



**Guide to gender
mainstreaming
in the project cycle**

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INTRO

Objectives of this Guide

The full participation of women in the development process is crucial to building a system of social organisation in which the roles of women and men go hand-in-hand with equal rights and fair distribution of resources.

The gender approach promoted by AVSF therefore goes beyond simply ensuring that women are involved in carrying out projects and implementing activities exclusively dedicated to women. The chief aim is to address the demands expressed by women in their communities and organisations, and to promote women's autonomy and reduce gender inequalities in agriculture and livestock farming, as well as in the governance of agricultural organisations and access to markets.

This guide is therefore a response to the institutional desire to improve gender mainstreaming in projects, in particular by encouraging the teams responsible for developing and implementing projects to take ownership of this approach. A gender marker has also been introduced to better measure the extent to which gender is taken into account in projects.

This guide aims to:

- explain the process of gender mainstreaming in development projects, across all stages of the project cycle (from identification to final evaluation);
- share tools and appropriate implementation strategies, in order to avoid exacerbating existing inequalities while maximising the project's impact on women and men.

01

Differences between the Women and Development approach and the Gender and Development approach

«In response to criticism of the invisibilisation of women in development processes and projects, the Women and Development approach emerged in the 1970s with a focus on the presumed specific needs and roles of women. In practice, however, this approach tended to reinforce structural inequalities and mechanisms that marginalise women. How? By adopting a differentiated approach that does not really question power

relations, whether within the project's target population or between the Global North and South. As it is not a cross-cutting approach that covers all projects, it has also suffered from the lack of funding for projects devoted to this topic. The Gender and Development approach has become increasingly widespread in order to address these issues and help overcome inequalities.»¹

The table below sets out the differences between the approach that seeks to integrate women in development, which is still often followed in projects, and the Gender and Development approach, which should be adopted more and more when planning interventions.



[1] Fiches pédagogiques genre et développement (Gender and development fact sheets), 2010, F3E

| | Integrating Women in Development | Gender and Development |
|-----------------|--|--|
| APPROACH | To roll out specific actions targeting women, with a view to improving their status and making them less marginalised in economic development. | To promote women's autonomy and improve unequal relations between women and men, and to make the causes and effects of gender-based inequalities more visible. |
| TARGET | Women | Relationship between men and women. |
| PROBLEM | Women are excluded from the development process. | Unequal rights and responsibilities prevent equitable development and the full participation of women. |
| GOAL | More equitable and efficient development. | Ensuring equal access to socio-economic opportunities for women and men with a view to sustainable and inclusive growth. |
| STRATEGY | Women's projects, women's components, increasing women's productivity and income. | To highlight inequalities, roles and needs so that they can be integrated into policy strategies, programmes and development projects, in order to avoid making the situation worse and/or to provide solutions that will improve the situation. |

Examples

| | "Women and Agricultural Development" project | "Gender and Agricultural Development" project |
|-------------------------|---|---|
| | <p>This project focuses specifically on empowering women in the agricultural sector. It aims to improve the situation of rural women involved in agriculture by providing them with tools, resources and opportunities to improve their skills and livelihoods</p> <p>➔ Project to train women farmers and provide them with access to resources.</p> | <p>This project focuses on equal access to resources (land, water, agricultural inputs, etc.), without necessarily addressing social norms directly. It seeks to create tangible change by distributing resources more equitably between men and women in the agricultural sector, thereby helping to reduce gender inequalities in agriculture</p> <p>➔ Project for the equitable redistribution of agricultural resources.</p> |
| OBJECTIVE | To empower rural women involved in agriculture by offering them technical training in sustainable farming practices. | To rebalance unequal access to agricultural resources between men and women in a given farming community. |
| SPECIFIC ACTIONS | <ul style="list-style-type: none"> - Set up training programmes that focus on the specific needs of women farmers, giving them access to information on the latest farming techniques, crop management, soil conservation, etc. - Facilitate women's access to agricultural inputs, funding and markets - Provide information on the marketing of agricultural products. | <ul style="list-style-type: none"> - Initiatives to raise awareness among landowners or political leaders about the importance of granting equal land rights to women and men, - Programmes to facilitate women's access to agricultural inputs and water for their farming activities - Strengthen women's skills in land management, farming techniques and water management so that they can make effective use of the resources available to them. |
| EXPECTED IMPACT | Significant improvement in women's agricultural output, income and economic independence. | Better agricultural and economic productivity for women, as well as a reduction in inequalities between the sexes in terms of access to resources, without necessarily changing social norms directly, but rather by influencing the structures and practices governing access to resources. |

Review of gender-related concepts

[[AFD MOOC on Gender and Development, 2023]

Sex is a biological characteristic and refers to all the physiological differences between women and men (reproductive and genital systems, chromosomes, gametes, etc.).

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Gender is a social and sociological term that refers to the identity, attributes and roles attributed differently to women and men by society.

Gender equality means equal rights, responsibilities and opportunities for women and men. «A girl has the same rights and opportunities as her brother.»

Equity is a principle involving the pursuit of fair treatment. It recognises and takes into account the existence of inequalities and the different needs that women and men may have, and can therefore legitimise a difference in treatment in order to re-establish equality. «I give to everyone according to their needs, so that he or she has equal access to resources and opportunities.»

Gender parity refers to the equal ratio of women to men (in number and as a percentage) in the workplace, civil service and political sphere. «The law requires our party to have as many women as men on the electoral list.»

Discrimination means treating women differently than men, with the effect or purpose of impairing or nullifying the recognition and enjoyment of their fundamental rights and freedoms in all areas (political, economic, social, cultural and civil, etc.).

«I wasn't allowed to finish school because I got pregnant.»

Gender stereotypes are a set of representations that attribute supposedly «natural» characteristics to women and men, and therefore different roles. Stereotypes are often used to justify sexist discrimination and unconsciously influence life choices.

«Men naturally have more authority than women.»

Masculinities refer to socially constructed masculine expectations, norms and attributes to which men must conform. Hegemonic masculinity, for example, refers to the ideal model to which «real» men must conform.

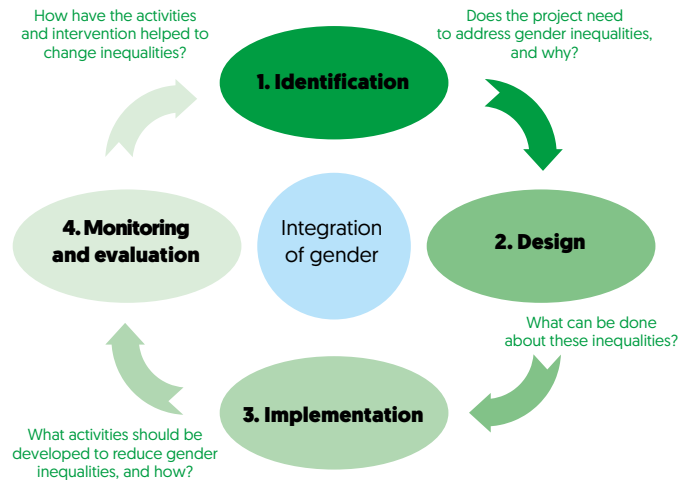
«Victor's friends tell him that to be a strong man you have to know how to fight.»

Gender and intersectionality

Girls and women, boys and men, are not homogenous groups: they have several identities at once. Inequalities therefore arise or are reinforced by the intersection of gender with other factors, such as age, socio-economic status, ethnicity, religion, or other characteristics such as living in an urban or rural environment, disability or sexual orientation. The intersectional approach makes it possible to understand the multiple causes of inequality, so that we can deal with them more effectively and protect the most vulnerable groups.

How to integrate gender into projects?

Integrating gender into the project cycle means taking gender into account at every stage, from identification to monitoring and evaluation. See also Appendix 1, which summarises the approach and tools for integrating gender into projects.





02

Phase 1: Identification

Why?

Gender analysis during the identification phase makes it possible to identify the inequalities between women and men and the gender relations that need to be taken into account when implementing the project so that it does not reinforce those inequalities. [AFD MOOC on Gender and Development, 2023].

Who?

The person could be a project manager, someone in charge of monitoring and evaluation, a consultant specialising in the subject, or a partner specialising in the subject.

When?

During the identification phase prior to project design, as part of the diagnosis (territorial, agrarian, etc.), or independently but complementarily.

Integrating gender into this identification stage involves carrying out a gender-sensitive diagnosis, which will make it possible to:

- Collect qualitative and quantitative gender-specific data available in the country or on the sector in question;
- Take stock of the different situations of women and men in terms of activities, needs, constraints, access to and control of resources (gender analysis);
- Identify the actors involved in the project and any partner organisations that need to be mobilised.

What tools should be used in the identification phase?

Data that will be useful for this phase can be obtained through an analysis at the contextual scale (more global) and at the project scale:

Contextual scale:

- AFD's Country Gender Profile (<https://www.afd.fr/fr/ressources/profil-genre-afrique> / <https://www.afd.fr/fr/ressources/profil-genre-amerique-latine-et-caraibes> / <https://www.afd.fr/fr/ressources/profil-genre-asie>): a document summarising gender issues, the legislative and strategic framework and the stakeholders involved in gender issues in a given country and by sector.
- Gender-specific statistics: consult the documentation and statistics available on the socio-economic situation of women and men (on the Internet or from government departments).
- In the absence of this information, it is also possible to conduct interviews with identified actors who have detailed knowledge of gender relations in the country or region.

Project scale [AFD MOOC, 2023]:

- Social mapping: identifies the diversity of activities of the stakeholders involved in a project, the context, how the issues are evolving and various constraints.
- Activity profile (see «Tool 1» below): collects information on the different activities/types of work carried out by women and men with respect to their reproductive, productive and community roles. Makes it possible to predict how the intervention will affect these activities and their distribution.
- Profile of access to and control of resources (see «Tool 2» below): collects information on access to and control of economic, socio-political and time-management resources for women and men.
- Daily activity timetable: this shows the distribution of tasks and workload by gender and season, identifies periods of availability during the day to take action (meetings, training, activities), and assesses the possibility of developing certain new activities.
- Socio-economic profile of women and men (see «Tool 3» below): this provides information on the power relationships between women and men, on «who decides what», and therefore provides useful information for determining the choice of project activities, taking into account their feasibility.
- SWOT analysis (Strengths Weaknesses Opportunities Threats): identifies the project's strengths and weaknesses in terms of taking into account differences between the sexes, and identifies opportunities and constraints.
- VENN diagram: used to analyse the role of stakeholders in a particular geographic area and their interactions; potential conflicts between different groups; to see whether the group is satisfied or dissatisfied with the actions of a particular stakeholder; to discuss possible changes, etc.
- Analysis of practical needs and strategic interests (see «Tool 4» below): helps to identify women's specific needs and interests, so that we can plan actions to improve their living conditions or social situation.

Tool 1: Activity profile

The activity profile provides information on the various relevant activities or types of work carried out by women and men with respect to their reproductive, productive and community roles. It also highlights the time spent on these tasks (when and how often):

- Reproductive work refers to care and maintenance of the family.

- Productive work refers to the production of goods and services for consumption or trade.
- Community work includes all collective activities and social services.

It should be used during the planning stage **to anticipate which activities might be affected by the project, their distribution and the time allocated to them, so that actions can be better adapted.**

| Social roles/activities | Women/ Girls | | | | Men/ Boys | | | |
|---|--------------|------|-----|-------|-----------|------|-----|-------|
| | Who | When | How | Where | Who | When | How | Where |
| Reproductive work: childcare, meal preparation, water collection, housework, family health care, day-to-day shopping, etc. | | | | | | | | |
| Productive work: livestock farming, fishing, agriculture, income generation, etc. | | | | | | | | |
| Community work/ representation: organisation of celebrations, local political activities, etc. | | | | | | | | |

Fiches pédagogiques genre et développement (Gender and development fact sheets), 2010, F3E / Adequations, Sheet N°4 : Grilles méthodologiques du genre (Gender methodological tables) <http://www.adequations.org/spip.php?article1267>

Tool 2: Access and control profile

The access and control profile is a tool to be used after the activity profile to complement the information on the tasks identified by listing the different resources used to carry out these tasks. **It indicates who has access to the resources and who controls their use.**

The table below has three columns:

- The first column lists the productive **resources** (land, equipment, etc.) and resources linked to the production environment (loans, education, information, etc.), which are needed to carry out the

project's activities, as well as the benefits that can be derived from them.

- Access is to be understood as a freedom, a permission, a right to use the resource or its benefits.
- Control indicates the category of people who have control and decision-making power over the resource or benefit, including its potential sale.

| | Who has access? | | Who is in charge? | |
|---|-----------------|-----|-------------------|-----|
| | Women | Men | Women | Men |
| Economic or productive resources | | | | |
| Land Equipment Labour Cash Other | | | | |
| Political resources | | | | |
| Public-affairs experience Leadership Training/education | | | | |
| Benefits | | | | |
| Income Possession of goods Basic needs (food, clothing, housing) Education Authority / prestige | | | | |

Fiches pédagogiques genre et développement (Gender and development facts sheets), 2010, F3E / Adequations, Sheet N°4 : Grilles méthodologiques du genre (Gender methodological tables) (<http://www.adequations.org/spip.php?article1267>).

Tool 3: Socio-economic profile of women and men

This is a tool for gathering information on how decision-making is divided between women and men in a given context. This information is useful in determining **the choice of project activities, taking into account their feasibility.**

| Socio-economic position of women compared to men | Decisions taken | | |
|--|-----------------|----------|-----------------------|
| | By men | By women | By both men and women |
| Daily decisions (purchases, etc.) | | | |
| Decisions concerning children (schooling, medical consultations, etc.) | | | |
| Mobility decisions (women's travel, etc.) | | | |
| Periodic decisions (choice of crops, etc.) | | | |
| Professional decisions (choice of occupation for husband/spouse/family, etc.) | | | |
| Investment decisions (purchase of tools, loans, etc.) | | | |
| "Social" expenditure decisions (weddings, support for family members, etc.) | | | |
| Decisions within institutions (Community, etc.) and local organisations (associations, cooperatives) | | | |

Tool 4: Analysis of practical needs and strategic interests

The table of practical needs and strategic interests is an analysis tool that helps to understand the immediate needs and long-term interests of men and women in a given context.

Practical needs:

Practical needs refer to the immediate, concrete needs that people have in their daily lives. This includes such things as access to drinking water, food, health, education, employment, etc. These needs are essential to meet the demands of daily life and are generally fairly tangible and measurable. Practical needs can generally be met through the provision of material resources. Satisfying these needs does not necessarily change situations of inequality.

Strategic interests:

Strategic interests refer to the longer-term goals or aspirations that individuals wish to achieve. These may include career aspirations, economic autonomy, equal access to resources, political participation, equal opportunity, etc. These strategic interests are often linked to broader goals or long-term visions for a better and fairer life. Progress in satisfying the strategic interests of women and gender minorities (equal pay, reduction of violence, political representation, etc.) is likely to reduce inequalities more broadly and sustainably.

To sum up this section, this gender analysis aims to ask the following questions in order to better frame the project for the implementation stage:

- Does the project address gender issues? If so, which ones and how does the project propose to address them?
- How will the roles, activities and responsibilities identified in the gender analysis impact the implementation of the project?
- What needs to be done to guarantee equitable access and participation for all?
- Should specific activities be planned?

Examples (AVSF reference text, Promouvoir l'égalité de genre en milieu rural (Promoting gender equality in rural areas), 2014)

| Project theme | Women's practical needs | Women's strategic interests |
|-----------------------------|--|---|
| Livestock and animal health | <ul style="list-style-type: none"> • Improving yields (backyard farming) • Better quality food for the family • Increasing personal income (financial autonomy within the family) | <ul style="list-style-type: none"> • Acquiring knowledge. • Control of certain resources and procedures (supply of vaccines, remuneration for these services). • Sharing experience beyond the family sphere, with women from other communities. • External recognition (improved production, reduced livestock mortality rate, formal organisation). |



03

Phase 2: Project design

In the project-design phase, it is important to use the information gathered during the diagnosis as a basis for proposing actions to address the specific issues faced by women and men. Gender mainstreaming at this stage requires a gender-sensitive logical framework (see Appendix 2) containing objectives, activities, a budget and gender-sensitive indicators.

During this phase, it is important to highlight the following points:

- The quality of the participation of women in all their diversity is decisive when the project is participative;
- It may be useful to call on the services of gender experts and/or local associations that support women's equality;
- Choosing a national/local partner with experience in gender issues is also an advantage.

Objectives

An explicit gender objective should **seek to transform gender relations and promote women's strategic interests**. For example, an explicit gender objective might be: «To increase women's participation in decision-making processes within local agricultural cooperatives by 30% within two years.»

This objective is specific, measurable and focuses on empowering women by actively including them in decision-making processes. It is explicit on gender because it directly targets equal opportunities and aims to improve the representation of women in an area where they are under-represented.

A gender-specific objective should also be included in the sectoral objectives, form part of AVSF's gender strategies, be accompanied by adequate means of implementation and comply with the «do no harm» principle.

Activities

The activities aim to promote equality between men and women, taking into account the specific needs, interests and realities of men and women, as identified during the diagnosis.

They are designed to correct or anticipate previously identified inequalities and difficulties through the implementation of specific activities and/or to strengthen the position of women in various fields – including agriculture, employment and governance – through a more integrated approach that benefits men and women equally.

They must be easy to measure using indicators.

Here are a few examples of activities:

1. **Training and awareness-raising:** organise training programmes to raise awareness among communities and stakeholders about gender issues, including women's rights, gender stereotypes, women's literacy, etc.
2. **Access to resources:** set up initiatives to ensure that women have equitable access to resources such as land, water, seeds, agricultural loans, technologies, etc.
3. **Capacity-building:** offer technical training and support to improve women's skills in specific areas such as agro-ecological practices, natural-resource management, product processing, etc.
4. **Advocacy for gender equality:** organise advocacy campaigns to influence policies and promote greater gender equality within institutions and organisations.

Gender-sensitive indicators

(See also examples listed in Appendix 3)

The activities must be easy to measure using indicators that make it possible to measure the impact and effectiveness of agricultural-development projects in terms of gender equality.

There are two types of gender-sensitive indicators:

- **Quantitative indicators**, which may be provided through data and statistics **broken down by sex:** these indicate the number of women and men by category (these are the indicators that are usually used, broken down by sex or interest group). *Example:* for a training programme, the indicator will not be «number of participants who attended the training» but rather «number of men and number of women who attended the training,» if possible broken down by age group.
- **Qualitative indicators** to measure the project's positive and negative results, and its direct and indirect results. These indicators provide information on the attitudes, opinions and perceptions of the people benefiting from or involved in the project, i.e. specific indicators that measure changes in relations between men and women and gender norms. *Example:* improving women's mobility to carry out their activities, participation of women in the decision-making of the water-management committee, etc.

It is important to note that AVSF has defined a mandatory indicator that applies to all its projects, where applicable: the proportion of women in the governance bodies of organisations and the community.

The gender budget

It is necessary to provide the resources needed to fund the defined actions. There are two possible approaches, depending on the importance given to gender in the budget:

- The budget may integrate the gender approach **only in specific expenditure lines for gender-related actions** (training, expert interventions on gender).
- Or the budget may be **entirely gender-sensitive**, in which case the project analyses the impact of its budget on women and men, and defines budgetary procedures to enable this identification and monitoring for each item.

The gender marker

The project will then be checked against the gender marker to measure the extent to which gender has been taken into account in the project.

What is the gender marker, and how does it apply to a project?

- The gender marker must be filled in at the project design/instruction stage and at the final evaluation stage (as a minimum).
- It provides information on whether the promotion of gender equality is an objective of the project, and at what level.
- It is based on a scoring system with three values: 0, 1 and 2. Each value refers to a level of consideration given to gender in the definition of objectives.

There are three marker values:

- G0: if there is no focus or objective on gender equality.
- G1: if gender equality is one area of focus or component (result, etc.) of the project.
- G2: if the specific or general objective focuses primarily on gender equality.

Examples for a project in Togo on the development of agro-ecology and access to markets for farming families

Project identified as G0: The project to support production and strengthen farmers' organisations (FOs) targets women and men. However, it does not include any specific objective to combat gender inequalities in agriculture or in organisations. Likewise, no activity has been identified that specifically seeks to eliminate these obstacles.

Project identified as G1: The project has an explicit component that focuses on combating obstacles to women's participation, and activities seeking to eliminate these obstacles have been defined. There are plans to set up single-sex training programmes on speaking out in decision-making forums and to provide equipment, particularly for women.

Project identified as G2: The project explicitly aims to include women by focusing on two objectives: improving access to training and equipment, and raising awareness among families and village leaders about access to land for women and their participation in FO bodies. There are plans to carry out activities such as lobbying government bodies on land-ownership rights, allocating a budget for agricultural equipment for women and raising awareness among FO members about inclusive governance.



04

Implementation

The project team

In the implementation phase, gender mainstreaming aims to put in place activities that have a transformative impact and/or that avoid exacerbating inequalities as far as possible. To achieve this, the composition, training and exemplariness of the team are essential:

- Do project staff have gender skills?
- Is the team motivated to take gender into account?
- Are female staff as well trained as male staff?
- Is the team «exemplary» in terms of gender?

Actions and mechanisms for a participative and dialogue-based process

(Proposals from gender training for the AVSF Senegal team in 2021)

- Recruit more female facilitators and technicians to achieve greater **parity within the teams**.
- Always be attentive to **balancing speaking opportunities**, whether for women on the project team during training courses or meetings [«image» of the project], or for beneficiaries.
- Raise awareness among men about the importance of letting women express themselves.

- Introduce alternation of speakers at meetings: if a man speaks, a woman speaks next, and vice versa.
- Make sure that the **constraints on women's participation** in project activities are not too great (timetables, locations, mobility, etc.): if women (or men) with young children are taking part in training programmes, providing someone to look after the children may make it easier for everyone to take part. For residential training programmes lasting several days, the possibility of accommodating babies and nannies in addition to the participants allows breastfeeding women to take part.
- Offer **single-sex meetings** if women are too far behind during mixed meetings; alternate between meetings of women's and men's representatives, and gradually introduce mixed meetings; or propose working in single-sex sub-groups during certain phases of a mixed meeting.
- Encourage the participation of (well-prepared) women in mixed meetings so that they get used to speaking in public and in front of men.
- For fully or functionally illiterate women, offer **literacy courses** to prepare them to speak and present arguments by organising role-playing activities and focusing on «motivational» content (on «model» women, women's rights, etc.).
- Choose instructors that will be suitable for the context, local perceptions, subjects covered and target audience.



05

Phase 4: Gender in the monitoring-and-evaluation stage of the project

The monitoring-and-evaluation stage does not require a specific system, but rather the integration of gender into the terms of reference for the evaluation.

During the monitoring-and-evaluation phase, the aim is to measure whether:

- the activities were carried out as planned (with the active participation of women and men);
- positive progress has been made towards achieving the predefined gender-related objective;
- perceptions on the standard evaluation criteria vary between women and men;
- unexpected results or impacts have been observed for women or men (e.g. on women's workload or the income they control).

During the monitoring-and-evaluation phase, this involves:

- Systematically breaking down monitoring-and-evaluation data by sex to detect any imbalances;
- Adding indicators that are more qualitative in order to identify any differences;
- Considering the risks of bias when collecting data;
- Maintaining a high level of participation with a gender perspective during interviews;
- Developing ways of capturing changes in perception (e.g. collecting testimonials).



APPEN- -DIX 1

Table summarising the approach and tools to be used

| STAGE | METHOD | PROPOSED TOOLS | ADDITIONAL RESOURCES |
|---|--|---|--|
| Stage 1 Context analysis/identification | Collection of data broken down by sex. Diagnosis of the situation of women and men, specific needs, constraints and opportunities. Analysis of the actors. | Activity profile. Resource access and control profile. Socio-economic profile of women and men. Analysis of practical needs and strategic interests. | Venn diagram. Daily activity timetable. Interviews and surveys. Statistics. Gender analysis ² . |
| Stage 2 Design | Define objectives, activities, indicators and a budget. | Gender-sensitive logical framework. | Priorities matrix. Action plan. |
| Step 3 Implementation | Make provision for gender mainstreaming and ensure the equitable participation of women and men in the project. | Composition and training of the project team. Participative mechanisms to put in place for carrying out the activities. | |
| Step 4 Monitoring and evaluation | Check the impact of the project on women and men. | Gender-sensitive qualitative and quantitative indicators. | |

[2] https://fabo.org/pluginfile.php/55349/mod_resource/content/4/Gender%20Analysis_DDC_French_2018.pdf

APPEN- -DIX 2

Gender-sensitive logical framework³

| NARRATIVE SUMMARY | OBJECTIVELY VERIFIABLE INDICATORS (OVI) | MEANS OF VERIFICATION (MV) | IMPORTANT ASSUMPTIONS |
|--|---|---|---|
| Overall aim of the project | Is the project pursuing a goal that will have an impact on gender relations? | Is the data used to monitor achievement of the objective broken down by sex and analysed in terms of gender? | Important external factors necessary to ensure that the objectives that have an impact on gender in the long term are achieved. |
| Specific objective | Does the project have objectives that take gender into account? | Is the data used to monitor achievement of the objectives broken down by sex and analysed in terms of gender? | Important external factors required to achieve the gender-sensitive objective. |
| Results (linked to objectives and activities) | Are gender-related issues taken into account in the distribution of benefits? | Is the data used to monitor achievement of the results broken down by sex and analysed in terms of gender? | Important external factors required to achieve the gender-sensitive results. |
| Activities | Are gender-related issues clearly set out in the implementation of the project? | Is the data used to monitor achievement of the activities broken down by sex and analysed in terms of gender? | Important external factors that must prevail in order to achieve benefits for men and women. |

[3] Adapted from the Tanmia association's gender mainstreaming guide (2006).

APPEN- -DIX 3

Example of gender- sensitive indicators

Quantitative indicators:

- **Proportion of women in the governance bodies of organisations and the community** (mandatory for all projects, if applicable)
- Increase in the **proportion of land** owned or controlled by women in relation to all agricultural land.
- Increase in the **number of female beneficiaries** in the project.
- Change in **the division of time between household chores and agricultural activities** to identify workloads and gender inequalities.
- Change in the percentage of women who have **access to and control** over agricultural inputs such as seeds, fertilisers, tools, etc., compared to men.
- **Participation rate of women in training** or agricultural capacity-building programmes. Increase in the **income generated** by women farmers from their agricultural activities or income-generating activities.
- Increase in **women's access to financial services** and agricultural loans to invest in their farming activities.
- Increase in the participation of women **in decision-making** for the management of land, crops and farm income.

Qualitative indicators

- Improvement in women's **economic independence**.
- Improvement in **women's position** within the household, farmers' association or cooperative (**role in decision-making**).
- Change in **men's and the community's perception of women as economic actors** (women working for pay outside the home, women involved in commercial activities, etc.).
- Change within the household regarding **control of income** / use of additional income generated by women (spending decisions, etc.).
- Change in **women's and men's perceptions of the impact of projects** on their lives, autonomy and equality.

There are also many indicators proposed by the European Commission as part of its **Gender Action Plan III**, grouped by thematic area (economic and social rights of women and girls, climate change and the environment, etc.):

<https://data.consilium.europa.eu/doc/document/ST-13343-2020-ADD-1/en/pdf>

APPEN- -DIX 4

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