

# How to do

## Design of gender transformative smallholder agriculture adaptation programmes

Gender and climate change adaptation



**How To Do Notes** are prepared by the IFAD **Policy and Technical Advisory Division** and provide practical suggestions and guidelines to country programme managers, project design teams and implementing partners to help them design and implement programmes and projects.

They present technical and practical aspects of specific approaches, methodologies, models and project components that have been tested and can be recommended for implementation and scaling up. The notes include best practices and case studies that can be used as models in their particular thematic areas.

**How To Do Notes** also provide tools for project design and implementation based on best practices collected in the field. They guide teams on how to implement specific recommendations of IFAD's operational policies, standard project requirements and financing tools.

The **How To Do Notes** are "living" documents and will be updated periodically based on new experiences and feedback. Your comments or suggestions are most welcome. Please contact any of the people below.

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## Acronyms

|        |  |
|--------|--|
| ASAP   | Adaptation in Smallholder Agriculture Programme                          |
| CARE   | Cooperative for Assistance and Relief Everywhere                         |
| CBA    | community-based adaptation   |
| CCAFS  | Climate Change, Agriculture and Food Security                            |
| CSA    | climate-smart agriculture  |
| DRR    | disaster risk reduction  |
| FAO    | Food and Agriculture Organization of the United Nations                  |
| FFBS   | farmer field and business school   |
| GALS   | gender action learning system  |
| GCVCA  | gender-sensitive climate vulnerability and capacity analysis             |
| GEWE   | gender empowerment and women's equality                                  |
| HTDN   | how to do note   |
| ICRAF  | World Agroforestry Centre  |
| IFAD   | International Fund for Agricultural Development                          |
| M&E    | monitoring and evaluation  |
| MEL    | monitoring, evaluation and learning                                      |
| NAP    | National Adaptation Plan   |
| PAVACC | participatory analysis of vulnerability and adaptation to climate change |
| UNFCCC | United Nations Framework Convention on Climate Change                    |

## Introduction

This How to Do Note (HTDN) is intended to provide guidance on how to design smallholder agriculture adaptation programmes that consider the differential impacts of climate change on women, men and youth smallholder farmers. This includes recognizing that programme interventions – from design to staffing to capacity development of beneficiaries and local organizations – need to consider how gender will affect sustainability and impact. The experiences, social positions and differing access to resources of marginalized populations are fundamental considerations in the design, implementation, and monitoring and evaluation of gender transformative smallholder agriculture adaptation programmes.

Part of the content of this HTDN is based on a gender assessment and learning review of IFAD's Adaptation in Smallholder Agriculture Programme (ASAP) undertaken by IFAD, the CGIAR Research Program on Climate Change and Food Security (CCAFS) and the Cooperative for Assistance and Relief Everywhere (CARE). This HTDN also complements the HTDN on Poverty targeting, gender equality and empowerment during project implementation<sup>1</sup>.

Launched in 2012, ASAP has become the largest global financing source dedicated to supporting the adaptation of poor smallholder farmers to climate change, with committed funding of US\$301.5 million.

The objective of ASAP is to improve the climate resilience of large-scale rural development programmes and improve the capacity of at least 5.5 million smallholder farmers to expand their options in a rapidly changing environment. The gender assessment and learning review was a reality check into how ASAP-supported programmes are translating programme design commitments to gender equality and women's empowerment (GEWE) into implementation practice.

Climate change impacts poor and vulnerable people the most, and women chief among them, as structural inequalities increase people's vulnerabilities to climate impacts (UN WOMEN, 2016). Vulnerability to climate change is shaped by the capacity to adapt, to access resources, information and alternative livelihood options, and by decision-making processes that impact the social distribution of resources or support. Women contribute to over 70 per cent of the world's food production. By 2050, 70 per cent of smallholder farmers will need to produce 70 per cent more food than current production levels, but with the same or fewer resources (water, land, inputs) as today. **Experience suggests that the most effective way to increase smallholder farmers' production, promote their adaptation to climate change and achieve women's empowerment is to use an integrated, gender transformative approach.** Key concepts

### Gender and vulnerability to climate change

Women, men, boys and girls often experience differential vulnerability to climate change.

This can be a result of:

- **inequality in the asset base**, which can determine the ability to be proactive, innovative and take risks;
- **exclusion and lack of voice**, particularly for ethnic minorities, younger generations or poor, uneducated women lacking a voice in decision-making around land use, development planning and disaster risk reduction (DRR);
- **lack of access to information** (weather, early warning, markets, climate) and training often due to low literacy levels;
- **differential exposure and sensitivity** to climatic hazards, which depends on the types of crops farmed, livelihoods activities, time use and how gendered such activities are;
- **climatic shifts and social change**, including transitions in and out of livelihoods, changes in labour division, and erosion of community safety nets.

<sup>1</sup> [https://www.ifad.org/topic/targeting/overview/tags/knowledge\\_notes](https://www.ifad.org/topic/targeting/overview/tags/knowledge_notes)

The gender equality continuum maps how transformative a programme is, or is not. On one end of the spectrum are gender exploitative (or *harmful*) programmes that reinforce inequitable gender norms and stereotypes, or disempower certain people in the process of achieving programme goals. **A gender transformative programme is one that actively seeks to build equitable social norms and structures in addition to individual gender-equitable behavior**, giving sufficient attention to the specific needs of men, women and youth, and their limited access to resources, including capital, land, time or even the right to make decisions. Understanding where a programme or project is located on this spectrum requires investigating all aspects of programmes: inception and design, processes and systems, and monitoring and evaluation. [

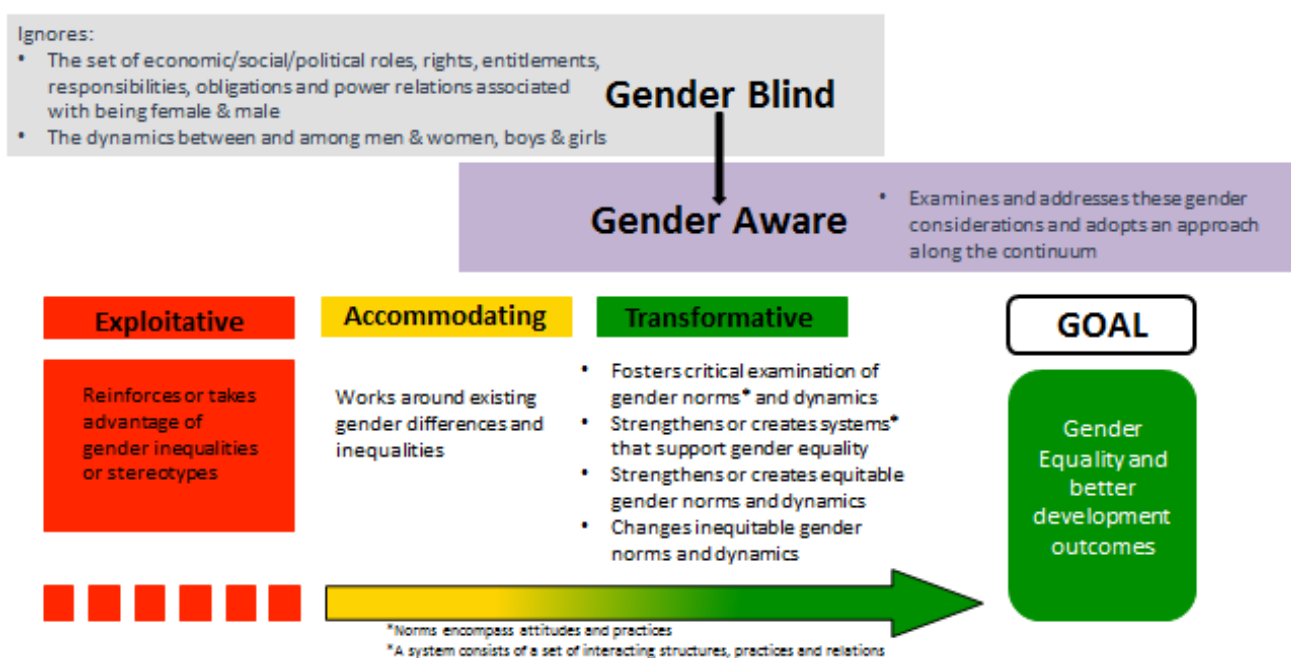


Figure 1: Gender equality continuum tool

Source: Interagency Gender Working Group, 2013

A gender transformative approach goes beyond women’s empowerment, to “transforming gender roles and relations between women and men, and promoting women’s greater equality, responsibilities, status and access to and control over resources, services and decision-making”.<sup>2</sup> Adaptation practices are still too often undertaken in gender-unequal contexts in which men bear great authority over decision-making in farming. Programmes need to consider the full spectrum of factors that affect the sustainability of programme interventions, including the role that gender plays in determining access to, utilization of, participation in and impact of programme activities. Rural and structural transformation presents an opportunity for both men and women smallholder farmers to mutually benefit from inclusive and sustainable agriculture development. Leveraging these opportunities means that programmes address smallholder farmers’ ability to access markets, financial services, productive assets, information and technology, and that men and women are represented in and can influence decision-making spheres that affect their lives and livelihoods.<sup>3</sup>

<sup>2</sup> CCAFS Gender and Social Inclusion Strategy. Working Paper No. 171

<sup>3</sup> IFAD Rural Development Report 2016



## Guidance for design/implementation

Gender transformative climate change adaptation programming is not simply about gender parity or giving women and men equal resources. Rather, it is about adopting, integrating and promoting good practices that lead to gender transformation. Gender – along with class, race and age – contribute to shaping the **roles, resources and power** available to women and men in any culture. Programmes are most successful when they consider how the inequitable distribution of roles, resources and power affect the differential needs of women, men, girls and boys in the design and delivery of programmes.

This section presents a model checklist of good practices for developing gender transformative adaptation programmes, summarized in Table 1. The checklist does not attempt to identify specific adaptation practices due to their highly context-specific nature. Rather, the checklist aims to ensure that adequate consideration is given to the spectrum of constraints, from social norms to enabling environments and processes, that might limit the equitable participation of and benefit for rural women and youth. It is a matter of understanding how gender norms and relations, and critical factors, such as women’s insecurity over land access and tenure, lower political representation and decision-making power in rural governance, lack of access to financial capital, level of empowerment, barriers to participation in trainings and extension services, all affect agricultural productivity and adaptive capacity.

**Table 1. Summary of good practices**

| Title  | Good practice  |
|--|--|
| <b>Roles:</b> Understanding gender and social norms  |  |
| Analyze gender, social and political norms along with differential vulnerability to climate risks that affect increased adaptation and productivity for men, women and vulnerable groups |  |
| <b>Resources:</b> Access to and control over resources and information   |  |
| Access to information and extension services   | Facilitate equitable access to agriculture and climate information for all smallholder farmers; ensure information and services address women and girls’ tasks and priorities  |
| Access to inputs and technology  | Facilitate equitable access to agricultural inputs and technology that is sensitive to the priorities and constraints of women and youth smallholder farmers   |
| Access to natural resources  | Promote equitable access to natural resources by developing policies and approaches that facilitate equal access to land, water and forest resources by men and women smallholder farmers  |
| Access to markets and finance  | Promote access to market opportunities and to equitable credit and finance for smallholders  |
| Knowledge, information and capacity-building   | Use innovative, farmer-led, community-based approaches (including traditional and indigenous knowledge) for capacity-building  |
| <b>Power:</b> Understanding power dynamics   |  |
| Planning and decision-making processes   | Promote anticipatory, flexible, inclusive and forward-looking adaptation planning and decision-making processes  |
| Equal voices and representation  | Promote equal representation in communities, especially of women, youth and marginalized groups in decision-making at household, community and national levels. Establish institutional arrangements and linkages which facilitate multistakeholder engagement |
| Monitoring, evaluation and learning  | Integrate consultative learning, capacity-building, monitoring and knowledge management processes  |
| Investing in programme capacity  | Conduct gender analysis to guide programme implementation and invest in staff capacity to mainstream gender transformative approaches during programme implementation  |

Source: Adapted from Adaptation Good Practice Checklist, October 2016

### Understanding gender and social norms

Gender is a determining factor in defining power relations: what people do, what they own and who decides. Adaptation programmes targeting smallholder farmers will need to address existing gender disparities in participation and in accessing inputs or services. It is important to analyze smallholder farmers' decision-making ability, access to and control over resources and information, and access to public spaces, which are often very different between women and men. Agricultural livelihood strategies will be less effective and can inadvertently reinforce negative gender norms if they do not tackle these barriers.

### Risk, vulnerability and capacity analysis

An in-depth contextual analysis, including gender and sex-disaggregated evidence-based data, should be the starting point for all adaptation programmes. Smallholder farmers face various challenges to their productive capacity, including climate risks. There are different tools that can be used to undertake an in-depth contextual analysis. Gender-sensitive climate vulnerability and capacity analysis (GCVCA) is a tool that can be used to ensure both women's and men's participation and also to ask questions about gender issues in relation to climate vulnerability and adaptive capacity. Activities may also include a separate gender analysis as the starting point for a programme.

### Household decision-making

Women generally have less decision-making power within the home and the community compared to men, especially with regards to the allocation of resources and finances. Despite the fact that they tend to be more responsive to the changing needs of their households, women are often left out of decision-making spheres where they could influence communal practice at either the household or community level. Identifying and supporting women's roles as active participants in the programme, while strengthening their decision-making power and capabilities, are crucial to promoting the sustainability of programme results. Engaging men and boys in this process is also crucial to empowering women farmers to fully benefit from the application of improved agricultural practices and to enhance their decision-making abilities within the household (Box 1). Participation in savings groups, women's associations, and producer groups can also encourage women to achieve greater degrees of voice and participation in decision-making processes at both the household and community levels.

#### **Box 1. The Gender Action Learning System (GALS) and household methodologies**

In Uganda, the IFAD/ASAP Project for the Restoration of Livelihood in the Northern Region (PRELNOR) includes an experienced community development specialist in place, community-based facilitators and household mentors who all work with farmers' groups and vulnerable households to move beyond ensuring women's participation and meeting quotas and to help women and men work together. GALS and household methodologies support women and men in households and communities to visually express their aspirations, develop plans to work towards their dreams, and find solutions to address the constraints they face as they pursue their livelihoods. Men and women examine their labour distribution, access to and use of income and other resources, and benefit-sharing.

## Women's workload

Men and women have distinct gendered roles in agricultural production, income generation, management of natural resources and household activities. Men tend to have more authority and control of power and resources within the household and community. Commonly, women have primary responsibility for unpaid domestic and care work, and are also expected to contribute to the household income. However, women also bear most of the responsibility for household work, limiting the time they have available for adopting new or additional productive practices. The effects of climate change can intensify women's workloads and decrease household assets, further exacerbating gender inequities. Programmes that engage men to relieve women of part of their workload can give women more time to engage in income-generating activities, which increases household income, a benefit in itself, and also reduces the stress that men perceive in having to provide the sole income to support their families. Addressing the labour burden on women in agriculture, as well as the ability of women to make long-term investment decisions with respect to access to assets and information, are critical to the development of gender transformative programmes.

## Criteria for programme design

- **GCVCA involves a diverse range of social groups of people** and includes: analysis of gender, power dynamics and relations among men, women and youth of different social standing and vulnerability, wealth and ethnicity. The analysis will clarify how the risks, vulnerabilities, workloads, adaptive capacities and opportunities to participate shape adaptation decision-making.
- **Assessments and risk surveillance systems include the study** of the differential impacts of climate risk on men and women, boys and girls and is done in consultation with individuals and communities. Assessments should clarify individual and community resources and capacity; underlying causes of vulnerability; and existing systems to manage risk at different timescales. This will inform the next steps of participatory planning and choice of adaptation strategies.
- The programme works with men and boys to shift social expectations and relationships. **Promote gender transformative activities** that involve **working with both men and women**, as well as policymakers and other decision-makers, to promote dialogue around gender equality and the allocation of resources and assets. Organize men-only activities as an entry point to talk with them about men's and women's roles in resilient livelihoods and how men can support women to apply new productive techniques. Ensure that strategies to engage men and boys support women's empowerment and do not divert limited resources away from activities that benefit women.
- Promote **dialogue within the household** around women's decision-making. Enhance women's leadership and economic empowerment through savings and loan groups, mothers' groups or other social networks that enhance women's confidence and decision-making.
- Incorporate mechanisms for vulnerable groups to continually and actively engage in **adaptation decision-making at the most appropriate levels**. All members of the household and community are supported to organize together, participate, identify their livelihood aspirations, needs and priorities, and assess them against current and future climate scenarios.
- The **programme identifies a range of adaptation options** that specifically address the needs of women and men, boys and girls, and most vulnerable groups and recognizes the different roles that they play within the household and on the farm.

### Tools and methodologies

Effective adaptation programming is built on an understanding of the dynamics of vulnerability and opportunities for change in communities. It addresses immediate priorities, while also building capacity for longer-term adaptation. The *Gender-sensitive Climate Vulnerability Capacity Analysis (GCVCA) Practitioners Guide* is designed to help conduct a process that stimulates analysis and dialogue about climate change and the conditions and drivers of vulnerability which affect different socio-economic groups in a given community setting, with particular focus on gender dynamics. It uses guiding questions in a variety of tools to examine factors at multiple levels and to gather information. It is designed to be flexible so that the learning process can be adapted to suit the needs of particular users. The programme may also include a separate gender analysis as the starting point for actions.

The World Agroforestry Centre's (ICRAF) *Participatory analysis of vulnerability and adaptation to climate change* is a methodological guide designed to help researchers and development workers conduct a participatory analysis of vulnerability and adaptation to climate change (PAVACC) with rural communities, and to develop action plans that reflect the concerns of the rural communities. The approach helps rural communities to assess their vulnerability to climate change and to identify and plan appropriate activities to reduce their vulnerability. In addition, it helps them to organize and analyze information about the vulnerability and resilience of their community, households and individuals, and to use local knowledge about coping strategies to help them adapt to climate change.

CCAFS's *Climate change & food security vulnerability assessment toolkit for assessing community-level potential for adaptation to climate change* presents a participatory methodology that has been designed to provide organizations with the tools to understand the interrelations between climate impacts, food systems and livelihood strategies at the local level. It also considers the traditional /indigenous knowledge of the participating community. The toolkit applies a multidimensional view of the vulnerability of livelihood strategies to climate change, with a focus on differentiated access and entitlements to livelihood resources and food for different groups within a locality or community (often determined according to gender, ethnicity and socio-economic class).

### Access and control

Transforming the gender dimensions of power over resources is needed to address systemic discrimination in access to climate information, land, education, extension services, technology, inputs, credit and finance; all of which limit women's engagement in adaptive practices. Increasing the ability of communities and households to better understand climate change risks and vulnerabilities is a first step to getting them to take action to reduce such risks. Providing this information in a way that is comprehensible for people at all literacy levels is crucial. This also needs to be supported by increasing the capacity of women smallholder farmers to have improved access to agricultural extension services, which often are not targeted to them. Special efforts are needed to provide women with equitable access to information on production practices, weather, credit and other key areas required to increase their adaptive capacity.

### Information and extension services

Women are often excluded from agriculture extension programmes due to educational disadvantages, or because there is a socio-cultural bias that benefits men. Constraints on women's mobility, access to media, lower access to and control of resources and information, and lower literacy levels further limit their opportunities to receive and act upon information that is relevant to their farming.

Special efforts are needed to provide women and men with equitable access to information on production practices, weather and other key areas required for them to have equal opportunities for success in smallholder farming. It is important to consult smallholder farmers on what their information needs are, where there are gaps in services or resources, what their specific priorities are and how the programme can tailor information to meet their needs. Programmes should work closely with governments to identify and address gaps in the existing agricultural extension system to strengthen the capacity of extension agents to deliver gender-sensitive extension services and to provide enhanced support to women and youth.

### Criteria for programme design

- During the design phase, programmes should engage with systems in which government services and other sources **produce accessible and relevant information** to both women and men (Box 2). This includes a deliberate focus on how or when men and women access information (through radio or at certain times of the day) and whether the services and other sources disseminate information in ways that reach women in their context, and on the different types of information that women and men prioritize.
- **Extension agents are supported to respond to local knowledge and the expressed information needs** of communities.

#### Box 2. Gender challenges related to climate information services in Mali

IFAD's Fostering Agricultural Productivity Project – Financing from the Adaptation for Smallholder Agriculture Programme (PAPAM/ASAP) in Mali supports smallholder farmers to access the information, tools and technologies that help build their resilience to climate change. Among these technologies is the use of agrometeorological information (sowing date forecasts, harvest, pest management and drought management). A study was undertaken by CCAFS and the Institut d'Economie Rural (IER) of Mali in 2016 to assess and report on ASAP investments in climate information. Forty-six focus groups of men and 46 focus groups of women plus individual interviews were used to collect data and information. Discussions focused on agricultural calendars and practices, constraints and related strategies, and how the use of weather information affects the local farming system.

Although agriculture is the main activity for both men and women, and both indicated rainfall as the first constraint affecting crop and livestock production, women were clearly more impacted than men because of their lack of access to appropriate farming technology. For instance, ploughing, sowing, weeding and maintenance operations were done on women's plots only after men had finished working their own plots. The study showed that weather information was also less relevant for women than for men. The lack of training specifically directed to women and the lack of gender-appropriate equipment made it difficult for women to take climate information into account as part of the seasonal calendar.

### Inputs and technologies

New technologies and existing productive inputs, in general, are more difficult for women to access than men. Women farmers often have limited access to markets, limited or no linkages to larger buyers, and limited financial capacity which would allow them to wait until buyers purchase crops. Women's access to inputs can be further hampered by their limited mobility and restricted market access, as well as limited financial capacity to purchase inputs. Programmes should make a deliberate effort to improve access to productivity-enhancing inputs, such as seed and fertilizer, via collective purchase, and improve linkages to input suppliers.

The difficulties women face in accessing conventional inputs are also likely to prevent them from accessing new technologies. Despite their ingenuity and ability to improvise with whatever materials they happen to have at hand, women in most parts of the rural world are highly under-represented in the distribution of agriculture inputs and dissemination of climate-smart technologies. Farming technologies are often designed without giving sufficient attention to the specific needs of women and their limited access to resources, including capital, labour, time or even the right to make decisions. A technology needs assessment should consider male and female end-users, both farmers and herders, who face constraints of time and access to credit, information and land. Because technology is not gender-neutral, technology-based strategies for improving adaptation practices have different implications for women and men. However, despite the fact that most agricultural technologies are directed towards men – who are regarded as the principal stakeholders and decision-makers, as well as the direct users and managers of these technologies (Denton, 2002) – experience shows that women “are avid users of technology provided it

meets their particular needs”. In this regard, there is a need to look at adaptation technologies through a “gender lens” and conduct a gender-based and participatory technology needs assessment (Box 3).

### Criteria for programme design

- The programme should focus on **building strong and equitable asset bases**; increasing individuals’ equal access to resources, including inputs, information and technology to strengthen the productive and adaptive capacity of all members of households and communities.
- The programme should **facilitate women’s access to productive assets** through participation of the vulnerable population in savings groups and/or producer groups.
- The programme should **develop appropriate technology** to enhance the productive capacity of women farmers, ensuring that solutions are appropriate to their mobility and resource constraints.

### Box 3. Reducing women’s workload

The IFAD PAPAM/ASAP in Mali promotes women’s participation in biogas and solar system training and use. The investment in a pilot to introduce biogas production and solar kits is reported to have considerably reduced women’s dependence on firewood and expensive fossil fuels (charcoal) for cooking and lighting, and reduced the time and labour involved in firewood collection, as well as reduced smoke inhalation.

Women have used the time to engage in income-generating activities such as market gardening.

Further, the slurry left over from converting manure to gas is used as fertilizer. It has been reported that the introduction of solar panels has also contributed to the strengthening of women’s agency by providing security through lighting and by easing women’s household tasks.

### Tools and methodologies

The Food and Agriculture Organization of the United Nations (FAO), the World Bank and IFAD have developed *Gender in Climate-Smart Agriculture (CSA) Module 18 of the Gender in Agriculture Sourcebook*. The module provides guidance and a comprehensive menu of practical tools for integrating gender in the planning, design, implementation and evaluation of programmes and investments in CSA. The module emphasizes the importance and ultimate goal of integrating gender in CSA practices, which is to reduce gender inequalities and ensure that men and women can equally benefit from any intervention in the agriculture sector to reduce risks linked to climate change.

The module contains five Thematic Notes (TNs) that provide a concise and technically sound guide to gender integration in the selected themes, including one describing innovative technologies that highlight opportunities and issues relevant to the challenge of finding gender-responsive CSA approaches. It defines “innovative technologies” very broadly to include agricultural inputs (improved seed, fertilizer), tools or machines (plows, mills, mobile phones to obtain and exchange market information), or techniques and strategies (practices to enhance soil fertility and retain crop residues to prevent erosion, and methods to improve water management) that can be introduced in a new context through a user-driven process of adoption and adaptation.

*Gender in Climate-Smart Agriculture Module 18 of the Gender in Agriculture Sourcebook* (Thematic Note 1: The role of innovative technologies for gender-responsive CSA) at <http://www.fao.org/3/a-i5546e.pdf>

## Natural resources

Land and water are a source of food, shelter, income and social identity, and are fundamental to the livelihoods of poor rural people. Secure access to land and water reduces vulnerability to hunger and poverty. Yet, in many places women's rights to land tenure are still not recognized or respected. Many rural women around the world do not have the tenure rights to land or access to the governance systems where decisions over land are made. Often, husbands control land that legally belongs to their wives, or women are blocked from access to land they inherit from relatives. When women do not own land, they have little incentive to invest in new agricultural methods.

Moreover, it is not only land, but also access to water and trees, which shape women's potential to benefit from adaptive practices. Men often have ownership and access rights to commercial uses, and to parts of trees with more productive or commercial value, while women tend to manage plots with lower tree density.

Improved access to water can transform the life of a woman, either through the extra time and subsequent opportunities that become available when women and girls no longer have to walk long, treacherous distances to collect water—a task that is often relegated exclusively to women and girls. However, they are often excluded from the decision-making processes in community-level water management and natural resource allocation. As a result, women have little choice in the kind or location of services they receive.

### Criteria for programme design

- The programme ensures **equal access to water, land, pasture, forest and marine resources** for women, men and youth. Information and training relating to local laws should address all land-related actors and stakeholders.
- The programme **ensures inheritance and tenure rights for women** (Box 4).
- The programme **encourages equal decision-making power for women** by including them in discussions on water and sanitation at all levels, particularly in the management of water user associations. Women, girls and other marginalized stakeholders should be represented in community-based institutions governing resource use.

#### Box 4. Women's land rights in Burundi and women's and men's rights in Rwanda

In Burundi, since 2008 the Women's Land Rights Project has worked to strengthen women's land rights, and thereby reduce rural poverty, by bringing this issue into the mainstream of IFAD's programmes. At all levels within IFAD, the project raises awareness about women's land rights and their implications for poverty reduction. Among other objectives, it aims to increase staff expertise and facilitate research and strategic planning towards strengthening women's rights to use, control and transfer land.

The Rwanda Initiative for Sustainable Development (RISD), with its Land Dispute Management Project (LDMP), strengthened the capacity of local leaders in managing land-related disputes and increased community awareness of land rights, especially for rural women who depend on the land for their livelihood. Both men and women have been informed about their rights and what the registration process could bring in terms of security of rights and potential benefits to their livelihood (e.g. facilitating access to credit). Women were involved in all phases of the registration process: they participated in the meeting organized by the authorities to inform the population about the legislation and the registration. They were part of the cell land committees, the village executive committee and the team of para-surveyors. The registration process and the issuance of land titles have reduced the number of conflicts over land, and mechanisms have been put in place so that 90 per cent of land disputes have been solved locally.

### Markets and finance

Supporting smallholder farmers to access markets can enable them to better protect themselves, and to anticipate, prepare for, respond to and recover from crises by building their asset base. Promoting an inclusive value chain approach that is responsive to climate change should include a focus on building the skills and improving the position of women smallholders in the value chain.<sup>4</sup> Beyond this, programmes should include innovative methods for engaging and influencing the private sector to create dignified and fair employment and income opportunities for poor rural people, and equal spaces for men and women in value chains.

Programmes should also promote access to inclusive financial services to catalyze sustainable economic participation for women and men smallholder farmers. Financial institutions are generally not sensitive to the development of products and services adapted to the needs of smallholder farmers, especially women. High collateral requirements, which apply equally to men and women, poor infrastructure, and high interest rates and transaction costs are some of the reasons why traditional financial services do not meet the needs of women and smallholder farmers generally. Since smallholder farmers lack market power, group formation is critical to helping them access financial services. Whether in the form of farmers' cooperatives, self-help groups, or savings and loan associations, groups that receive financial literacy training can successfully apply for and manage loans.

### Criteria for programme design

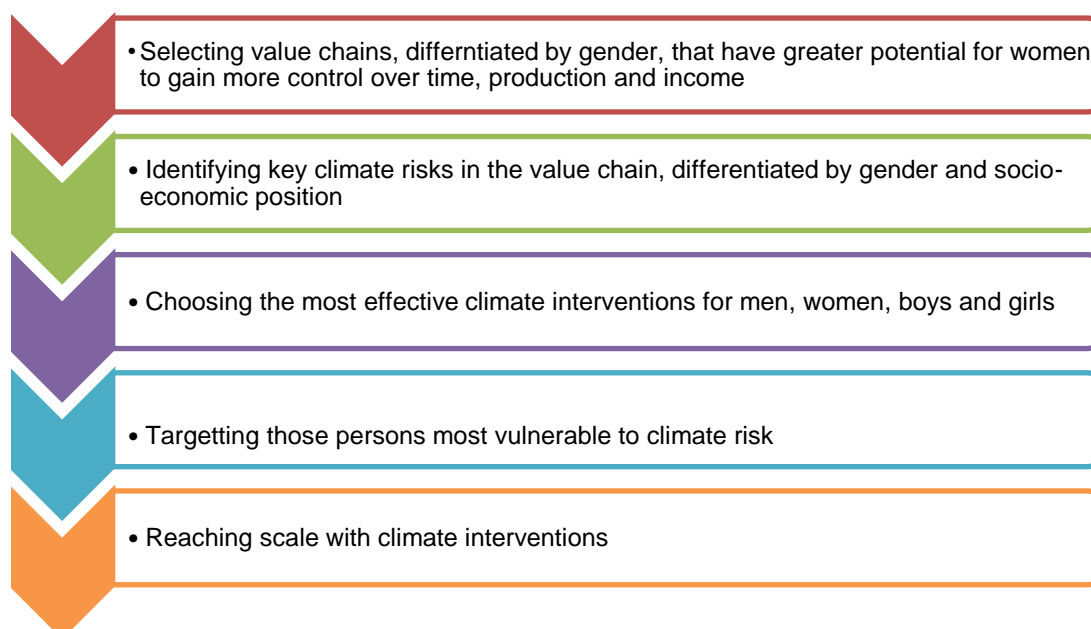
- **The programme works to transform market systems** to ensure smallholder farmers' access to, control over and equal participation in (and benefit from) them. The programme supports cooperatives and promotes the roles of women in value chains (moving them higher up the value chain).
- The programme empowers women, men and youth to evaluate new and existing activities so they **make informed decisions concerning risks and returns** by building skills in entrepreneurial capacity and utilizing market/climate/technical information systems.
- **The programme engages with private-sector actors** within the market system to promote synergies and create opportunities for smallholder farmers that increase productivity, product quality, income, nutrition and resilience as suppliers, producers, workers, entrepreneurs and consumers.
- The programme **expands access to financial resources and products** to improve productivity, mitigate risk and build resilience for smallholder farmers through public and community financing, loans, inventory credit, crop insurance and mobile money
- The programme **promotes agribusiness and food-related social enterprises** that have potential to be scaled up, create employment and contribute to food and nutrition security.

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<sup>4</sup> For more guidance on developing climate-smart value chain programmes, please refer to: <https://ccafs.cgiar.org/publications/how-do-climate-change-risk-assessments-value-chain-projects#.WcwdgluPLIU>



The steps in conducting gendered value chain and climate risk assessment in project design are the following (adapted from the HTDN *Climate change risk assessments in value chain projects*):



### Knowledge, information and capacity-building

Improving people's understanding of climate change impacts and local solutions is an important element of adaptation programming. When women and men have equal access to climate information, they can make decisions together and plan together, and this joint decision-making can benefit the entire household. Women's participation in savings groups can improve their knowledge of improved agricultural practices, and can highlight the importance of savings and credit. Inclusive information-sharing and capacity-building can also help women and men develop important skills, build relationships, and build self-confidence and conviction related to their roles in farming. Often a combination of local and traditional forms of existing community knowledge with scientific know-how can help to increase the ability to adapt to climate change.

### Criteria for programme design

- The programme **recognizes the different vulnerabilities and capacities** of women and men and strengthens capacity for continuous innovation/testing of: adaptation approaches, inclusive social systems, strategies and appropriate technologies by innovative farmers, communities and all other stakeholders. This will enable flexible, adaptive, gender-sensitive and relevant responses to current and future climate risks and impacts.
- The programme develops **group learning models that integrate sustainable agricultural practices, market engagement, gender equality, food and nutrition security, group empowerment and monitoring and evaluation (M&E)**, which ensures that the knowledge, skills and practices of women and men smallholder farmers are built upon in an integrated manner.
- The programme supports the **use of local, traditional and indigenous knowledge**, as appropriate, to build farmers' capacity to adapt to climate change and contextualizes information for different end-users.
- The programme **links research to implementation** to generate longer-term gender transformative solutions informed by climate science, trends and local conditions, and women's and men's aspirations and capacities.

### Tools and methodologies

**Farmer field and business schools (FFBS)** provide an avenue to driving and sustaining adoption of climate-smart agricultural practices, and now use a widely-promoted extension approach and one which can be tailored to address women's needs. The FFBS is an adult education intervention which uses intensive discovery-based, learning methods with the objectives of providing skills and empowering farmers. It uses a participatory, women-focused extension approach that helps farmers build the skills necessary to increase production; access markets and sell at competitive prices; collaborate with each other; and engage in beneficial and efficient decision-making. It also transforms the status and promotes the recognition of women by providing the support they require to be successful farmers, owners/operators of businesses, leaders and agents of change. Evidence shows that participation in the FFBS builds women's self-confidence and expands their autonomy; reduces gender-based violence; and engenders respect from their families and communities.

Typically, a farmer field school (FFS) facilitator guides a group of farmers in a season-long learning process while cultivating a selected crop. The primary learning material at an FFS is the field. FFBS is unique because it goes beyond working with just women farmers to convincing extension agents to work with women as well as men, and to persuading men together with leaders to work with women to improve women's circumstances.

Key advantages of the FFBS model are:

- It provides a flexible model that can be tailored to a variety of different contexts and builds on local knowledge, skills and abilities.
- It ensures comprehensive support to small-scale farmers by providing training on farm production techniques, proper nutrition, gender equality, marketing and business management.
- It uses gender dialogues to engage men and leaders who can facilitate the change required to assist women farmers and communities to reach their full potential. The revolutionary approach of this model can provide dramatic changes in gender equality in as little as two months.
- The training cycle integrates learning into the agricultural seasonal cycle, ensuring that learning occurs and other activities are done without requiring additional time investments from women farmers. After two agricultural cycles, groups are ready to graduate from the programme.
- It works with existing women's groups, producer groups and self-help groups that already have established social capital and governance mechanisms.
- It is based on adult learning principles that offer practical lessons through participatory approaches. Farmers can then translate this learning and adapt it in their own fields, creating ownership and sustainability of adoption.
- Community-based participatory M&E are built into the FFBS model enabling farmers to track their own progress, costs, profits and losses. This information is then used to make decisions and develop action plans based on farmers' specific circumstances.
- The programme should promote the model among the private sector, governments, donors and other stakeholders to increase access to input and end markets; facilitate scalability of results; and expand the numbers of intended beneficiaries – the farmers.
- The programme integrates environmentally sustainable and climate-resilient techniques, such as water-smart agriculture, that help farmers cope with increasingly uncertain weather and degrading natural resources.

<http://www.care.org/work/world-hunger/farmers-field-and-business-school-toolkit>

*Junior Farmer Field and Life Schools* <http://www.fao.org/3/a-i5546e.pdf>

*PMERL manual for local practitioners* : [http://careclimatechange.org/wp-content/uploads/2014/12/2012\\_PMERL.pdf](http://careclimatechange.org/wp-content/uploads/2014/12/2012_PMERL.pdf)

## Planning and decision-making processes

The stronger the voice of vulnerable people in picking adaptation options, the greater the acceptance of such options, and the better the fulfillment of immediate and longer-term needs. Given the unequal power relations and marginalization in the community, vulnerable groups and women in particular are usually excluded from top-down decision-making processes, which do not take all local community needs into account. Moreover, even decentralized processes can be harmful to women and other vulnerable groups if programmes reinforce traditional patriarchal community structures. Given women's marginalization from public decision-making roles in most contexts, a focus on integrating women's voices, with both men and women participating, can result in improved ownership of the activities. Including diverse women and men in public planning and decision-making can inform service delivery so that it is responsive, draws from the knowledge, perspectives and ideas of diverse communities, and ultimately helps meet needs more effectively for a broader group of people.

### Criteria for programme design

- The programme facilitates regular local **multistakeholder dialogue, wherein women, men, boys and girls, and vulnerable groups have equal representation** to continuously inform gender transformative adaptation actions and decision-making (Box 5).
- The programme ensures that vulnerable groups have sustainable access, confidence and capacity to act, learn and give feedback.
- The programme supports **planning and decision-making at the most appropriate level** (community, local, sector or national level and in relevant governance structures) to ensure context-specific and gender-aware plans that are locally determined with the participation of men and women, and vulnerable groups.
- **Provisions and budgets are created to ensure that plans and actions are flexible** and reviewed regularly, and processes are instituted to respond to changing conditions, gender-specific needs and the uncertainty of climate impacts.
- **Priority adaptation options are selected through a screening process** to assess social, economic and environmental feasibility, gender equality, underlying causes of vulnerability, resilience to expected climate impacts and risks, and synergies with existing systems and plans.
- **Collaboration is strengthened** across sectors and activities to achieve inclusive local ownership over decision-making processes and implementation, and fully transparent communication.
- **Institutional mapping** identifies the range of community, local and national organizations involved in the management of climate change risks and impacts and identifies the issues of access to services, especially for women and girls.
- **Qualitative monitoring** is conducted to understand the impacts of programming. Through focus group discussion, the qualitative impacts of adaptation are captured and fed back into programme design.

### Box 5. Multistakeholder platforms in Malawi

Policies at the local, national and community levels need to reflect the needs of vulnerable women and men and to have appropriate processes in play to ensure that their needs and concerns around responding to the impacts of climate change are addressed. In its advocacy and programmatic work, CARE uses SuPER (Sustainable, Productive, Equitable and Resilient) principles to influence the National Adaptation Plan (NAP) of Malawi, which is currently under development. CARE works with governments to advocate for programmes, projects, policies and investments that are sustainable, productive/profitable, address issues of women and are climate resilient to ensure that gender considerations are prioritized in the design and implementation.

In addition to the NAP, CARE has also influenced the Government of Malawi to advocate to the United Nations Framework Convention on Climate Change (UNFCCC) for consideration of gender issues in programmes.

### Tools and methodologies

The **Community-Based Adaptation (CBA)** approach is unique in the way that it enables the development of adaptation programmes and projects that meet basic immediate needs in many places with significant development deficits, but also builds the adaptive capacity for the longer term. CBA is successful in doing this because it builds the capacity of vulnerable men, women, boys and girls to better understand climate risks and to have a say in making decisions and in implementing various activities.

There are many participatory approaches that can be used to support planning processes. One example is participatory mapping that used in combination with other participatory methods has measurable effects for the development of local adaptive capacity. For guidance on how to do gender-sensitive CBA, refer to:

*Practitioner Brief 3: Understanding Gender in Community-Based Adaptation*  
<http://careclimatechange.org/publications/cba-and-gender-analysis/>

*Increasing adaptive capacity through participatory mapping:* <https://www.ifad.org/documents/10180/d56e885e-6043-4ec4-bee7-cc2acb01bb6b>

Participatory scenario planning (PSP) is a process for the collective sharing and interpretation of climate forecasts. PSP is conducted as soon as a seasonal climate forecast is made available by meteorological services, which means that it occurs as many times in the year as there are rainy seasons in that particular area. In a workshop setting over one to two days, meteorologists, community members, local government departments and local NGOs share their knowledge – both local knowledge and scientific information – on climate forecasts. The participants discuss and appreciate the value of the two perspectives and collectively find ways to interpret the information into a form that is locally relevant and useful. Using local knowledge to reflect on the current situation is helping to build stakeholder's confidence in understanding and using climate information in decision-making, for example, on the combination of seeds to plant or livestock management practices to use to spread risk and take advantage of opportunities.

The participatory integrated climate services for agriculture (PICSA) approach aims to facilitate farmers to make informed decisions based on accurate, location-specific, climate and weather information and the locally relevant crop and livestock and livelihood options with the use of participatory tools to aid their decision-making.

*Participatory Scenario Planning for co-producer user-based climate services at*  
<http://careclimatechange.org/wp-content/uploads/2017/07/PSP-ALP-Brief-2017.pdf>

*Participatory Integrated Climate Services for Agriculture (PICSA): Field Manual at*  
<https://cgspace.cgiar.org/rest/bitstreams/60947/retrieve>

## Equal voices and representation

Informed decision-making is fundamental to good programme design and implementation. To this end, seeking the participation of community members is a basic operational principle, because leaving community members participating in the programme out of decision-making increases the risk that interventions will not match people's priorities and needs and will be culturally or ecologically inappropriate or that services will prove too costly.

Adaptation programmes should also aim to make government planning and resource allocation systems – at all levels – more responsive to people's needs by increasing equality and diversity, participation and accountability. To ensure that local adaptation planning and implementation is responsive to people's needs, programmes should provide a platform for local stakeholders to articulate their own needs. In other words, the focus on empowerment is a fundamental part of building adaptive capacity among poor and vulnerable people, where marginalization is at the core of their vulnerability.

Policies at the local, national and community levels need to reflect the needs of smallholder farmers and have appropriate processes in play to ensure that their needs and concerns around responding to the impacts of climate change are addressed. Smallholder farmers may feel that they do not have the space or standing to meaningfully participate in public decision-making. Often, when they do participate it may be in token ways such as to fulfill a quota for under-represented groups within a forum or association. Adaptation programming needs to foster meaningful participation where individuals may actively contribute to decisions, where their decisions are heard and considered and where they can take part in leadership or decision-making.

### Criteria for programme design

- **The programme supports inclusive and continuous reflection, learning and feedback loops** among innovative farmers, targeted communities, local service providers, researchers and other actors, to inform their planning, modification of activities and identification of capacity gaps, policy issues and demands as the climate and other circumstances change. A deliberate focus should be on ensuring that women and girls participate in this reflection and that their voices are reflected in regular learning and adaptive management, by providing a platform where they can engage with local stakeholders and articulate their own needs.
- **The roles and responsibilities of institutional stakeholders are well-defined** at different levels, including for action to target the specific needs of women and girls, men and boys.
- **Inclusion of local and national civil society organizations** in national and global adaptation decision-making, planning and implementation is promoted, including with community-based organizations and NGOs that represent the interests of smallholder farmers.
- **Multistakeholder forums are established, broadened or strengthened** to enable coordinated cross-sectoral and intra-sectoral planning and collective decision-making at different levels to address gender-differentiated climate risks and uncertainties.
- **Governance systems and linkages between stakeholder institutions and sectors are strengthened** or established. Develop institutional arrangements and coordination mechanisms for equitable, sustainable, responsive and accountable planning processes and actions at local to national levels.
- **Resources are available to implementing partners** to address the differential vulnerability of women and men, boys and girls with regards to adaptive capacity-strengthening, climate information services, extension, policy and finance support.

## Monitoring and evaluation, and learning

A gender transformative monitoring, evaluation and learning (MEL) system should go beyond monitoring participation in programme activities to measuring the impact of programme interventions on smallholder farmers. Tools such as the International Food Policy Research Institute's (IFPRI) *Women's empowerment in agriculture index* can assist programmes in measuring gender transformation and women's empowerment in agriculture programmes.

Additionally, participation, joint learning and reflection processes should be integrated into the monitoring and evaluation of adaptation programmes to ensure these efforts are as effective as possible. To measure the gender dimensions of a programme's performance, women need to be actively involved in defining indicators and in monitoring implementation and impacts (Huyer et al., 2016).

A participatory and gender-responsive MEL system can provide a platform for local stakeholders to empower them to articulate their own needs. In this way, the programme can facilitate continuous and joint learning and reflection, including the consultative development of indicators, which is particularly important for adaptation due to the constantly changing needs of the community. When participation, joint learning and reflection processes are integrated into the monitoring and evaluation of adaptation programmes, it ensures these efforts are as effective as possible.

### Criteria for programme design<sup>5</sup>

- The programme sets up systems to **track progress towards gender equality**, including the collection of sex disaggregated data, use of indicators that specifically measure changes in gender norms, and the inclusion of women and men in programme MEL and reflection activities.
- **The monitoring system assesses and reports on change in men's and women's** adaptive capacity, secure access to resources, markets and services, participation in collective and household decision-making, services, diverse and robust sources of production and income, and nutrition, as part of the standard and agreed programme indicators to enable improvements based on adaptation learning and evidence (Box 6).
- The programme **monitors and evaluates gender dynamics** not only in absolute terms (numbers of female/male beneficiaries) or in isolation (impacts on men versus impacts on women), but in relative terms (increases or decreases in gender gaps, changes in gender relations). Consider how activities may impact on a range of gendered dimensions and ask questions to monitor change in communities. Compare unpaid household tasks with work that earns cash income. Track changes in women's voices in public decision-making forums and increased access to and control over resources crucial for adaptation.

#### Box 6. Examples of gender-sensitive indicators

Gender-sensitive indicators can not only monitor participation of women and men, but also indicate changes in control of productive assets, decision-making, access to resources, and economic status. Examples of gender-sensitive indicators include:

- Number of gender-responsive technologies applicable under a CSA approach, developed by research activities.
- Number of farmers who have access to and use (i) weather and climate information services; and (ii) price information on a regular basis (disaggregated by sex).
- Percentage change in crop yield per hectare and year as a result of the CSA intervention (disaggregated by male or female-headed households and household members).
- Number of farmers participating in functional associations as a result of the programme (disaggregated by sex and by type of association, for example, market cooperative, producer association). Farmers who consider themselves better off now (for example, in terms of livelihood, income, nutrition, well-being, social status or empowerment) than before the CSA intervention (disaggregated by sex).

<sup>5</sup> Gender-sensitive indicators: adapted from Thematic Note 3 of FAO, World Bank Group and IFAD, 2015. Refer FAO, 2016, *Practice Brief climate-smart agriculture*, available at <http://www.fao.org/3/a-be879e.pdf>

- The MEL system **monitors and documents gender achievements** in the programme to generate critical knowledge and evidence, which can be used to advocate for and contribute to an enabling environment for gender transformative policy at community, local, national and global levels. Allocate budget for gender integration, gender tracking and for specific actions that promote gender equality and women's empowerment.
- **Resources are allocated to sustain ongoing facilitation of inclusive learning, knowledge management and brokering** to enable exchange of and access to evidence and knowledge by stakeholders, adaptation programmes, national implementing agencies (NIAs) and other actors. Activities should support the "adaptive" management of community and local-level adaptation strategies and plans so that local stakeholders can continue adapting to the impacts of climate change beyond the scope of a given programme.

#### Tools and methodologies

*Gender and Inclusion Toolbox: Participatory Research in Climate Change and Agriculture* supports programme designers and field practitioners in doing gender-sensitive and socially-inclusive research. <http://careclimatechange.org/tool-kits/gender-inclusion-toolbox/>

*Measuring Gender Transformative Change. A Review of Literature and Promising Practices* at [http://www.care.org/sites/default/files/documents/working\\_paper\\_aas\\_gt\\_change\\_measurement\\_fa\\_lowres.pdf](http://www.care.org/sites/default/files/documents/working_paper_aas_gt_change_measurement_fa_lowres.pdf)

### Investing in programme capacity

This HTDN is focused on specific and systematically applied practices such as conducting gender and power analysis to inform programme design and implementation. However, gender transformative change is unpredictable and not linear. While programmes designed with a deliberate focus on gender equality are better able to adapt to the needs of women, men and youth, a sound **gender analysis** conducted at the start of a programme can ensure that the programme's theory of change addresses changing and context-specific social structures, policies and social norms that perpetuate gender inequalities. A gender analysis at the community level can help programme teams understand the specific ways gender relations and norms are exercised and how they may interact with interventions (Martinez, 2006; USAID, 2011).

Gender analysis is the foundation for the development of a gender action plan which can be a practical step to promote gender-mainstreaming in a programme. The action plan outlines roles, responsibilities, funding, workplans and accountability to meet gender requirements. The action plan can inform not only technical design, but budget plans, inception, staff recruitment and capacity development for programmes. It can detail the opportunities for men, women and youth to participate both in programme interventions and in governance systems that shape opportunities in small-scale agriculture.

To be able to undertake robust gender analysis and programme design, programme staff and partners themselves must be sensitive to roles, resources and power dynamics within the household and community. Without ensuring that programme staff has capacities for gender-mainstreaming, even the most well-designed programme cannot achieve its goals. A gender analysis and a dedicated gender staff person is needed to ensure that gender transformation is integrated as a key goal throughout programme implementation. When gender staffing, staff capacity development or gender action plans are actively excluded in the programme design or budget commitments, the result is inadequate mainstreaming of gender. A review of selected ASAP cofinanced programmes found that even in cases where a gender analysis was conducted, programmes without a dedicated gender focal point on staff failed to adequately address gender considerations during programme implementation.



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The existence of a gender focal point with responsibilities to support gender-mainstreaming can be one practical investment that demonstrates operational commitment to gender-mainstreaming. Without a focal point, commitments to gender equality in the programme design may be seen as the responsibility of everyone and may, therefore, not be prioritized for action within the programme, especially in the early days of implementation in complex programmes. Gender capacities built across programme teams can indicate that a programme has adequate human resources for gender-mainstreaming. A generic terms of reference (TOR) for a gender focal point is in IFAD's Poverty Targeting, Gender Equality and Empowerment Toolkit.

### Tools and methodologies

CARE's Gender Toolkit introduces key areas of inquiry to take into consideration when undergoing a gender analysis. For each area of inquiry, this toolkit provides examples of questions that a gender analysis could explore. This resource presents options and reflections on the analysis of gender and power dynamics with a discussion on tried successes, struggles and lessons on gender analysis.

<http://gendertoolkit.care.org/default.aspx>



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