on community mobilization, communication, dialogue and collective action for local solutions to local problems.

■ Farmers' Field and Business Schools (FFBS) – CARE (USA and International)

This good practice uses an integrated gender transformative capacity-building model for food security and nutrition to transform social structures and relations at the community level. The approach follows the agricultural seasonal cycle of a particular crop to create an FFBS calendar that integrates gender equality. Within this approach, community leaders and male role models play key roles as focal points for discussion on social norms and as change champions for engaging men.

■ Farmer Field and Life Schools (FFLS) and Junior Farmer Field and Life Schools (JFFLS) – FAO

This good practice is a participatory and experiential learning methodology that aims at transforming intrahousehold gender relations and reducing gender-based violence. The focus is on provision of agricultural-season-based experiential learning on good agricultural practices and life skills. Group learning facilitated by community-based facilitators and household mentoring in the form of home visits are used to influence change in attitudes. FFLS also serve as a tool for peacebuilding, reconciliation and reconstruction of social cohesion within communities.

■ Social Analysis and Action (SAA) – CARE International

This good practice is a facilitated process that seeks to catalyse community-led change processes to empower vulnerable communities through the advancement of equitable gender and social norms. This approach helps individuals and communities explore and challenge social norms, beliefs and practices by using critical community dialogue and reflection. It actively engages men, boys and influential community members in the social and behavioural change process for long-term individual and collective change.

Gender transformative approaches at multiple levels

(family/household, group/community and/or organization/institutional levels)

■ Empowering women in smallholder outgrower schemes through ten principles of success – AgDevCo

This good practice illustrates how to improve gender equality and women's economic empowerment in outgrower schemes. It uses ten principles of success to empower women and promote positive gender-related changes in commercial agricultural operations, food security and income-generation through two key strategies: improving women's access to resources and increasing their decision-making power.

■ Gender Action Learning System (GALS) – Oxfam Novib

This good practice addresses unequal gender and social relations using underlying principles of social and gender justice, inclusion and mutual respect. GALS uses visual tools such as graphics and concept mapping to facilitate to map out a vision for change through peer-to-peer learning. Leadership and facilitation skills are central to this approach for bringing about powerful positive changes in gender and social norms and relations for both women and men and youth.

■ GENNOVATE – Consortium of International Agricultural Research Centres

This good practice is a diagnostic study to understand gender norms and, ultimately, transform the subsequent design of interventions, programmes and policies. It has been used to conduct gender-responsive research and explore gender norms in a wide variety of contexts by stimulating critical reflection and dialogue on gender norms, agency and innovations in agriculture and natural resource management.

■ Joint Programme to Accelerate Progress towards the Economic Empowerment of Rural Women – FAO, IFAD, WFP and the United Nations Entity for Gender Equality and the Empowerment of Women

This good practice is an integrated and holistic approach that addresses two components of systemic institutional gender inequalities: social norms and organizations. It targets the most vulnerable, poorest and illiterate women, who are often bypassed by conventional economic empowerment programmes, and women entrepreneurs already organized in producer organizations/cooperatives, who have the potential to grow their businesses and contribute to the economic revitalization and growth in their communities. It relies on a capacity-development strategy that operates at three levels: individual (rural women producers), collective (producer organizations), and institutional (duty bearer systems and institutions) to respond effectively to rural women's needs and priorities.

■ Toolbox for gender mainstreaming in member-based organizations – Trias

This good practice provides a pathway for inclusive organizational development through empowerment of women and change in organizational structures for gender equality. It consists of a self-led internal process for institutional change to address gender inequalities in farmers' organizations based on three interrelated pillars: the institutionalization of gender equity in organizational culture, the empowerment of women and the building of alliances between women and men.

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