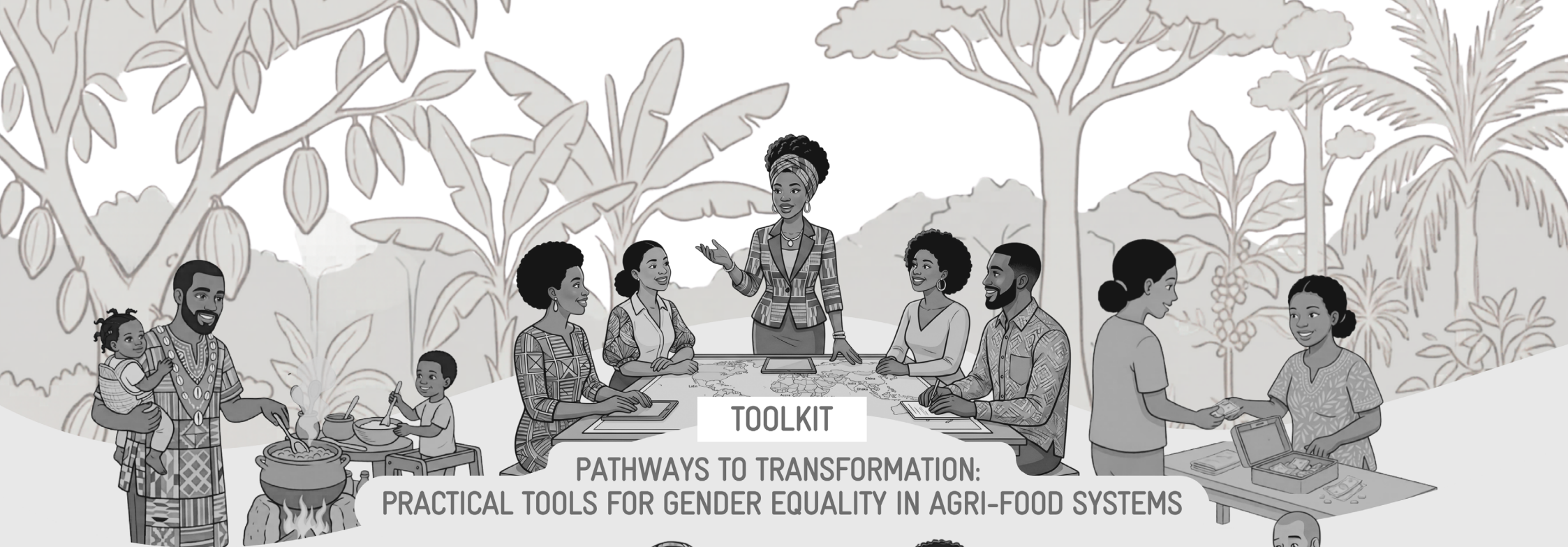
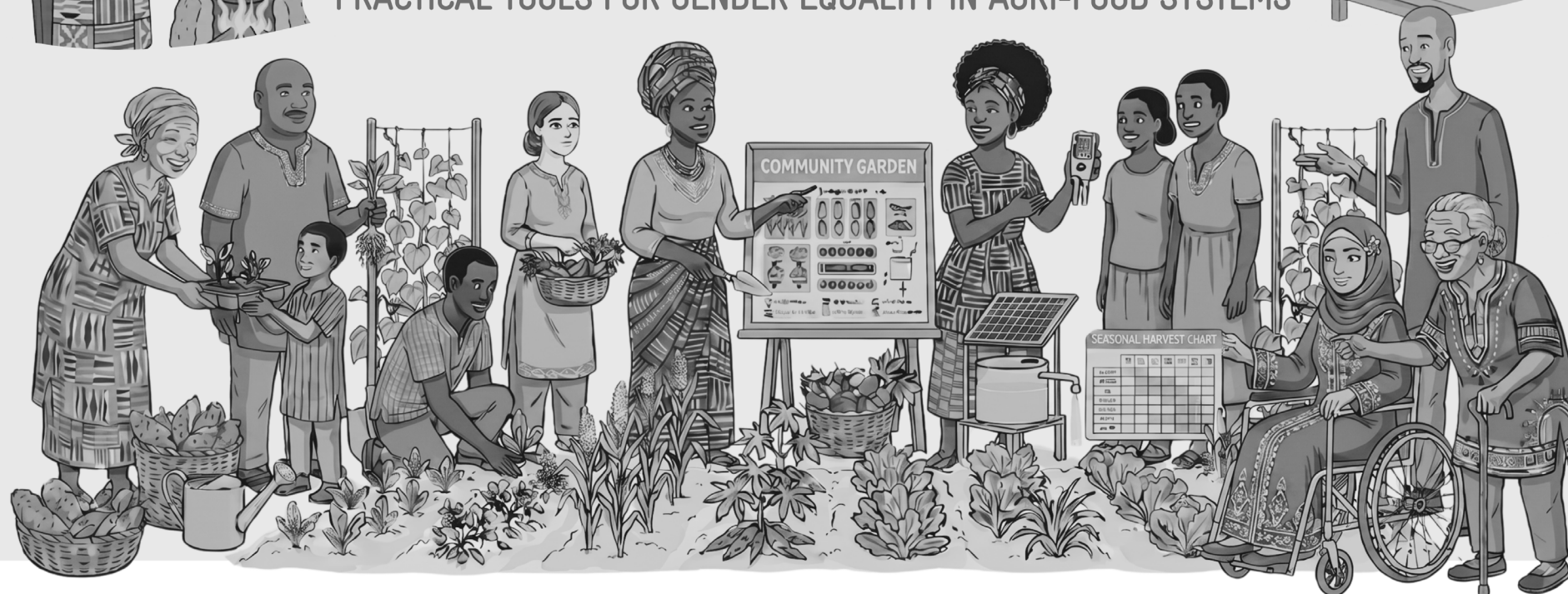




TOOLKIT

PATHWAYS TO TRANSFORMATION: PRACTICAL TOOLS FOR GENDER EQUALITY IN AGRI-FOOD SYSTEMS



As a federally owned enterprise, GIZ supports the German Government in achieving its objectives in the field of international cooperation for sustainable development.

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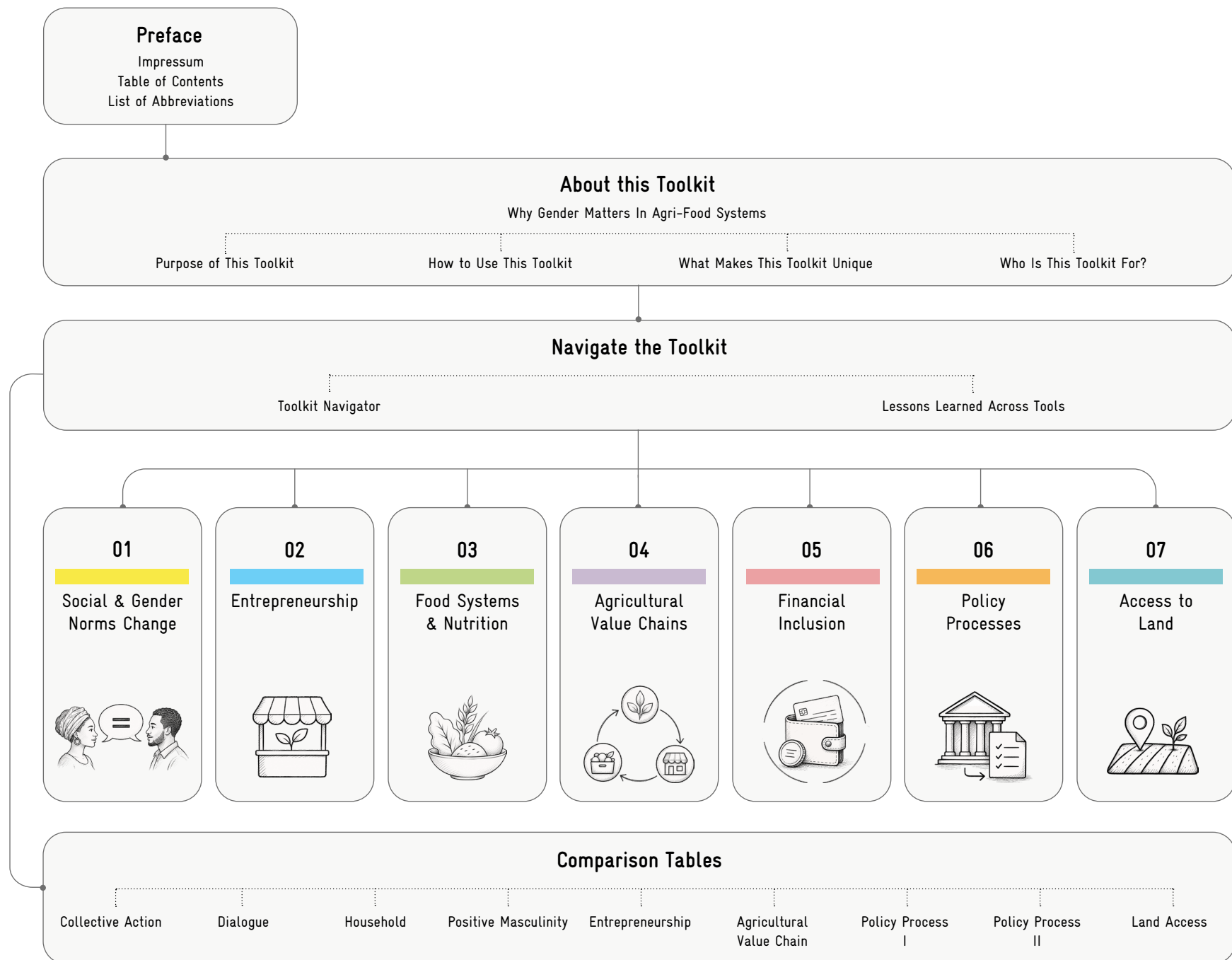
Eschborn, 2026

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List of Abbreviations

ABCD	Asset-Based Community Development
ATVET	Agricultural Technical and Vocational Education and Training
CAP	Community Action Planning
CoP	Communities of Practice
CBA	Community-Based Adaptation
CNGs	Community Nutrition Gardens
CSO	Civil Society Organisation
FAO	Food and Agriculture Organization of the United Nations
FFBS	Farmer Field and Business School
F2F	Father-to-Father Groups
GALS	Gender Action Learning System
GAP	Good Agricultural Practices
GBC	Gender-Based Constraint
GEC	Gender Evaluation Criteria
GMBS	Gender Make Business Sense
GMF	Gender Model Family
GIZ	Gesellschaft für Internationale Zusammenarbeit GmbH
GTA	Gender Transformative Approach
GTFN	Gender Transformative Framework for Nutrition
MEAL	Monitoring, Evaluation, Accountability and Learning
MSME	Micro, Small and Medium-Sized Enterprises
NGO	Non-Governmental Organisations
KYC	Know Your Customer
PLUP	Participatory Land Use Planning
SAA	Social Analysis and Action
SBC	Social and Behaviour Change
SDA	Small Doable Actions
SME	Small and Micro Enterprises
ToT	Training of Trainers
VSLAs	Village Savings and Loan Associations
WASH	Water, Sanitation and Hygiene
WEAGov	Women's Empowerment in Agrifood Governance



Why Gender Matters in Agri-Food Systems

Agri-food systems are not gender neutral. They are shaped by social norms, roles, and power relations that influence, who has access to resources, who makes decisions, who benefits from economic opportunities, and whose voices shape priorities. Understanding these dynamics is essential for designing interventions that are not only effective, but also equitable and sustainable.

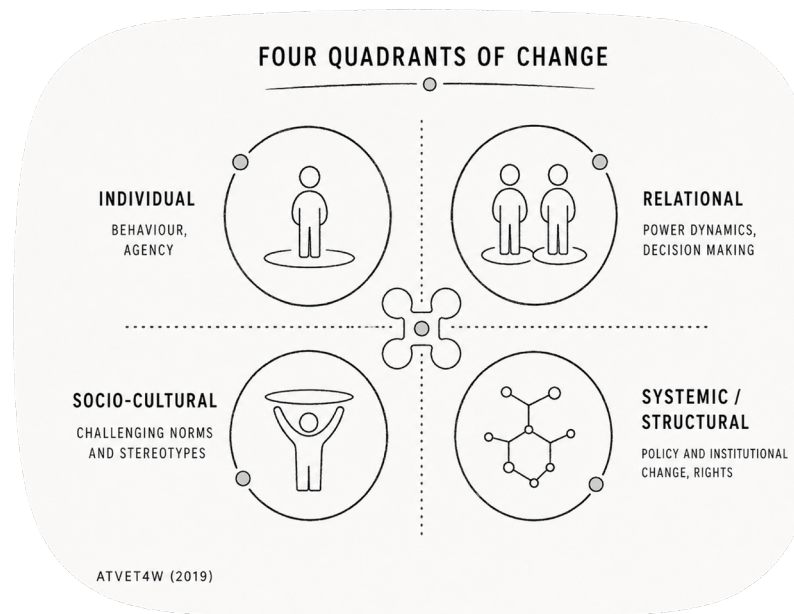
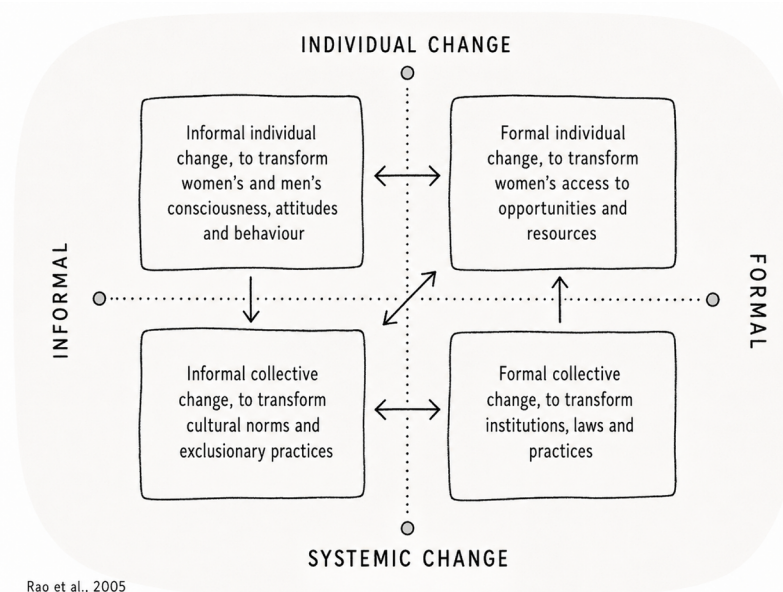
Women play a central role across agri-food systems, particularly in production, processing, marketing, and food preparation. Yet they often face structural barriers, including unequal access to land, finance, services, markets, technologies, and decision-making processes. At the same time, men are also affected by gender norms that can limit their engagement in care work, household responsibilities, and other non-traditional roles.

These inequalities directly influence food and nutrition security, productivity, resilience, and economic development outcomes. For example, women's control over income and productive resources is closely linked to improved household nutrition and well-being. However, limited decision-making power, unequal workloads, unpaid care responsibilities, and time-poverty often constrain these benefits. Gender inequalities also intersect with other factors such as age, socio-economic status, disability, ethnicity, and geographic location, creating multiple and overlapping forms of exclusion.

Addressing these interconnected challenges requires tools and approaches that go beyond increasing participation or access to resources alone. Sustainable change often requires addressing the underlying social norms, power relations, and institutional structures that shape opportunities and outcomes for women and men. This toolkit therefore includes gender-responsive and gender-transformative tools and approaches. While some focus on making existing systems more gender-equitable, others seek to address the root causes of gender inequality and contribute to longer-term changes in social norms, decision-making, access to resources, and power relations.

Because gender inequalities are closely linked to other dimensions of development—including nutrition, land governance, care work, education, access to services, and economic opportunities—many tools and approaches in this toolkit adopt a multi-sectoral perspective. They recognise that progress in one area often influences outcomes in others, and that sustainable change frequently requires action across multiple domains simultaneously. Similarly, gender inequalities are shaped at multiple levels, from individual attitudes and capacities to household relations, community norms, market systems, and institutional structures. Many tools and approaches therefore work across several levels at once, recognising that change in one sphere can influence and reinforce change in others.

Several tools and approaches featured in this toolkit draw on the Quadrants of Change Framework, which highlights that lasting gender-transformative change requires action across both the informal and formal dimensions of inequality. This includes shifts in attitudes, behaviours, relationships, and social norms, alongside improvements in access to resources, institutional practices, policies, and decision-making structures. The framework provides a useful lens for understanding how different tools and approaches contribute to change and how interventions across multiple levels and dimensions can reinforce one another to achieve more sustainable and transformative outcomes.



→ Purpose of This Toolkit

This toolkit supports practitioners in translating gender commitments into concrete action. While gender equality is widely recognised as essential for sustainable and inclusive agri-food systems, many projects continue to face challenges in operationalising gender-responsive and gender-transformative tools and approaches in day-to-day implementation.

A wide range of gender tools and approaches has been developed and applied by different organisations. However, these are often fragmented, insufficiently contextualised, or lack practical guidance for adaptation and implementation. As a result, practitioners frequently struggle to identify suitable interventions, and apply them effectively within their specific contexts.

To address this operationalisation gap, the toolkit provides structured, practice-oriented support. It offers an overview of gender tools and approaches that can be applied across the project cycle — from analysis and planning, to implementation, monitoring, and institutionalisation — and supports practitioners in selecting, adapting, and applying them according to their objectives, context, and needs.

→ How to Use This Toolkit

The toolkit provides a practical and flexible resource containing 47 tools and approaches across 7 thematic clusters relevant to agri-food systems: Social and Gender Norms Change, Entrepreneurship, Food Security and Nutrition, Agricultural Value Chains, Financial Inclusion, Policy Processes and Access to Land.

Throughout this toolkit, a distinction is made between tools and approaches. Tools are specific methods, exercises, or instruments that can be applied to address a particular objective. Approaches are broader methodologies or intervention models that typically combine several tools and activities within a longer-term process of change.

The toolkit offers three complementary entry points to help practitioners identify the tools and approaches most relevant to their thematic focus, the challenges or objectives they seek to address, and the types of change they aim to support.

Navigate by Thematic Cluster

Practitioners can explore the 7 thematic clusters to identify tools and approaches relevant to their area of work. Each cluster is colour-coded to facilitate navigation and begins with a brief introduction to the thematic area, together with an overview of the tools and approaches it contains.

Within each cluster, tools and approaches are presented in two formats:

- Deep Dives, highlighted in bold colours, provide detailed, practice-oriented guidance, including practitioner insights, implementation experiences, lessons learned, and options for adaptation.
- Tool Snapshots, displayed in lighter colours, provide a concise overview of the objectives, methodology, and key characteristics of a tool or approach.

Use the Tool Navigator

The Tool Navigator brings together all tools and approaches in a single overview and serves as a practical starting point for navigating the toolkit. It helps practitioners identify options that match the challenge they are addressing, the change they seek to support, the level at which change is needed, and the relevant stage of the project cycle.

The Tool Navigator is designed to help users quickly narrow down the available options before exploring individual Tool Snapshots and Deep Dives in greater detail.

Compare Tools Using the Comparison Tables

Some tools and approaches may appear similar at first glance, yet differ in their objectives, methodologies, duration, implementation requirements, or the type and depth of change they seek to achieve. The comparison tables support practitioners in navigating these options by providing side-by-side comparisons of tools and approaches that address similar challenges or objectives.

By highlighting key similarities and differences, the tables help users assess available options and select the approach that is best suited to their specific context, programme, or project needs.

→ Lessons Learned Across Tools & Approaches

The toolkit includes a dedicated chapter on lessons learned across tools and approaches. Drawing on the experiences of practitioners who have applied gender tools in different contexts, the chapter highlights common success factors, challenges, dos and don'ts, and practical considerations that are relevant across a wide range of tools and approaches. While every context is different, these insights can help practitioners avoid common pitfalls and strengthen the effectiveness and sustainability of their interventions.

→ Using Tools in Combination

Most tools and approaches can be combined and sequenced, both within and across thematic clusters. For example, many approaches from the Social and Gender Norms Change cluster can be used alongside tools from the Entrepreneurship, Agricultural Value Chains, Financial Inclusion, or Food Security and Nutrition clusters. The toolkit intentionally does not prescribe specific combinations, as effective tool selection depends on the context, objectives, available resources, and implementation timeframe. Practitioners are therefore encouraged to use the toolkit flexibly and adapt combinations to their specific needs.

→ What Makes This Toolkit Unique?

This toolkit is more than a collection of gender tools. While it provides an overview of a broad range of tools and approaches relevant to agri-food systems, its distinctive feature lies in the selected Deep Dive tools.

For these tools, the toolkit goes beyond describing what a tool is and how it works. Drawing on implementation experience from practitioners, the Deep Dives provide practical insights on how tools have been applied in real-world programmes, including lessons learned, common challenges, success factors, and options for adaptation in different contexts.

Rather than presenting tools as standalone methodologies, the Deep Dives help practitioners understand when a tool is most useful, and how it can be adapted to different implementation settings.

By focusing on both what works and how it works in practice, the toolkit helps bridge the gap between gender ambitions and implementation realities.

→ Who Is This Toolkit For?

The toolkit is designed for practitioners in international development cooperation who aim to support gender-transformative and inclusive change in agri-food systems.

It is particularly relevant for project managers, planners, technical advisors, evaluators, gender experts, and gender focal points, including those working in programmes implemented by GIZ and its partners.

Most tools and approaches included in the toolkit are accompanied by links to additional resources and further information. Some entries also contain references to internal GIZ resources.

Tool Navigator

CLUSTER	TITLE	IMPLEMENTATION LEVEL	PROJECT CYCLE	TOOLS FOR COMPARISON & LINKS TO COMPARISON TABLES
Social & Gender Norms Change Individual Empowerment	01 Gender-Transformative Mentoring, Coaching and Peer-Learning Programme	individual	● ● ● ● ● entire project cycle	
	02 REFLECT – Participatory Literacy and Empowerment Tool	individual	● ● ● ● ● implementation phase	
Social & Gender Norms Change Dialogue & Norms Change	03 Generation Dialogue	community	● ● ● ● ● implementation phase	Community Conversations Social and Behaviour Change Participatory Theatre for Community Engagement and Advocacy Positive Deviance – Leveraging Existing Local Solutions Social Analysis and Action SASA! Together – Preventing Violence Against Women → Comparison of Collective Action Tools and Approaches
	04 Participatory Theatre for Community Engagement and Advocacy	community	● ● ● ● ● implementation phase	Community Conversations Social and Behaviour Change Positive Deviance – Leveraging Existing Local Solutions Generation Dialogue Social Analysis and Action SASA! Together – Preventing Violence Against Women → Comparison of Collective Action Tools and Approaches
	05 Social Analysis and Action	community	● ● ● ● ● entire project cycle	Community Conversations Social and Behaviour Change Participatory Theatre for Community Engagement and Advocacy Positive Deviance – Leveraging Existing Local Solutions Generation Dialogue SASA! Together – Preventing Violence Against Women → Comparison of Collective Action Tools and Approaches
	06 SASA! Together – Preventing Violence Against Women	community	● ● ● ● ● implementation phase	Community Conversations Social and Behaviour Change Participatory Theatre for Community Engagement and Advocacy Positive Deviance – Leveraging Existing Local Solutions Generation Dialogue Social Analysis and Action → Comparison of Collective Action Tools and Approaches
	07 Social and Behaviour Change	community	● ● ● ● ● entire project cycle	Community Conversations Participatory Theatre for Community Engagement and Advocacy Positive Deviance – Leveraging Existing Local Solutions Generation Dialogue Social Analysis and Action SASA! Together – Preventing Violence Against Women → Comparison of Collective Action Tools and Approaches

CLUSTER	TITLE	IMPLEMENTATION LEVEL	PROJECT CYCLE	TOOLS FOR COMPARISON & LINKS TO COMPARISON TABLES
	08 Positive Deviance – Leveraging Existing Local Solutions	community	● ● ● ● ● planning & implementation phase	Community Conversations Social and Behaviour Change Participatory Theatre for Community Engagement and Advocacy Generation Dialogue Social Analysis and Action SASA! Together – Preventing Violence Against Women → Comparison of Collective Action Tools and Approaches
	09 Community Conversations	community	● ● ● ● ● implementation phase	Social and Behaviour Change Participatory Theatre for Community Engagement and Advocacy Positive Deviance – Leveraging Existing Local Solutions Generation Dialogue Social Analysis and Action SASA! Together – Preventing Violence Against Women → Comparison of Collective Action Tools and Approaches
Social & Gender Norms Change Community Organisation & Collective Action	10 Dimitra Clubs – Community Engagement and Gender-Transformative Action	community	● ● ● ● ● implementation phase	Community Engagement for Gender Equality Asset-Based Community Development Inclusive Peace Agents Community-Based Adaptation to Climate Change → Comparison of Dialogue Tools and Approaches
	11 Inclusive Peace Agents	community	● ● ● ● ● implementation phase	Community Engagement for Gender Equality Asset-Based Community Development Dimitra Clubs – Community Engagement and Gender-Transformative Action Community-Based Adaptation to Climate Change → Comparison of Dialogue Tools and Approaches
	12 Community-Based Adaptation to Climate Change Approach	community	● ● ● ● ● entire project cycle	Community Engagement for Gender Equality Asset-Based Community Development Dimitra Clubs – Community Engagement and Gender-Transformative Action Inclusive Peace Agents → Comparison of Dialogue Tools and Approaches
	13 Community Engagement for Gender Equality	community	● ● ● ● ● entire project cycle	Asset-Based Community Development Dimitra Clubs – Community Engagement and Gender-Transformative Action Inclusive Peace Agents Community-Based Adaptation to Climate Change → Comparison of Dialogue Tools and Approaches
	14 Asset-Based Community Development	community	● ● ● ● ● planning phase	Community Engagement for Gender Equality Dimitra Clubs – Community Engagement and Gender-Transformative Action Inclusive Peace Agents Community-Based Adaptation to Climate Change → Comparison of Dialogue Tools and Approaches
	15 Stop Sexual Harassment Discussion Guide	individual community institutional	● ● ● ● ● implementation phase	

CLUSTER	TITLE	IMPLEMENTATION LEVEL	PROJECT CYCLE	TOOLS FOR COMPARISON & LINKS TO COMPARISON TABLES
Social & Gender Norms Change Intra-Household Power Relations	16 Gender Action Learning System	individual	● ● ● ● ● implementation phase	Gender Household Approach Gender Model Family Approach → Comparison of Household Tools and Approaches
	17 Gender Model Family	household	● ● ● ● ● implementation phase	Gender Household Approach Gender Action Learning System → Comparison of Household Tools and Approaches
	18 Gender Household Approach	household	● ● ● ● ● implementation phase	Gender Action Learning System Gender Model Family → Comparison of Household Tools and Approaches
Social & Gender Norms Change Engaging Men & Masculinities	19 Father-to-Father Groups	community	● ● ● ● ● implementation phase	Daughters' & Dads' Initiatives Husband Schools Journeys of Transformation Role Models for Attitudinal Change → Comparison of Positive Masculinity Tools and Approaches
	20 Daughters' and Dads' Initiatives	individual	● ● ● ● ● implementation phase	Father-to-Father Groups Husband Schools Journeys of Transformation Role Models for Attitudinal Change → Comparison of Positive Masculinity Tools and Approaches
	21 Journeys of Transformations	community	● ● ● ● ● implementation phase	Daughters' & Dads' Initiatives Father-to-Father Groups Husband Schools Role Models for Attitudinal Change → Comparison of Positive Masculinity Tools and Approaches
	22 Role Models for Attitudinal Change	community	● ● ● ● ● implementation phase	Daughters' & Dads' Initiatives Father-to-Father Groups Husband Schools Journeys of Transformation → Comparison of Positive Masculinity Tools and Approaches
Entrepreneurship	23 Gender Makes Business Sense+	institutional	● ● ● ● ● implementation phase	Virtual Business Incubator for Women Entrepreneurs Gender-Transformative Small and Medium Enterprises Loop → Comparison of Entrepreneurship Tools and Approaches
	24 Gender-Transformative Small and Medium Enterprises Loop	individual institutional	● ● ● ● ● implementation phase	Gender Makes Business Sense+ Virtual Business Incubator for Women Entrepreneurs → Comparison of Entrepreneurship Tools and Approaches
	25 Virtual Business Incubator for Women Entrepreneurs	individual	● ● ● ● ● implementation phase	Gender Makes Business Sense+ Gender-Transformative Small and Medium Enterprises Loop → Comparison of Entrepreneurship Tools and Approaches
	26 Gender Action Plan	individual household community institutional	● ● ● ● ● planning phase	

CLUSTER		TITLE	IMPLEMENTATION LEVEL	PROJECT CYCLE	TOOLS FOR COMPARISON & LINKS TO COMPARISON TABLES
Food Systems & Nutrition	27	Community Nutrition Gardens	community	● ● ● ● ● implementation phase	
	28	Husband Schools	household	● ● ● ● ● implementation phase	Daughters' & Dads' Initiatives Father-to-Father Groups Journeys of Transformation Role Models for Attitudinal Change → Comparison of Positive Masculinity Tools and Approaches
	29	Gender Transformative Framework for Nutrition	institutional	● ● ● ● ● entire project cycle	
	30	Nurturing Connections	household community	● ● ● ● ● implementation phase	
Agricultural Value Chains	31	Agricultural Technical Vocational Education and Training for Women Approach	individual household community institutional	● ● ● ● ● entire project cycle	
	32	Farmer Field and Business School	community	● ● ● ● ● implementation phase	
	33	Gender-Sensitive Value Chain Approach	institutional	● ● ● ● ● entire project cycle	Gender-Sensitive Value Chain Mapping → Comparison of Agricultural Value Chain Tools and Approaches
	34	Gender-Sensitive Value Chain Mapping	institutional	● ● ● ● ● planning phase	Gender-Sensitive Value Chain Approach → Comparison of Agricultural Value Chain Tools and Approaches
Financial Inclusion	35	Women Village, Saving and Loans Associations		● ● ● ● ● implementation phase	
	36	Inclusive Finance Guide	institutional	● ● ● ● ● implementation phase	
	37	Farmer's Financial Cycle	individual	● ● ● ● ● implementation phase	
Policy Processes	38	Political Participation Training	community	● ● ● ● ● implementation phase	
	39	Gender in Agricultural Policy Analysis Tool	institutional	● ● ● ● ● analysis & planning phase	Gender Evaluation Criteria - Assessing Laws and Raising Awareness about Women's Land Rights Women's Empowerment in Agri-food Governance → Comparison of Policy Process Tools and Approaches

CLUSTER	TITLE	IMPLEMENTATION LEVEL	PROJECT CYCLE	TOOLS FOR COMPARISON & LINKS TO COMPARISON TABLES
	40 Paralegal Programmes – Assisting Women to Secure Land Rights	individual community	● ● ● ● ● implementation phase	Legal Competitions for Women's Land Rights → Comparison of Policy Process Tools and Approaches – Part 2
	41 Women's Empowerment in Agri-food Governance	institutional	● ● ● ● ● planning phase	Gender Evaluation Criteria – Assessing Laws and Raising Awareness about Women's Land Rights Gender in Agricultural Policy Analysis Tool → Comparison of Policy Process Tools and Approaches
	42 Legal Competitions for Women's Land Rights	community	● ● ● ● ● implementation phase	Paralegal Programmes – Assisting Women to Secure Land Rights → Comparison of Policy Process Tools and Approaches – Part 2
	43 Gender Evaluation Criteria – Assessing Laws and Raising Awareness about Women's Land	institutional	● ● ● ● ● planning phase	Gender in Agricultural Policy Analysis Tool Women's Empowerment in Agri-food Governance → Comparison of Policy Process Tools and Approaches
Access to Land	44 Local Land Charters	community institutional	● ● ● ● ● planning phase	Participatory Land Use Planning Local Land Use Conventions and Social Agreements → Comparison of Land Access Tools and Approaches
	45 Participatory Land Use Planning	community institutional	● ● ● ● ● entire project cycle	Local Land Use Conventions and Social Agreements Local Land Charters → Comparison of Land Access Tools and Approaches
	46 Local Land Use Conventions and Social Agreements	community	● ● ● ● ● planning & implementation phase	Participatory Land Use Planning Local Land Charters → Comparison of Land Access Tools and Approaches
	47 Participatory Video-Making to Explore and Challenge Traditional Land Practices	community	● ● ● ● ● implementation phase	

General Lessons Learned from Implementation Practice Across All Tools and Approaches

Across all tools and approaches elaborated in this toolkit, a number of recurring patterns and implementation conditions emerged, despite differences in thematic focus, implementation levels, and methodologies. The synthesis of practitioner's insights, adaptation experiences, and implementation lessons revealed a set of overarching conditions that consistently appeared across the reviewed tools. These conditions can therefore be understood as cross-cutting requirements for effective implementation rather than tool- and approach-specific recommendations.

Gender approaches in particular aim not only to improve participation or access to resources but also to address underlying social norms, power relations, and structural inequalities. Because these processes often touch upon sensitive issues such as identities, roles, authority, and social expectations, implementation requires careful sequencing and long-term engagement. Experiences across the different tools and approaches indicate that if these overarching conditions are not fulfilled, interventions are less likely to achieve meaningful and lasting results, regardless of the quality of the tool or approach itself. Users should therefore ensure that the criteria outlined in the following list are in place to maximize the potential for effective outcomes.

- ✓ Start with contextual and gender analysis: Build interventions on prior assessments such as gender analyses, vulnerability studies, or community assessments to understand local norms, barriers, power relations, and opportunities.
- ✓ Adapt approaches to local realities: Ground tools, examples, language, and participation approaches in local cultural contexts, gender roles, communication patterns, and community priorities.
- ✓ Consider social and seasonal realities: Local calendars, agricultural seasons, religious periods, and community rhythms can significantly influence participation and should be integrated into planning.
- ✓ Address practical constraints. Reduce barriers to participation by providing support measures such as childcare, flexible schedules, or accessible locations.
- ✓ Work with trusted and experienced local partners: Collaborate with organisations and actors

who have contextual expertise, community credibility, and established relationships.

- ✓ Invest in early community entry and ownership: Engage communities from the outset and ensure continuous involvement throughout implementation to strengthen trust, ownership, and long-term support.
- ✓ Engage key stakeholders early: Involve traditional leaders, religious leaders, government actors, youth representatives, and other influential actors from the beginning to strengthen legitimacy and reduce resistance.
- ✓ Start with self-reflection and staff readiness: Frontline staff and facilitators should critically reflect on their own beliefs and biases and develop strong facilitation capacities before accompanying others through transformative processes.
- ✓ Ensure skilled and sensitive facilitation: Facilitation requires more than technical expertise. Facilitators need strong capacities to create safe spaces, guide dialogue, navigate sensitive topics, and address power dynamics constructively.
- ✓ Create safe and respectful spaces: Discussions on gender norms and power relations require environments where participants can openly engage without fear of stigma, exclusion, or personal backlash.
- ✓ Address sensitive issues gradually: Gender-transformative change requires step-by-step and consultative processes. Avoid directly challenging deeply rooted norms without trust-building and sustained engagement.
- ✓ Prepare for resistance and apply a Do No Harm approach: Anticipate resistance and unintended consequences by integrating risk mitigation, continuous dialogue, and inclusive engagement strategies throughout implementation.
- ✓ Build in flexibility and adaptive learning: Continuously adapt approaches based on feedback, emerging realities, and implementation experiences rather than following rigid implementation plans.
- ✓ Allow time for gradual transformation: Sustainable changes in norms, attitudes, and power relations rarely occur quickly and require repeated engagement, reinforcement, and long-term commitment.

One lesson emerged particularly strongly across all tools and approaches: gender transformation is not driven by individual activities alone, but by carefully facilitated processes combining trust, reflection, contextual adaptation, participation, and long-term engagement.

Cluster 01

Social and Gender Norms Change

Tools and approaches to social and gender norms change address the unwritten expectations, values, thoughts and power relations that shape gender roles, decision-making, and access to resources. They engage women, men, and communities in dialogue and reflection to question discriminatory practices and explore more equitable alternatives. By working across individual, household, and community levels, social and gender norms change supports shifts in roles, responsibilities, and relationships – the key to achieving gender-transformative change.

The tools and approaches in this cluster are grouped into the following categories, reflecting different entry points for addressing social and gender norms.

Individual Empowerment

- 01 Gender-Transformative Mentoring, Coaching and Peer-Learning
- 02 REFLECT – Participatory Literacy and Empowerment Tool

Dialogue and Norms Change

- 03 Generation Dialogue
- 04 Participatory Theatre for Community Engagement and Advocacy
- 05 Social Analysis and Action
- 06 SASA! Together – Preventing Violence Against Women
- 07 Social and Behaviour Change
- 08 Positive Deviance – Leveraging Existing Local Solutions
- 09 Community Conversations

Community Organisation and Collective Action

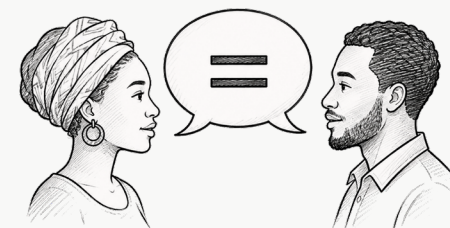
- 10 Dimitra Clubs – Community Engagement and Gender-Transformative Action
- 11 Inclusive Peace Agents
- 12 Community-Based Adaptation to Climate Change
- 13 Community Engagement for Gender Equality
- 14 Asset-Based Community Development
- 15 Stop Sexual Harassment Discussion Guide

Intra-Household Power Relations

- 16 Gender Action Learning System
- 17 Gender Model Family
- 18 Gender Household Approach

Engaging Men and Masculinities

- 19 Father-to-Father Groups
- 20 Daughters' and Dads' Initiatives
- 21 Journeys of Transformations
- 22 Role Models for Attitudinal Change



01 Gender Transformative Mentoring, Coaching And Peer-Learning Programme



Purpose

The purpose of the Gender-Transformative Mentoring, Coaching and Peer-Learning Programme is to strengthen individual and organisational capacities to apply gender-transformative approaches in development practice. Through mentoring, coaching, and peer learning, participants strengthen their ability to reflect on gender and power dynamics, navigate resistance, and translate gender-transformative concepts into practical action within their specific work contexts.



Key Mechanism – Structured mentoring, coaching, and peer-learning processes create reflective spaces where participants strengthen their capacity to apply gender-transformative approaches in practice.



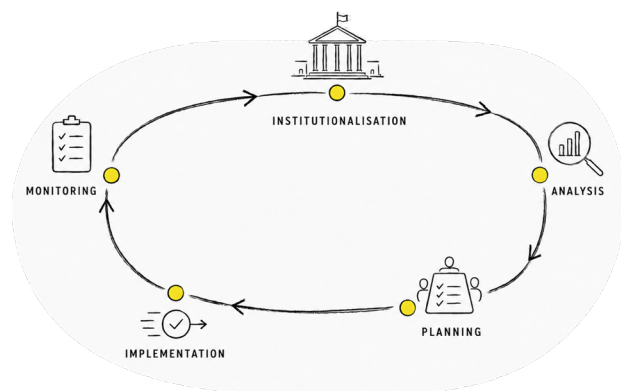
Mini Logic

The Mentoring, Coaching and Peer-Learning Programme follows a structured process that differentiates between trained mentors and participating mentees while creating spaces for reflection, peer exchange, and practical application of gender-transformative approaches in their own work and organisational contexts.

- 01 Selection and onboarding of mentors and mentees: The process starts with identifying mentors, coaches and mentees and clarifying their roles, expectations, and commitments. Mentors and coaches are trained facilitators or experienced practitioners who accompany the process, while mentees are project staff or practitioners who strengthen their gender-transformative capacities through reflection and application.
- 02 Mentor and Coach training and capacity strengthening: Mentors receive training in coaching-based mentoring methods, including active listening, reflective questioning, facilitation, and gender-transformative principles.
- 03 Identification of real-life challenges and learning goals: Mentees identify concrete challenges from their own projects or organisational contexts and define personal learning objectives.
- 04 Individual mentoring and coaching sessions: Mentors accompany mentees through regular sessions that create structured reflection spaces and support problem-solving around real gender-transformative implementation challenges.
- 05 Peer learning and group exchange: Mentees engage in peer-learning formats where they share experiences, challenges, and lessons learnt with one another across projects and contexts.
- 06 Application in practice: Mentees test approaches, tools, and solutions within their own work environments and reflect on implementation experiences.
- 07 Communities of Practice (CoPs) and collective reflection: Mentors and mentees participate in CoPs to strengthen mutual support, collective learning, and knowledge exchange.
- 08 Reflection, adaptation, and consolidation: The process closes with reflection on learning outcomes, adaptation of approaches, and consolidation of capacities for applying gender-transformative change in practice.

→ Position in the Project Cycle

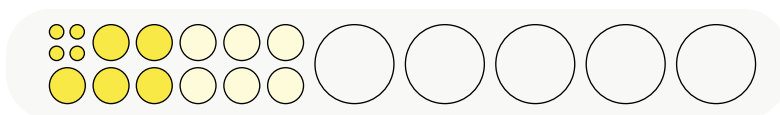
The Mentoring, Coaching and Peer-Learning Programme is applicable across the entire project cycle. It can support the analysis and planning phase by strengthening conceptual understanding of gender-transformative approaches, the implementation phase by guiding practical application in projects, and the monitoring and institutionalisation phase by fostering continuous reflection and adaptation.



→ Implementation Duration

The full programme typically runs over a period of approximately 1 year, including mentor training and mentoring phases. The mentorship component itself usually spans around 6 months, with regular sessions between mentors and mentees. However, meaningful changes in attitudes, leadership, and practice require sustained engagement beyond the formal programme duration, supported by ongoing peer networks and CoPs.

6 MONTHS TO 1 YEAR



Envisioned Effects

- Increases capacity of staff to apply gender-transformative approaches in their work (See Agricultural Technical Vocational Education and Training for Women Approach (ATVET4W)).
- Strengthens confidence and leadership in addressing gender and power dynamics.
- Improves ability to navigate resistance and complex gender-related challenges.
- Enhances reflection and critical thinking on gender norms and inequalities.
- Increases integration of Gender-Transformative Approach principles into project design and implementation.
- Strengthens peer learning, collaboration, and knowledge exchange.
- Fosters the development of internal networks and communities of practice on gender.
- Increases agency and voice of participants in promoting gender equality.
- Strengthens gender-transformative leadership.
- Improves organisational culture towards more inclusive and reflective practices.
- Contributes to long-term gender-transformative change within institutions and projects.



Practitioner's Insights

- **Start with self-reflection.**
Sustainable gender-transformative change begins with individuals reflecting on their own biases, assumptions, and leadership practices.
- **Facilitate reflection rather than prescribe solutions.**
The role of mentors/coaches is to create reflective spaces and ask powerful questions rather than offering ready-made solutions.
- **Build safe and trusting spaces.**
Confidentiality, deep listening, and non-judgmental facilitation are essential for discussing sensitive gender and power dynamics.
- **Invest in quality facilitation.**
Skilled mentors with coaching and gender competencies are critical to ensure meaningful reflection and learning.
- **Clarify roles and expectations early.**
A strong contracting process helps to ensure commitment, coaching readiness, and shared understanding of the mentoring journey.
- **Balance structure and flexibility.**
While the programme framework provides orientation, facilitators should leave space for emerging challenges and participant-led reflection.
- **Support peer learning and networking.**
Communities of practice and exchange spaces are essential for reducing isolation and strengthening collective learning.
- **Anticipate resistance and create space for gradual engagement.**
Many participants initially feel uncertain or frustrated with the open-ended coaching approach; facilitators should frame transformation as a process rather than an immediate result.



Adaptation Options

- Adapt the mentoring and coaching process to different sectors and thematic areas by integrating context-specific gender and leadership content into the methodology.
- Combine the programme with gender analysis tools, intersectionality frameworks, theory of change approaches, and sector-specific capacity development initiatives.
- Consider using Design Thinking methodology after the coaching phase ends to turn insights and goals from the coaching process into concrete implementable products in a co-creative, iterative process.
- Tailor the format through online, hybrid, individual, or group-based mentoring and peer-learning arrangements, depending on context and participant needs.
- Integrate the approach into organisational change, leadership development, staff capacity-building, and project implementation processes to strengthen gender-transformative practice.
- Adjust facilitation methods, terminology, and examples to local cultural contexts, languages, and sensitivities around gender and power relations.
- Adapt the approach to different sectors, regions, and organisational contexts, including implementation with partner institutions and diverse stakeholder settings.

Further Resources

Publications

SNRD (2026). Gender Transformative Mentoring and Peer Learning Programme Launched

GIZ. Coaching for TVET stakeholders

02 REFLECT - Participatory Literacy and Empowerment Tool



Purpose

The purpose of REFLECT is to strengthen literacy, critical awareness, and empowerment, particularly among women and marginalised groups, by enabling them to learn reading, writing, and numeracy through issues from their daily lives. The tool uses group learning circles where participants analyse their realities, discuss topics such as land rights, livelihoods, and social norms, and jointly develop solutions. By linking literacy directly to real-life issues, REFLECT enables participants to question and challenge gender norms and power relations, strengthen their voice and agency, and take collective action for more equitable decision-making in households and communities.



Key Mechanism - Facilitated group learning circles combine literacy learning with critical reflection, participatory gender analysis, and collective action. Participants identify challenges, analyse root causes, and develop solutions together, while continuously reinforcing their literacy skills.



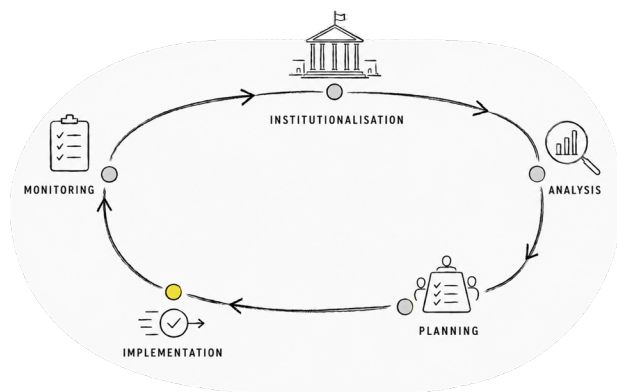
Mini Logic

REFLECT combines structured learning with flexible processes shaped by participants' needs and experiences. Participants meet regularly in facilitated group learning circles, so-called Reflect Circles, usually with around 20–25 people and supported by trained facilitators. Within these groups, participants use simple visual and analytical tools such as community maps, seasonal calendars, daily activity calendars, and transect walks to explore and understand their daily lives. This includes analysing how work is divided between women and men, who has access to and control over resources, and how power relations influence decision-making. The tool explicitly addresses gender and social inequalities by encouraging participants to reflect on, and question these dynamics.

As a literacy tool, REFLECT supports participants in learning to read, write, and calculate in a language of their choice while developing practical skills for everyday life. Participants write about their own experiences and realities, strengthening both their understanding and their ability to engage with community processes and institutions. The learning progresses through different levels—introductory, intermediate, and advanced—gradually building literacy skills, critical awareness, and the capacity for collective action.

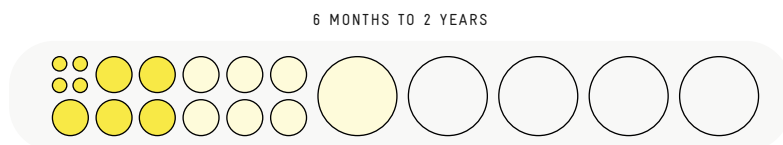
→ Position in the Project Cycle

REFLECT is primarily applied during the implementation phase as a community-based tool for learning, reflection, and empowerment.



→ Implementation Duration

REFLECT is typically implemented over a period of 6–24 months or longer, with regular facilitated Reflect Circles that enable participants to apply learning in practice, reflect on behavioural changes, and reinforce new norms over time.



Envisioned Effects

- Increases confidence, voice, and agency of women and marginalised groups.
- Strengthens critical awareness of gender norms, power relations, and inequalities.
- Increases women's participation in household and community decision-making.
- Improves communication within households, including more open dialogue between spouses.
- Transforms gender roles and the division of labour.
- Shifts restrictive social norms and practices.
- Increases collective action and community organisation.
- Contributes to more equitable and inclusive gender relations.

Further Resources

Publications

South Africa Reflect Network (2019). Reflect Training of Trainers (TOT) Guidelines for Practitioners

Finn Refugee Council (2016). Adult Literacy: REFLECT Training Manual

03 Generation Dialogue



Purpose

Generation Dialogue is a facilitated process that brings together younger and older women and men to explore values, norms, and practices in a safe and respectful space. The intergenerational dimension is central, as it enables the exchange of perspectives, bridges gaps in understanding, and supports the questioning and renegotiation of norms passed down across generations. It enables communities to jointly reflect on how these norms and practices shape relationships and decision-making, with participants acting as knowledge holders. Grounded in the understanding that harmful practices persist for underlying reasons, the approach supports communities to critically examine these drivers and initiate locally owned processes of social norms and behaviour change. This allows communities to gradually adapt practices in their own way and foster more equitable attitudes and relationships over time.



Key Mechanism – Structured, community-led dialogue processes that position participants as knowledge holders, enable critical reflection on underlying values and norms, build trust, and drive gradual, collectively owned shifts in social norms and practices.



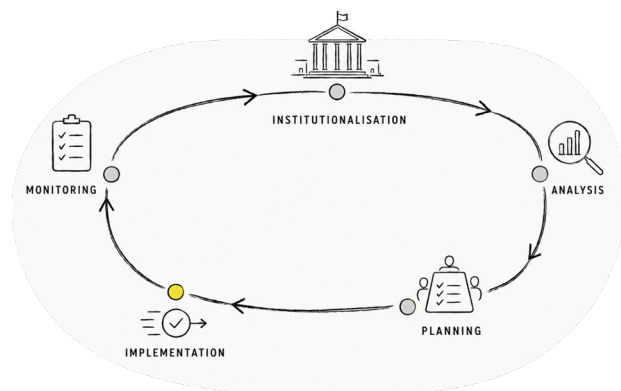
Mini Logic

Generation Dialogue follows a structured 7-step process designed to facilitate reflection, dialogue, and collective change processes within communities:

- 01 Identify the target community and select change agents: Select local change agents, typically 4 women and 4 men, who form the dialogue team and are prepared to guide the process.
- 02 Conduct preparatory consultations: In this preparatory phase, the dialogue team carries out 2–3 structured consultations with community members of the same generation and sex to identify locally relevant issues, engage potential champions for change, and adapt the process to the specific social and cultural context.
- 03 Organise group-based dialogues: The core of the approach is the dialogue phase, where participants form 4 groups: young women, young men, older women, and older men. Participants use interactive and participatory exercises to reflect on gender norms, roles, and lived experiences in a safe space.
- 04 Facilitate critical reflection and exploration: Building on this, participants critically discuss harmful practices and explore more equitable and inclusive alternatives.
- 05 Engage the wider community and institutions: The process then expands to the wider community and local institutions (e.g. police, hospitals), where insights from the group dialogues are shared in a joint forum.
- 06 Formulate collective commitments and actions: Participants present their reflections, formulate pledges, and propose concrete actions for change in the wider community and local institutions. This step helps build ownership, visibility, and momentum for collective behavioural change.
- 07 Ensure follow-up and sustained engagement: Finally, follow-up meetings and continued engagement help track progress, reinforce commitments, maintain momentum, and ensure that dialogue leads to lasting behavioural and social change.

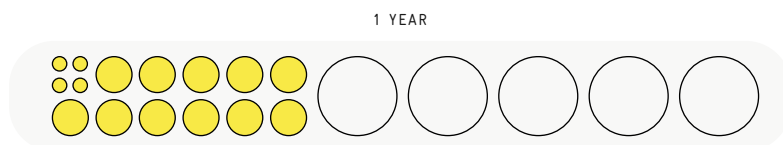
→ Position in the Project Cycle

Generation Dialogue is applied in the implementation phase of a project. Insights generated through the dialogue process can inform adaptations in the project design, particularly in relation to community dynamics and social norm change.



→ Implementation Duration

The 7 steps in the Generation Dialogue approach typically takes about 1 year. A follow-up assessment on changes in social values, norms, and practices should be conducted about 1 year after completion. While the approach foresees 1 dialogue session per week, this pace is often demanding for communities. Additional time is usually needed for preparation, briefing, and debriefing, requiring a more flexible schedule. Shortened timelines may limit the depth of reflection and the sustainability of change processes, as trust-building and norm change require sustained engagement over time.



Envisioned Effects

- Creates safe spaces where women and men, young and old, can openly discuss sensitive issues.
- Generates strong community engagement and appreciation for open exchange, while recognising that a single dialogue process does not change all attitudes or behaviours.
- Increases reflection and shifts perspectives on practices such as child and forced marriage.
- Gradually shifts attitudes towards practices such as female genital mutilation, often starting with partial changes depending on context.
- Increases the visibility of alternative norms through public dialogue and collective reflection, supporting gradual shifts in community expectations.



Practitioner's Insights

- **Ensure strong facilitation capacity.**
Prepare facilitators to manage sensitive topics and complex power dynamics (e.g. victim–perpetrator roles) and equip them with strong moderation skills.
- **Ensure cultural sensitivity and long-term engagement.**
Adapt approaches to local contexts and allow sufficient time, particularly when engaging older generations who may resist changes to established norms.
- **Engage religious leaders strategically.**
Work with religious leaders to help delink harmful practices from religion and influence community change.
- **Leverage partnerships for scaling.**
Involve other organisations in facilitator training to support wider uptake and sustainability of the approach.
- **Consider the role of the diaspora.**
Engage diaspora actors as potential role models, while applying a nuanced and context-sensitive approach.
- **Address risks of partial norm shifts.**
Recognise that dialogue may initially lead to less harmful forms rather than full abandonment, if not supported by targeted follow-up.
- **Ensure sustained follow-up engagement.**
Continue engagement beyond the initial dialogue process to reinforce commitments and translate reflection into lasting behavioural change.
- **Prepare for resistance and apply a Do-No-Harm approach.**
Anticipate resistance and unintended consequences by integrating risk mitigation, continuous dialogue, and inclusive engagement strategies throughout implementation.



Adaptation Options

- Apply the Generation Dialogue approach to a wide range of gender, human rights, and sexual and reproductive health topics where tensions between traditional and modern belief systems are relevant.
- Adapt methods used during the dialogue process, especially those involving life paths and symbols, by using locally meaningful symbols, drawing on example lists provided in the guide.
- Combine the approach with Participatory Theatre when expanding to the wider community to illustrate social dynamics, impacts, and possible solutions.
- Combine the approach with complementary community interventions, such as community initiative funds, to support locally defined actions, reinforce dialogue outcomes, and translate reflection into visible change.
- Align adaptations carefully with local context, power dynamics, and the sensitivity of the topic to ensure relevance and acceptance.
- Apply the Generation Dialogue as an adaptation, using it as a gender-transformative dialogue and coaching method that brings together younger and older women and men to navigate farm succession, challenge norms, and enable more equitable and collaborative farm management.

Further Resources

Publications

BMZ (n.d.). Generation Dialogue Toolkit

Andreas Hermes Akademie (2021). GenX Guideline – Adaptation of the Generation Dialogue Approach

04 Participatory Theatre for Community Engagement and Advocacy



Purpose

The purpose of Participatory Theatre is to use performance and storytelling to create an interactive and safe space where community members actively engage with shared socio-cultural, economic, and political norms. By acting out real-life situations and experimenting with different roles and outcomes, participants reflect on challenges, explore solutions, and collectively identify pathways for positive change.



Key Mechanism – Participatory Theatre uses drama, storytelling, and performance to reflect community realities, make complex and sensitive issues easier to understand and discuss, foster ownership through active participation, and translate reflection into collective action.



Mini Logic

Participatory Theatre is an interactive approach in which community members – women, men, youth, and marginalised groups – together with trained actors and a theatre facilitator, perform short scenes that reflect real-life situations and social challenges within the community. The facilitator guides both the performance and the dialogue process, ensuring participation, reflection, and a safe space for discussion.

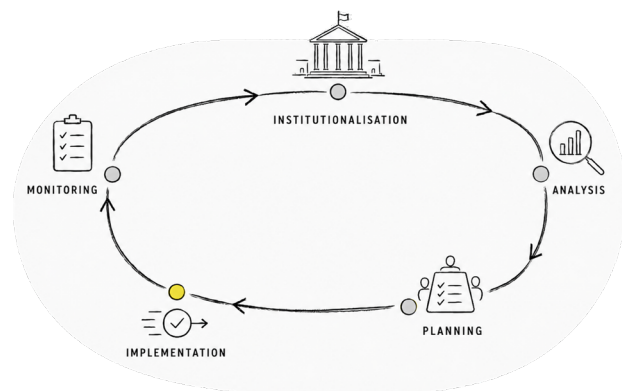
The Participatory Theatre approach typically follows a 5-step process:

- 01 Plan the process: Theatre facilitators and community representatives define objectives, target audiences, key messages, and the social issues to be addressed to ensure relevance to the community.
- 02 Develop storylines and scenarios: Theatre facilitators, together with community members and trained actors, develop storylines based on lived realities, experiences, and social challenges within the community.
- 03 Form and prepare the theatre group: Theatre facilitators bring together a theatre group consisting of actors and community members (including women, men, youth, and marginalised groups), who rehearse and prepare the performance.
- 04 Perform and engage the audience: The theatre group presents the performance to the community or relevant stakeholders. Theatre facilitators then guide a dialogue with the audience, encouraging participants to share perspectives, reflect on the issues raised, and explore alternative actions or solutions. In some formats, members from the audience step into the performance to act out different responses or outcomes (e.g. as neighbours, community leaders, or policy holders).
- 05 Facilitate dialogue and gather feedback: Facilitators and project teams gather feedback from participants, monitor responses and learning, and use these insights to strengthen learning and improve future performances.

The approach is particularly effective for addressing sensitive topics such as gender equality, social norms, violence prevention, health, and community governance. By combining performance, participation, and dialogue, it fosters open discussion and collective learning while encouraging critical reflection on behaviours and underlying power relations.

→ Position in the Project Cycle

Participatory Theatre is often applied during community entry and awareness-raising to introduce sensitive topics and stimulate dialogue. During the implementation phase, it supports behaviour change, strengthens community engagement, and facilitates discussions on project interventions.



→ Implementation Duration

Participatory Theatre activities can range from one-time events to recurring community dialogue processes. Training local facilitators typically takes 3–7 days; while preparing and rehearsing performances requires several days to weeks, with at least 3 days as a practical minimum. Individual performances usually last 1–2 hours, including dialogue and reflection with the audience. When integrated into longer-term community engagement strategies, activities can be repeated over several months to reinforce learning and support sustained change. The approach requires dedicated time for preparation, facilitation, and follow-up, which can be a constraint in short-term or resource-limited project settings.

SEVERAL DAYS TO WEEKS



Envisioned Effects

- Increases awareness of gender inequalities and harmful social norms.
- Strengthens community engagement in addressing local challenges.
- Encourages exploration of alternative behaviours and solutions.
- Creates a safe space to practice new behaviours and attitudes.
- Enhances confidence, public speaking, and self-expression among participants.
- Contributes to shifts in attitudes and behaviours over time.
- Strengthens community cohesion and dialogue.
- Fosters collective action towards more inclusive and equitable practices.



Practitioner's Insights

- **Ensure relevance to the audience.**
Performances should reflect real-life experiences and locally relevant challenges to resonate with community members. Make it personal to the audience.
- **Work with local partners.**
Collaborate with local CSOs and theatre groups or facilitators to strengthen cultural relevance and community ownership.
- **Build a diverse performance team.**
The core team should ideally consist of around 10 people and include a mixed group of participants.
- **Promote inclusive participation.**
Involve women, youth, marginalized groups, and community leaders—everyone can take part. Ensure that existing power dynamics do not limit the active participation of marginalized groups.
- **Invest in skilled facilitation.**
Strong facilitation is essential to guide discussions and handle sensitive topics respectfully.
- **Create a safe and trusting environment.**
Use icebreakers, team-building, and participatory exercises to encourage equal participation.
- **Start with community-driven content.**
Use community brainstorming sessions to identify key issues and translate them into simple, relevant storylines.
- **Design interactive storylines.**
Build performances around key dilemmas where the audience can intervene and suggest alternative actions and solutions.
- **Keep it simple and accessible.**
Focus on voice, body, and space rather than props or complex stage setups.



Adaptation Options

- Adapt Participatory Theatre to address a wide range of themes, including gender equality, violence prevention, health awareness, environmental protection, and governance issues.
- Integrate the approach with other community engagement methods such as Generation Dialogue or Social Analysis and Action (SAA) or link it to radio programmes and gender-transformative curricula.
- Scale Participatory Theatre to larger groups (up to around 100 participants), for example by using formats such as theatre without words that rely on physical acting rather than dialogue.

Further Resources

Publications

SFHC (2023). A Short Guide to Using Participatory Theatre

SFHC (2023). A Facilitator's Guide to Participatory Theatre for Community Engagement and Advocacy

05 Social Analysis and Action



Purpose

The purpose of the Social Analysis and Action (SAA) approach is to critically reflect on, and challenge deeply held gender norms, stereotypes, and power dynamics that shape people's lives and affect food and nutrition security outcomes. By examining these structures, participants identify inequalities related to gender and sexuality and collectively explore and work towards more equitable attitudes, relationships, and community practices.



Key Mechanism – Critical reflection and dialogue challenge social norms and power relations, leading to collective analysis, locally driven action, and sustained change.



Mini Logic

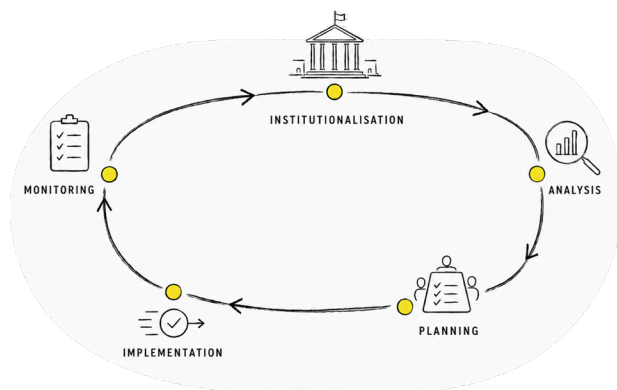
SAA creates structured spaces for reflection and dialogue in which women and men analyse how gender roles, expectations, and power relations influence behaviours, opportunities, and decision-making at household and community levels. Through participatory and experiential methods, participants move beyond surface-level observations to uncover the underlying assumptions and social patterns that sustain inequality. The process does not prescribe solutions; rather, it enables communities to question existing norms, explore alternatives, and take ownership of change. The approach follows a 4-stage iterative learning cycle: reflection, challenge, exploration, and action.

- 01 Reflection: Participants reflect on their daily realities, roles, and experiences, building awareness of how gender norms and power relations shape their lives.
- 02 Challenge: Participants critically question and challenge harmful norms and social expectations, examining their consequences for individuals and communities.
- 03 Exploration: Participants identify more equitable alternatives and envision how relationships, roles, and decision-making processes could be improved.
- 04 Action: Participants translate these insights into concrete actions at individual, household, and community levels, where new behaviours are tested, roles are renegotiated, and changes are implemented.

This iterative learning cycle is repeated over time, allowing participants to reflect on their experiences, adapt their actions, and deepen learning.

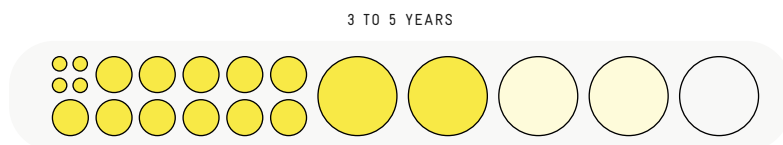
→ Position in the Project Cycle

SAA supports problem diagnosis, promotes new ways of acting, and integrates monitoring and reflection on impacts. As an action learning approach, it accompanies and informs the entire project cycle.



→ Implementation Duration

Meaningful social and behavioural change at community level typically requires 3–5 years. As a rule of thumb, the process often takes twice as long as initially envisioned, as real-life challenges and contextual factors influence implementation. The action plans developed by communities usually require extended time for testing, adaptation, and consolidation under real conditions. Change is driven by increased community engagement to adopt and sustain positive practices.



Envisioned Effects

- Improves equitable household food distribution, increasing access for women and children.
- Increases men's participation in household chores.
- Promotes gender-equitable norms through community leaders in public spaces such as village and church meetings.
- Reduces spending on non-productive expenses such as ceremonies.
- Increases investment in income-generating activities.
- Improves incomes among chronically food-insecure households.
- Strengthens economic resilience at household level.
- Increases women's participation in household decision-making.



Practitioner's Insights

- **Start with self-reflection.**
Frontline workers and community facilitators need to critically reflect on their own beliefs, biases, and assumptions to avoid unintentionally reinforcing harmful norms.
- **Ensure skilled facilitation.**
Create safe, structured spaces where attitudes, behaviours, and underlying power relations can be openly discussed and critically examined.
- **Strengthen community ownership.**
Communities identify challenges, analyse root causes, and define realistic actions, while frontline workers and community facilitators guide rather than direct the process.
- **Create safe and trusting spaces.**
Build trust and allow for honest dialogue; where needed, use separate discussions for women and men before bringing groups together.
- **Keep participation voluntary.**
Respect personal boundaries and avoid pressure, as this strengthens trust, openness, and long-term engagement.
- **Monitor behavioural change.**
Complement quantitative data with participatory and qualitative methods to capture shifts in attitudes, relationships, and decision-making.



Adaptation Options

- Build on prior gender and situational analysis and embed SAA into existing approaches to make them gender-transformative (e.g. as the gender component of Farmer Field and Business School (FFBS)).
- Use the SAA toolkit to facilitate participatory reflection through 11 adaptable tools, and tailor stories and exercises to project objectives, sectors, target groups, and country contexts by adjusting names, scenarios, and examples.
- Combine the approach with other participatory methods such as Participatory Theatre, men and boys' engagement tools, or integrate it into Technical and Vocational Education and Training (TVET) courses to promote gender-transformative change and strengthen male allyship.
- Apply SAA across sectors where harmful gender norms affect outcomes, including agriculture, health, education, and governance.

Further Resources

Publications

CARE (2015). *Social Analysis and Action (SAA) Global Manual*

CARE (2024). *Gender Equality Programming in Food and Nutrition Security*

FAO (2000). *Good Practice Social Analysis and Action, Ethiopia*

06 SASA! Together – Preventing Violence Against Women



Purpose

SASA! Together aims to prevent gender-based violence and address unequal power relations by supporting communities to critically reflect on and transform power dynamics—power over, power within, power with, and power to. The approach works to shift harmful social norms, promote equitable and non-violent relationships, and strengthen collective accountability and civic engagement. The name SASA means “now” in Kiswahili, reflecting the urgency to act. At the core of the approach is the understanding that power shapes relationships, social norms, and opportunities within communities.



Key Mechanism – Sequential community mobilisation processes that use critical reflection on power to shift harmful social norms, strengthen collective responsibility, and enable communities, leaders, and institutions to prevent and respond to gender-based violence.



Mini Logic

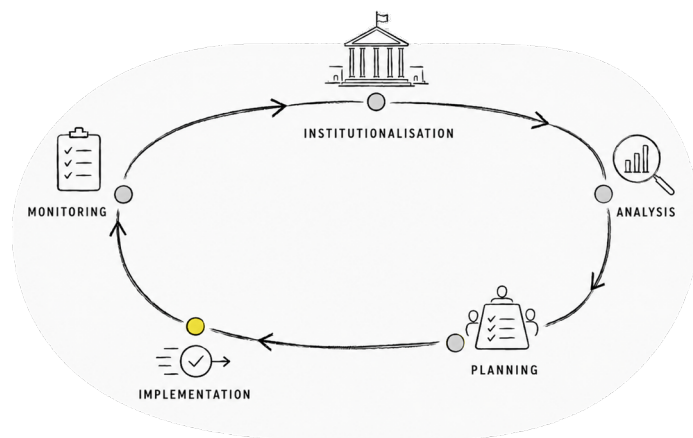
The methodology follows a sequential 4-phase process:

- 01 Start phase (power within): Builds awareness of power and violence while strengthening individual self-awareness and confidence. Community activists, leaders, and institutional actors are introduced to the approach through context-specific tools such as power posters, flipcharts, and facilitated community dialogues.
- 02 Awareness phase (power over): Supports communities in recognising and critically reflecting on unequal power relations and harmful norms. It examines how these dynamics shape household relations, decision-making processes, and experiences of violence.
- 03 Support phase (power with): Promotes collaboration among communities, leaders, and institutions to develop joint strategies and context-specific solutions. The focus is on strengthening collective action, shared responsibility, and mutual support.
- 04 Action phase (power to): Enables communities to implement locally developed solutions and apply agreed strategies in practice. It reinforces positive social norms, strengthens accountability mechanisms, and enhances the capacity to drive and sustain change.

The approach works across multiple community levels. Community activists engage directly with neighbours and people in their social circles. Community leaders use their authority and influence to broaden outreach and reduce resistance. Institutional allies such as police, courts, health providers, and local administration help create a more coordinated and supportive response to gender-based violence. Progress is assessed at the end of each phase, and communities themselves determine whether they are ready to move to the next stage. It is not a one-off intervention; success depends on sustained engagement, community trust, careful sequencing, and continuous adaptation to the local context.

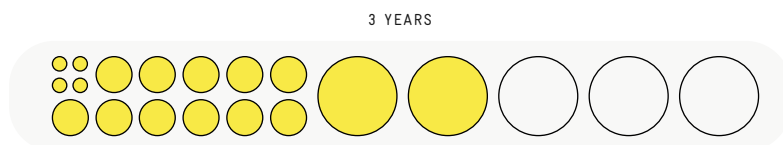
→ Position in the Project Cycle

SASA! Together is primarily used during the implementation phase as a long-term community mobilisation and social norms change approach. It can also be informed by analysis and baseline assessments and linked to monitoring, reflection, and adaptation processes throughout implementation.



→ Implementation Duration

SASA! Together is a long-term approach over approximately 3 years. The start phase alone can take around 10-11 months, and each subsequent phase requires time for implementation, reflection, and assessment before transition. Progress differs across communities, so timing may vary depending on context and readiness.



Envisioned Effects

- Increases awareness of power dynamics and gender-based violence.
- Shifts harmful attitudes, norms, and behaviours related to gender and violence.
- Strengthens women's and community members' sense of self-worth and agency.
- Promotes more equitable and respectful household relationships and decision-making.
- Increases the engagement of men as part of the solution.
- Strengthens community-level accountability and collective action against violence.
- Improves coordination between community actors, leaders, and institutions.
- Enhances community capacity to prevent and respond to gender-based violence sustainably.
- Strengthens civic engagement, local justice responses, and the rule of law at community level.



Practitioner's Insights

- **Engage the whole community.**
Include women, men, leaders, and institutional actors to ensure broad ownership and sustainable change.
- **Follow the sequence carefully.**
Each phase builds on the previous one—moving too fast can create resistance.
- **Engage gatekeepers early.**
Involve community leaders from the outset to build legitimacy and reduce backlash.
- **Work with receptive change agents.**
Engage individuals open to change who can influence others.
- **Focus on benefits of change.**
Highlight positive outcomes such as improved relationships and well-being rather than punishment of harmful practices.
- **Ensure consistent presence.**
Ongoing engagement, follow-up, and support to activists are critical.
- **Apply a do-no-harm approach.**
Design activities to minimise risks of backlash or increased violence.
- **Do not exclude men.**
Engage men as part of the solution, not only as part of the problem.
- **Keep power at the centre.**
Addressing power imbalances is the core driver of change.
- **Target adult participants.**
The approach is most suitable for community members aged 18+.
- **Plan for sufficient resources.**
Requires strong facilitation, staffing, and continuous qualitative learning processes (baseline, endline, phase reviews).



Adaptation Options

- Adapt the approach to different community contexts by tailoring activities, examples, and discussion materials to local realities.
- Combine with complementary approaches such as male engagement tools, Generation Dialogue, life skills training, sensitisation activities, and Participatory Theatre.
- Link to informal and formal justice systems to strengthen local response mechanisms.
- Apply the approach beyond gender-based violence to support reflection on power, civic engagement, accountability, and broader social norm change.

Further Resources

Publications

Raising Voices (2021). *SASA! Together Set-Up Guide*

Raising Voices (2025). *SASA! Together Learning & Assessment Guide*

07 Social and Behaviour Change



Purpose

The purpose of the Social and Behaviour Change (SBC) approach is to promote positive and sustained changes in behaviours and practices that contribute to improved well-being, nutrition, health, and livelihoods. The approach seeks to address barriers that influence behaviours, including social norms, gender dynamics, and broader contextual factors affecting individual and collective practices.



Key Mechanism – Communication, dialogue, and participatory engagement activities enable individuals and communities to reflect on behaviours, practice new approaches, and reinforce change through repeated interaction and social support.



Mini Logic

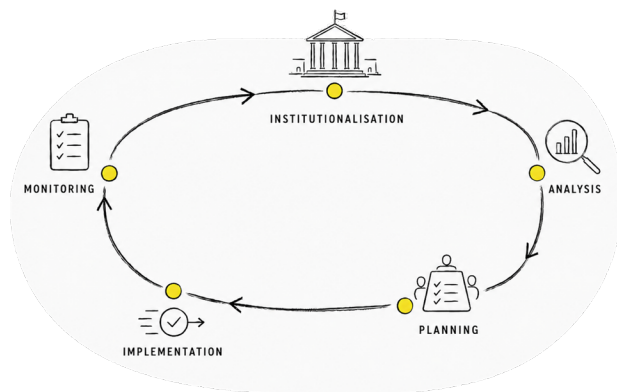
The SBC approach follows a structured process that combines research, communication, and participatory engagement to influence behaviours and practices across individual, household, and community levels. It starts with analysing behavioural drivers and barriers, including attitudes, social influences, gender dynamics, and environmental factors.

Based on this analysis, context-specific strategies are developed using communication and engagement methods, such as dialogue, interpersonal communication, social mobilisation, media approaches, and practical learning activities. Facilitators and community actors support participants in exploring alternatives, trying new practices, and strengthening adoption over time.

Continuous feedback and adaptation help to ensure that interventions remain relevant and responsive to changing contexts and community realities.

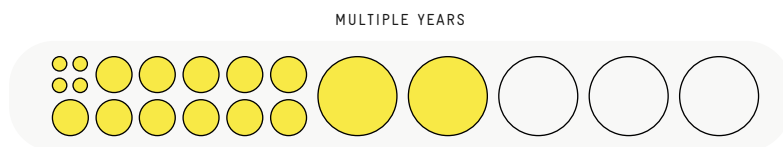
→ Position in the Project Cycle

The SBC approach is applied across the entire project cycle, beginning in the analysis phase with formative research and strategy development, and continuing through implementation, monitoring, and institutionalisation processes.



→ Implementation Duration

SBC interventions are typically implemented over multiple years, as sustained behaviour and social norm change require continuous engagement, reinforcement, and adaptation over time.



Envisioned Effects

- Increases adoption of improved practices related to nutrition, health, agriculture, or livelihoods.
- Strengthens knowledge, skills, and critical reflection related to behaviour and social norms.
- Promotes positive shifts in gender norms and other social norms influencing behaviour.
- Strengthens communication and dialogue within households and communities.
- Increases informed decision-making and uptake of relevant services and practices.
- Strengthens supportive environments for sustained behaviour change at community level.
- Enhances effectiveness and sustainability of development interventions by addressing underlying social dynamics.
- Contributes to longer-term improvements in well-being, inclusion, and resilience.

Further Resources

Publication

GIZ (2029). Social and Behaviour Change Insights and Practice

08 Positive Deviance – Leveraging Existing Local Solutions



Purpose

The Positive Deviance approach aims to identify and strengthen successful but often uncommon and overlooked practices within a community. It is based on the idea that some individuals or groups achieve better results than others, even though they face similar challenges and have access to the same resources. These “positive deviants” succeed by using uncommon but effective behaviours. The approach builds on these existing solutions and supports their spread within the community, so others can learn from and adopt them. By doing so, it promotes long-term behaviour change, strengthens community ownership, and leads to observable improvements in people’s lives—without relying on external resources.



Key Mechanism – Structured, community-led identification and amplification of existing successful practices, enabling peers to adopt proven behaviours and drive change through local ownership and continuous learning.



Mini Logic

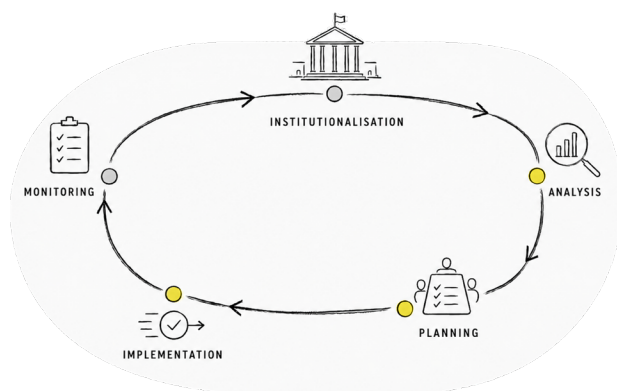
Positive Deviance is a participatory, asset-based approach. It works by making successful behaviours visible and enabling their adoption by others within the community. Rather than introducing external solutions, the approach enables communities to discover and expand solutions that already exist within their context.

The Positive Deviance approach follows 5 key steps:

- 01 Define the problem and desired outcomes: The community members jointly identify the key challenge, desired changes, and indicators of success to ensure relevance and ownership.
- 02 Identify positive deviants: Individuals or groups who achieve better outcomes than others under the same conditions, without additional resources, are identified.
- 03 Discover successful practices: Through observation, inquiry, and engagement, the uncommon but effective practices of “positive deviants” are identified and explored. Community facilitators and frontline staff act as co-researchers, approaching the process with curiosity and openness rather than an expert mindset and pre-defined solutions. They focus on uncovering non-obvious behaviours that contribute to better outcomes.
- 04 Share and adapt practices within the community: The identified practices are tested, adapted, and spread through participatory, community-led activities. This phase is often the longest and most time-intensive.
- 05 Sustain, monitor, and scale: Communities monitor their own progress, reinforce the adoption of new behaviours, and foster continuous learning, thereby strengthening ownership and enabling the spread of practices within their community.

→ Position in the Project Cycle

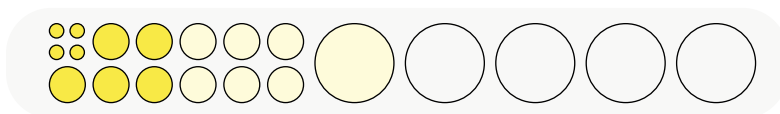
Ideally, the approach is integrated from the outset of a project to fully leverage its potential. It is particularly valuable during the planning phase, where it can be used to identify successful but uncommon behaviours and inform context-specific interventions. During implementation, it supports behaviour change by promoting peer learning and the adoption of locally proven practices.



→ Implementation Duration

Positive Deviance can be time-intensive, depending on the objectives, the level of community involvement, and the availability of existing data (e.g. baseline surveys). Defining the problem and identifying positive deviants may take several weeks to months, while deeper community engagement, capacity building of frontline workers and community facilitators, and sustained adoption typically require ongoing engagement over several months to years. Continuous mentoring, coaching, and follow-up are essential to ensure lasting change.

SEVERAL MONTHS TO YEARS



Envisioned Effects

- Identifies locally relevant and feasible solutions.
- Increases adoption of improved practices within the community.
- Strengthens community ownership and self-reliance.
- Improves outcomes (e.g. nutrition, health, agricultural practices).
- Enhances peer learning and knowledge sharing.
- Promotes sustainable behaviour change rooted in the local context.
- Strengthens confidence in local capacities and solutions.



Practitioner's Insights

- **Work with local partners and frontline workers.**
Collaborate with civil society organisations and build awareness within teams that solutions should come from the community.
- **Start with a clearly defined problem.**
Let the community define its own problem to ensure relevance and strengthen ownership and engagement.
- **Define success early.**
Agree on clear goals and indicators of success together with the community.
- **Train facilitation skills.**
Equip frontline workers and community facilitators with open questioning techniques, deep listening skills, and a curious, non-judgmental mindset.
- **Avoid external bias.**
Do not introduce solutions; enable communities to discover what already works.
- **Focus on practices rather than individuals.**
Emphasize behaviours that can be replicated and adopted by others. The practices are the “heroes”, not the individuals.
- **Work in tandem teams.**
Combine insiders, such as community facilitators who understand the local context, with outsiders, such as frontline workers who bring fresh perspectives. Uncommon practices are often hidden in plain sight.
- **Ensure feasibility.**
Focus on practices that rely on locally available resources and can be transferred to other community members without additional investment.
- **Invest time in deep inquiry to discover uncommon practices.**
Use conversations with different household members, shadowing, and observation at different times — depth matters more than speed.



Adaptation Options

- Use context-appropriate methods to identify uncommon practices, such as observation, inquiry, participatory sketching with children, and insights from frontline workers.
- Use diverse formats to disseminate practices, including exhibitions, storytelling, peer learning, and community-led campaigns, ensuring that the community remains in the driver's seat.
- Invest in holistic capacity building through Training of Trainers (ToT), mentoring, and coaching of frontline workers, recognizing that one-off trainings are not sufficient.
- Combine the approach with complementary methods such as Participatory Theatre, Dimitra Clubs, or other Social and Behaviour Change (SBC) interventions to promote and scale uncommon practices.
- Apply the approach flexibly as a standalone deep-dive or integrate it into existing programmes and advisory services by identifying and building on what already works (e.g. within agricultural trainings).
- Apply the approach particularly to topics such as nutrition, gender roles, family decision-making, childcare, hygiene, local governance, or agricultural practices.
- Strengthen local capacities by building the capacity of community facilitators to empower communities to independently apply the approach and address complex challenges over time.

Further Resources

Publications

GIZ (2025). Positive Deviance Toolkit: Guidebook for Frontline Workers

GIZ (2025). Positive Deviance Workbook for Frontline Workers

Videos

GIZ (n.d.). Discovering Community-Led Solutions: A Positive Deviance tutorial film for Anganwadi workers

09 Community Conversations



Purpose

The purpose of Community Conversations is to facilitate inclusive dialogue and collective reflection on social, economic, and behavioural challenges within communities. The tool supports communities in identifying priorities, analysing root causes, and developing locally appropriate solutions through participatory discussion and collective action, with particular attention to gender relations and social norms.



Key Mechanism – Facilitated dialogue and collective reflection enable community members to analyse challenges, question social norms, and develop locally driven actions through repeated discussion and shared decision-making.



Mini Logic

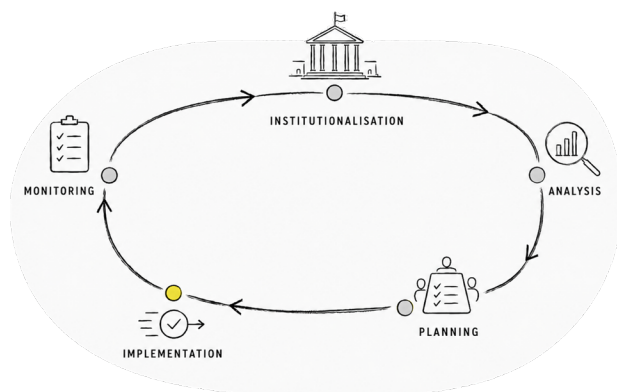
Community Conversations is a participatory facilitation tool that brings community members together in regular dialogue sessions to discuss shared challenges, social norms, and everyday practices. Facilitators guide structured discussions that encourage participants to reflect on experiences, analyse root causes, and identify locally relevant solutions.

The process emphasises inclusive participation and aims to ensure that women and marginalised groups are meaningfully involved in discussions and decision-making processes. Through repeated dialogue and reflection, communities identify priority issues, agree on actions, and support collective implementation using locally available resources.

Over time, the process strengthens communication, joint problem-solving, and collective action, while encouraging gradual shifts in attitudes, behaviours, and social norms.

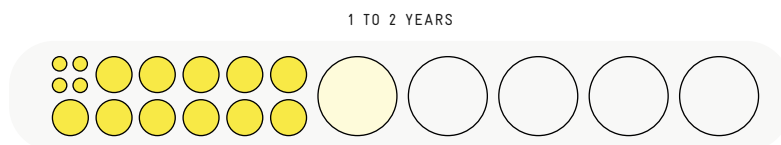
→ Position in the Project Cycle

Community Conversations are primarily implemented during the project implementation phase as a participatory dialogue and social behaviour change tool. They can also support participatory planning, monitoring, and institutionalisation processes.



→ Implementation Duration

Community Conversations are typically implemented over a period of 1-2 years and consist of approximately 12–18 facilitated dialogue sessions. The repeated and iterative nature of the process allows sufficient time for reflection, collective learning, and gradual changes in social norms and community practices.



Envisioned Effects

- Increases participation and inclusion in community dialogue and decision-making processes.
- Strengthens collective understanding of social, economic, and behavioural challenges.
- Encourages critical reflection on social norms, gender relations, and community practices.
- Strengthens community capacity for joint problem-solving and collective action.
- Enhances communication, trust, and collaboration within communities.
- Strengthens the voice and participation of women and marginalised groups in community processes.
- Supports community-led identification and implementation of locally relevant solutions.
- Contributes to more inclusive and equitable community dynamics and behaviour change.

Further Resources

Publication

FAO (2020). Community Conversations

10 Dimitra Clubs – Community Engagement and Gender-Transformative Action



Purpose

Dimitra Clubs aim to strengthen the capacity of rural women, men, and youth to become active agents of change by fostering more equitable participation, strengthening agency, and promoting collective action at community level. The approach seeks to address discriminatory social norms, unequal gender relations, and exclusion by enabling communities to identify and implement locally driven solutions to social and livelihood challenges. Through this process, Dimitra Clubs contribute to improved livelihoods, food security, social cohesion, and more inclusive and resilient rural development outcomes.



Key Mechanism – Community-led reflection-action cycles through inclusive dialogue spaces where women, men, and youth collectively analyse challenges, question social norms, and implement locally defined actions.



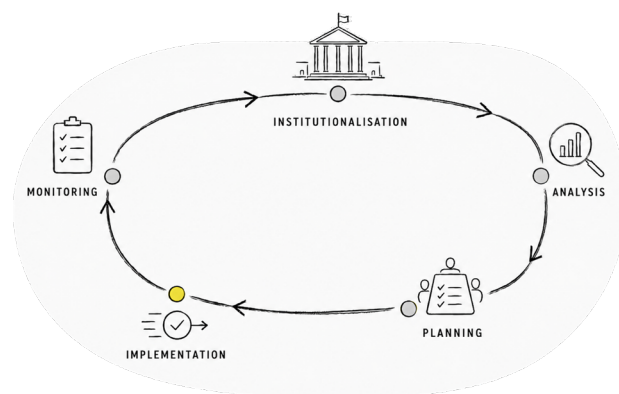
Mini Logic

Dimitra Clubs follow a participatory and community-driven process that gradually creates inclusive dialogue spaces, strengthens collective reflection and action, and supports communities in identifying and implementing locally driven solutions.

- 01 Participatory assessment and community entry: The process starts with a participatory assessment to understand local dynamics, including gender relations and inequalities, existing community structures, the participation of marginalised groups, and the need for community dialogue spaces.
- 02 Establishment of Dimitra Clubs and inclusive group formation: Based on the assessment, voluntary community-led groups are established, composed of women, men, and youth. Depending on the context, groups can be mixed, single-sex, or age-specific. Special attention is given to ensuring the participation of marginalised and vulnerable groups, including widows, migrants, persons with disabilities, and diverse ethnic groups. Trained local facilitators accompany the process.
- 03 Creation of safe and regular dialogue spaces: Club members meet regularly in safe and inclusive spaces to discuss local challenges such as food security, gender inequality, access to services, and social norms. In some contexts, community radio or other communication tools support and amplify discussions.
- 04 Joint reflection and root cause analysis: Through facilitated reflection and dialogue, members collectively analyse local challenges, identify root causes, and critically examine existing norms, practices, and barriers.
- 05 Collective action planning and implementation: Members agree on practical actions that can be implemented with locally available resources. Actions may include agricultural improvements, livelihood activities, social initiatives, education, health actions, or community-based solutions.
- 06 Continuous learning and adaptation cycles: The approach follows repeated cycles of discussion, action, and reflection that allow communities to learn from experiences, adjust activities, and strengthen collective problem-solving capacities.
- 07 Strengthening local ownership and sustainability: Over time, Dimitra Clubs evolve into locally owned platforms for participation and decision-making that strengthen individual agency, collective action, gender equality and community cohesion beyond the initial project scope.

→ Position in the Project Cycle

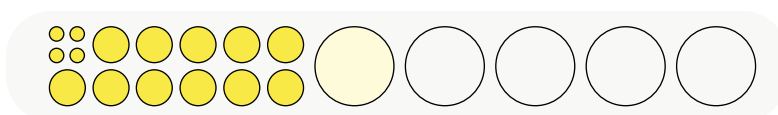
Dimitra Clubs are typically introduced during the implementation phase but can be effective across the entire project cycle. When the approach is integrated from the planning stage, its added value and contribution to the project's Theory of Change can be more clearly articulated, particularly in relation to community engagement, gender-transformative processes, and pathways of change. Over time, they can evolve into sustainable community structures that continue functioning beyond project support.



→ Implementation Duration

The establishment of Dimitra Clubs is characterized by a facilitated process which typically lasts for at least 18–24 months to ensure ownership, sustainability, and the emergence of initial changes in attitudes, behaviours and gender relations. While this period can contribute to creating the conditions for gender-transformative change, deeper and sustained shifts in social norms and power relations generally require longer-term engagement.

1,5 TO 2 YEARS



Envisioned Effects

- Increases voice, agency, and leadership of women and marginalized groups.
- Improves social cohesion, and collective action within communities.
- Transforms gender norms and power relations at community levels.
- Enhances inclusive participation in local decision-making processes.
- Improves food security, nutrition, and livelihood practices.
- Increases access to information and services through collective action.
- Strengthens dialogue and cooperation between different social groups.
- Increases resilience of communities through locally driven solutions.
- Emerges sustainable, community-led platforms for development and governance.



Practitioner's Insights

- **Embed the approach within participatory and resilience-oriented programmes.**
The approach works particularly well in projects that prioritise continuous community engagement, reflection processes, and regular feedback loops.
- **Start with a strong contextual analysis.**
Understanding local institutions, gender relations and norms, power relations and existing community mechanisms is essential before introducing the approach.
- **Invest in strong facilitation systems.**
Skilled local facilitators, continuous coaching, and gender-balanced facilitation teams are critical to sustaining the core principles of inclusivity, gender equality, participation, and community-led action throughout implementation.
- **Build on local partners.**
Collaborating with local organisations, including women's rights organisations, even if capacity development is needed, strengthens ownership and sustainability.
- **Promote inclusive participation.**
Special attention is needed to include women in all their diversity, youth, and marginalised and vulnerable groups.
- **Avoid imposing external agendas.**
Communities should be given the opportunity to define their own priorities and actions to ensure ownership and motivation.
- **Ensure a critical mass of clubs.**
Implementing a single Dimitra Club in isolation is rarely effective; the approach requires multiple clubs across communities to build networks, social capital, and sustainable community-led collective change.
- **Foster continuous learning and reflection.**
Facilitators and project teams should regularly reflect on their own (gender) assumptions and biases and adapt the process accordingly.



Adaptation Options

- Adapt group composition (where relevant, single-sex and/or age-specific groups) depending on cultural norms and context. Facilitators should ensure that both, women and men, are meaningfully engaged in the process across the community.
- Adapt the use of communication mechanisms and approaches, including community radio, digital platforms and other locally relevant channels, depending on the context and available resources, while ensuring continued dialogue, networking and dissemination of collective actions.
- Tailor discussion topics to different sectors (e.g. agriculture, health, education, governance).
- Scale through replication of clubs and peer learning between communities.
- Adjust facilitation intensity and duration depending on project time frame and objectives.
- Apply in different contexts, including development and humanitarian programmes.
- Integrate with other approaches such as Farmer Field and Business Schools (FFBS), nutrition programmes, or livelihood interventions.

Further Resources

Publications

FAO (2023). Dimitra Clubs: Leaving No One Behind Through Community Engagement and Women's Empowerment

FAO (2026). Dimitra Clubs

11 Inclusive Peace Agents



Purpose

The purpose of the Inclusive Peace Agent approach is to strengthen social cohesion, inclusive conflict resolution, and equitable governance by empowering women as mediators and agents of change within their communities. By combining capacity building, dialogue facilitation, and community engagement, the approach aims to transform gender norms, increase women's participation in decision-making, and promote peaceful coexistence among diverse social groups, including host communities and displaced populations.



Key Mechanism – Structured processes of community sensitisation, women's leadership development, dialogue facilitation, and mediation enable women peace agents to build trust, strengthen inclusive participation, and support community-led conflict resolution and social cohesion.



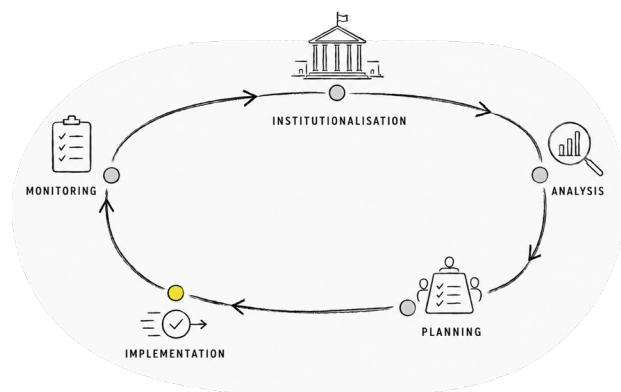
Mini Logic

The Inclusive Peace Agent approach follows a participatory process that gradually identifies, trains, and supports women to take on recognised roles in dialogue, mediation, and community-level peacebuilding.

- 01 Socio-anthropological diagnosis: The process starts with an analysis of local conflict dynamics, power relations, cultural norms, gender roles, and existing conflict resolution mechanisms.
- 02 Community sensitisation and entry: Communities are informed and sensitised about the approach to build trust, create acceptance, and clarify the role of women peace agents.
- 03 Identification and selection of women peace agents: Women are identified and selected with the involvement of traditional authorities and community members to ensure local legitimacy and acceptance.
- 04 Training and capacity development: Selected women receive training in mediation, dialogue facilitation, conflict analysis, communication, and inclusive decision-making.
- 05 Facilitation of dialogue and mediation: Peace agents support dialogue between different community groups, mediate disputes, and help address tensions through participatory and inclusive processes.
- 06 Trust-building and social cohesion activities: The approach creates opportunities for interaction between diverse groups, including ethnic groups, host communities, and displaced populations, to strengthen trust and social cohesion.
- 07 Continuous engagement and role modelling: Through ongoing participation in community processes, women peace agents strengthen their visibility and legitimacy as leaders, contribute to changing perceptions of women's roles in peacebuilding, and over time may become embedded in local governance and community-led conflict resolution mechanisms.

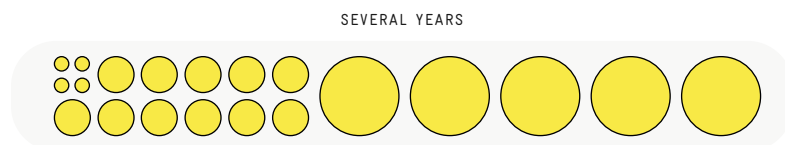
→ Position in the Project Cycle

Inclusive Peace Agents are typically introduced during project implementation as a structured intervention to improve conflict resolution and social cohesion at community level. The approach builds on prior analysis of conflict dynamics and gender relations and is implemented through a sequence of diagnosis, sensitisation, capacity building, and deployment of mediators.



→ Implementation Duration

The implementation of the approach typically requires multi-year engagement, including diagnosis, training, and deployment phases. Initial results—such as improved dialogue, increased participation of women, and early mediation outcomes—can be observed after sensitisation and training. However, sustained changes in gender norms, leadership roles, and conflict dynamics generally require longer-term engagement.



Envisioned Effects

- Improves social cohesion and peaceful coexistence among diverse community groups.
- Increases participation and leadership of women in conflict resolution and decision-making processes.
- Strengthens local conflict resolution mechanisms that are inclusive and socially legitimate.
- Transforms gender norms regarding women's roles in leadership and mediation.
- Enhances dialogue and trust between different social, ethnic, or livelihood groups.
- Contributes to reducing frequency and intensity of conflicts, particularly related to land and natural resources.
- Increases recognition of women as agents of change and community leaders.
- Improves governance of land and natural resources through more inclusive processes.
- Strengthens resilience of communities through improved cooperation and conflict management.



Practitioner's Insights

- **Start with deep contextual understanding.**
A thorough socio-anthropological diagnosis is essential to understand conflict dynamics, cultural norms, and power relations before intervening.
- **Build on local systems.**
Existing conflict resolution mechanisms should be strengthened rather than replaced to ensure relevance and sustainability.
- **Be flexible in facilitation.**
Methods, language, and formats must be adapted to different audiences (e.g. men vs. women, different ethnic groups) to ensure effectiveness.
- **Use simple and participatory tools.**
Visual methods, role play, and practical examples are key, especially in low-literacy contexts.
- **Engage men as allies.**
Men's involvement is crucial to reduce resistance and support women's participation in mediation and leadership roles.
- **Ensure community ownership.**
Peace agents should be selected by community actors rather than externally imposed to strengthen ownership and long-term impact.



Adaptation Options

- Adapt the approach to different types of conflicts and social cohesion contexts (e.g. social, ethnic, or resource-based conflicts).
- Tailor facilitation methods and materials to local cultural norms, languages, and literacy levels.
- Adjust group formats (mixed or separate) depending on gender dynamics and context.
- Combine with awareness-raising, mediation training, and social cohesion activities.
- Scale through local governance systems, traditional authorities, and community structures.
- Apply in both conflict and non-conflict settings to strengthen social cohesion and prevent disputes.
- Integrate the approach with community dialogue processes such as Dimitra Clubs or Community Conversations.

Further Resources

Publication

GIZ (2025). Consolidated Good Practice to Strengthen Women's Land Rights

12 Community-Based Adaptation to Climate Change



Purpose

The Community-Based Adaptation (CBA) approach aims to strengthen the resilience of vulnerable communities—particularly women and marginalised groups—by building on local knowledge, capacities, and priorities. It addresses differences in climate vulnerability between women and men by promoting inclusive, locally driven adaptation strategies that improve livelihoods, food and nutrition security, and equitable participation in decision-making.



Key Mechanism – Participatory vulnerability assessment combined with gender analysis enables the design of locally driven and inclusive climate adaptation responses.



Mini Logic

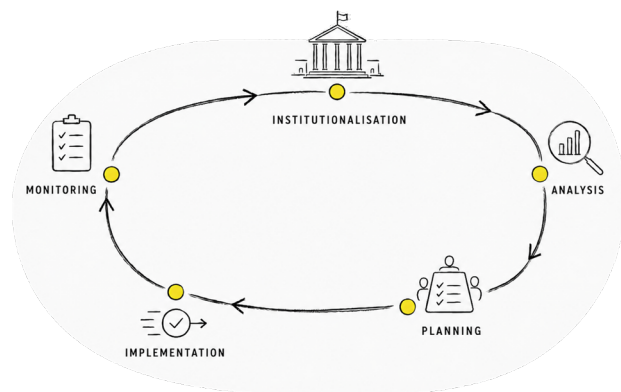
The CBA approach is a participatory, bottom-up process that places communities at the centre of climate adaptation planning and implementation. It builds on 4 interconnected strategies: promoting climate-resilient livelihoods, reducing disaster risks, strengthening the capacities of local civil society and government institutions, and advancing advocacy and social mobilisation to address underlying drivers of vulnerability. The CBA approach can be outlined in 7 key steps:

- 01 Conduct a context-specific vulnerability and capacity analysis: Assess local climate risks, vulnerabilities, and existing capacities, considering environmental, social, economic, and political conditions that shape people's lives. Ensure that the analysis reflects how gender norms, roles, and inequalities influence exposure, access to resources, and adaptive capacities.
- 02 Raise awareness and build understanding of climate risks: Strengthen community awareness of climate change and uncertainty to support informed, flexible, and forward-looking decision-making in the face of changing conditions.
- 03 Identify and prioritise adaptation strategies: Work with communities and local stakeholders to define and prioritise locally relevant adaptation options based on their needs, capacities, and contextual realities.
- 04 Co-create and implement adaptation measures: Develop and apply practical solutions such as climate-resilient agriculture, livelihood diversification, improved natural resource management, and better access to services and information.
- 05 Strengthen local capacities and systems: Build the capacities of communities, civil society, and local institutions, and embed new knowledge in existing structures to reinforce local systems, governance, and long-term sustainability.
- 06 Promote participation and ownership: Ensure inclusive and participatory processes that foster community ownership and sustained uptake, with a strong focus on gender equality and women's empowerment.
- 07 Link community action to institutional and policy levels: Connect local adaptation efforts with broader institutional frameworks and advocacy processes to enable scaling, integration, and long-term impact.

Gender equality and women's empowerment are integrated throughout the approach, promoting inclusive participation and contributing to more equitable gender relations. Interventions are flexible and tailored to the local context.

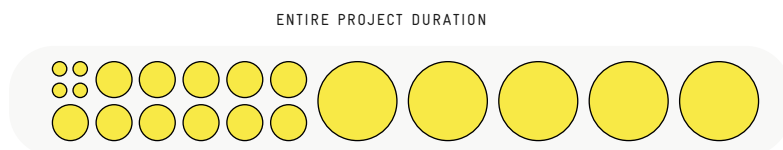
→ Position in the Project Cycle

Applied across the entire project cycle—from analysis and planning (vulnerability and capacity assessment) to implementation (adaptation actions) and monitoring and learning (tracking resilience and gender outcomes).



→ Implementation Duration

CBA is a continuous, long-term approach embedded throughout the entire project duration. Initial assessments and planning may take several weeks to months, while implementation, learning, and adaptation processes typically span multiple years.



Envisioned Effects

- Strengthens resilience of communities to climate and environmental shocks.
- Increases adaptive capacity of communities, including women and marginalised groups.
- Improves food and nutrition security under changing climate conditions.
- Enhances equitable participation in local decision-making and governance.
- Reduces gender-based vulnerabilities and strengthens agency.
- Promotes sustainable, locally owned adaptation strategies and practices.
- Strengthens linkages between community action and institutional support systems.

Further Resources

Publication

CARE (2014). Community-Based Adaptation in Practice: CARE Global Overview

13 Community Engagement for Gender Equality



Purpose

The purpose of Community Engagement for Gender Equality is to ensure that women, men, and marginalised groups can influence decisions and development processes that affect their lives. By strengthening voice, inclusion, and accountability, the approach contributes to more equitable outcomes, stronger local ownership, and interventions that better reflect community priorities and realities.



Key Mechanism – Participatory dialogue and continuous feedback processes enable communities to shape interventions, strengthen ownership, and support collective action.



Mini Logic

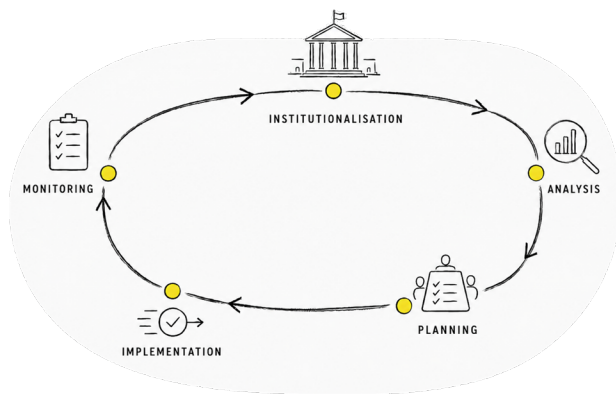
Community Engagement for Gender Equality is a structured process that creates opportunities for community members to participate in the planning, implementation, and review of interventions. Through dialogue, consultation, feedback mechanisms, and collective action, diverse groups are encouraged to share perspectives, identify priorities, and contribute to decision-making. Particular attention is paid to removing barriers to participation and ensuring that women and marginalised groups can engage meaningfully. This helps build trust, strengthen relationships between stakeholders, and improve the relevance and effectiveness of interventions.

The process typically evolves through 8 interconnected phases:

- 01 Stakeholder identification and context analysis: Relevant actors, local power dynamics, and barriers to participation are identified.
- 02 Selection of engagement strategies: Appropriate participation methods are chosen based on the context and objectives.
- 03 Community sensitisation and dialogue: Meetings, workshops, and discussions are facilitated to foster dialogue and gather perspectives.
- 04 Inclusive participation and representation: Special attention is given to ensuring meaningful participation of women and marginalised groups.
- 05 Feedback collection and integration: Community feedback and concerns are continuously collected and integrated into implementation processes.
- 06 Joint decision-making and collective action: Communities contribute to identifying solutions and supporting implementation.
- 07 Monitoring, learning, and adaptation: Engagement processes are reviewed and adjusted based on feedback and emerging challenges.
- 08 Strengthening ownership and trust: Repeated interaction and transparent communication support stronger relationships and long-term collaboration.

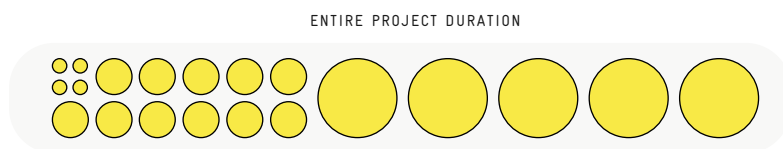
→ Position in the Project Cycle

Community Engagement is applied across the entire project cycle, from participatory planning and stakeholder identification to implementation, monitoring, adaptive learning and institutionalisation processes.



→ Implementation Duration

Community Engagement is a continuous process that typically spans the entire project duration. Building trust, strengthening participation, and achieving meaningful engagement outcomes require sustained interaction and regular feedback processes.



Envisioned Effects

- Increases participation and inclusion of diverse community members in decision-making processes.
- Strengthens the participation and voice of women and marginalised groups in community dialogue and collective action.
- Strengthens community ownership and accountability for development processes.
- Improves relevance and responsiveness of interventions through local knowledge and feedback.
- Enhances trust and collaboration between communities and implementing actors.
- Strengthens community capacity for collective action, dialogue, and engagement.
- Improves inclusion of diverse perspectives and priorities in planning and implementation processes.
- Contributes to more equitable and inclusive community dynamics and decision-making processes.

Further Resources

Publication

GIZ (2026). Land Governance Toolkit

14 Asset-Based Community Development



Purpose

The purpose of Asset-Based Community Development (ABCD) is to strengthen community ownership, self-reliance, and collective action by identifying and mobilising existing local assets, capacities, and networks. Rather than focusing on needs and deficits, the approach builds on community strengths to foster inclusive participation and locally led development.



Key Mechanism – Participatory asset mapping and collective planning processes enable communities to identify, connect, and mobilise existing strengths and resources to support locally driven solutions.



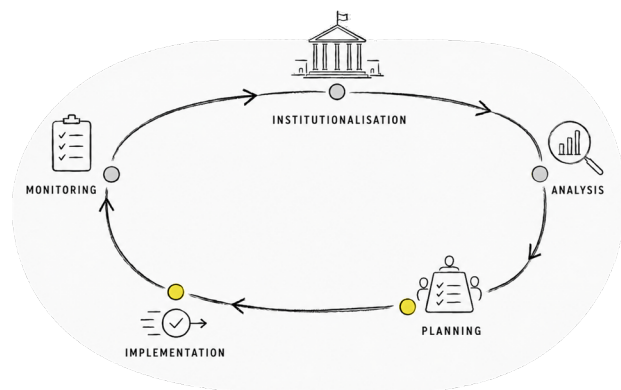
Mini Logic

ABCD is a participatory approach that starts with identifying existing community assets, such as skills, knowledge, social networks, institutions, natural resources, and infrastructure. Through participatory asset mapping and dialogue, communities explore how these resources can be connected and mobilised to address shared priorities.

Frontline workers facilitate the process by supporting collaboration, strengthening local connections, and linking communities to external actors where relevant, while decision-making remains community-led. By leveraging existing capacities and relationships, ABCD promotes sustainable, locally driven solutions and strengthens community resilience.

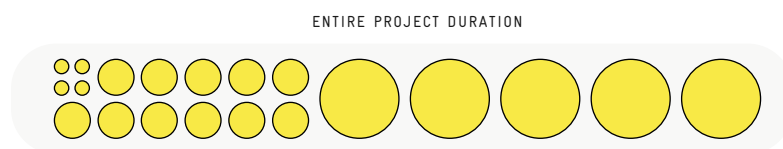
→ Position in the Project Cycle

ABCD is typically introduced during the planning and early implementation phases to support participatory planning, community ownership, and locally driven implementation processes.



→ Implementation Duration

ABCD is a long-term and iterative process that begins in the planning phase, continues throughout implementation, and often extends beyond the formal duration of the project. Strengthening local capacities, collaboration, and self-reliance generally requires sustained engagement over time.



Envisioned Effects

- Strengthens community ownership and leadership in development processes.
- Improves identification and mobilisation of local resources, skills, and capacities.
- Strengthens collaboration, trust, and collective action within communities.
- Encourages more inclusive participation in community decision-making and planning processes.
- Strengthens local problem-solving capacities and self-reliance.
- Increases confidence and agency among community members.
- Strengthens linkages between communities and external actors while maintaining community leadership.
- Contributes to more sustainable and locally driven development outcomes.

Further Resources

Publications

Nurture Development (2018). Asset Based Community Development.

15 Stop Sexual Harassment Discussion Guide



Purpose

The purpose of the Stop Sexual Harassment Discussion Guide is to strengthen awareness, critical reflection, and collective action to prevent and address sexual harassment in workplaces and training environments. The approach seeks to create safer, more respectful, and inclusive environments by helping participants understand different forms of sexual harassment, challenge harmful gender norms and power imbalances, strengthen bystander engagement, and promote accountability and supportive responses.



Key Mechanism – Video-based storytelling and facilitated dialogue encourage participants to reflect on sexual harassment, question harmful gender norms and power relations, and identify practical actions for prevention and response.



Mini Logic

The Stop Sexual Harassment Discussion Guide follows a facilitated and participatory sensitisation process that uses videos and structured discussions to encourage reflection, dialogue, and action on sexual harassment and its underlying causes. The process starts with preparation and contextual adaptation, including identifying suitable participant groups, selecting facilitators, and creating safe and inclusive spaces for discussion.

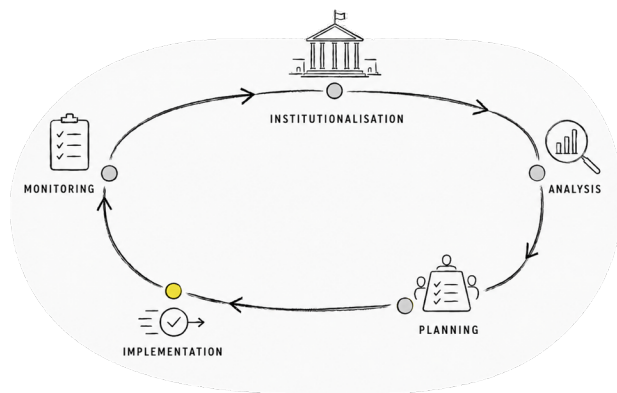
Facilitators then select context-relevant video cases that reflect different forms of workplace sexual harassment and guide participants through structured discussion steps. Sessions typically begin with introducing discussion norms and creating trust, followed by screening a video and unpacking key concepts and behaviours illustrated in the case examples.

Participants jointly analyse the situations presented, reflect on underlying factors such as power relations, gender inequality, and social norms, and discuss emotional impacts and real-life experiences. Discussions then move towards identifying practical response options, prevention measures, and the role of individuals, bystanders, and organisations in creating safer environments.

The process emphasises continuous reflection, safe participation, and access to support mechanisms. Facilitators conclude sessions by identifying concrete follow-up actions and providing information on reporting mechanisms and psychosocial support services where needed.

→ Position in the Project Cycle

The Stop Sexual Harassment Discussion Guide is primarily applied during implementation as part of awareness-raising, safeguarding, and capacity-building activities. It can also inform the planning phase by identifying knowledge gaps, risks, and social norms related to violence. Additionally, it contributes to monitoring and institutionalisation by capturing changes in awareness, attitudes, and reported behaviours over time.



→ Implementation Duration

The guide is typically used in a series of facilitated sessions over several weeks or months, depending on programme design and intensity. The sensitisation sessions can range from one-off workshops to repeated dialogue processes over several weeks or months. Individual sessions generally require at least 60 minutes, while longer-term implementation through recurring discussions allows for deeper reflection, reinforcement of learning, and follow-up action.

SEVERAL WEEKS TO MONTHS



Envisioned Effects

- Increases awareness and understanding of different forms of sexual harassment and their consequences.
- Strengthens recognition of power imbalances, harmful gender norms, and workplace behaviours that enable harassment.
- Improves attitudes towards respect, gender equality, and zero tolerance for sexual harassment.
- Strengthens empathy and supportive behaviours towards survivors and affected individuals.
- Increases confidence to discuss sensitive issues related to harassment and workplace culture.
- Improves awareness of reporting procedures, referral pathways, and available support mechanisms.
- Strengthens bystander awareness and confidence to respond appropriately to incidents.
- Encourages more respectful and inclusive workplace interactions and behaviours.
- Strengthens organisational accountability and prevention efforts.
- Contributes to safer, more inclusive, and harassment-free workplace environments.

Further Resources

Publication

GIZ (2023). Discussion Guide Supporting the 'Stop Sexual Harassment at the Workplace

16 Gender Action Learning System



Purpose

The purpose of the Gender Action Learning System (GALS) approach is to empower women and men to gain greater control over their lives, resources, and decision-making, while promoting sustainable gender justice and socio-economic development. Through participatory analysis, planning, and action, the approach aims to transform gender relations, strengthen women's economic empowerment, and improve household well-being and livelihoods.



Key Mechanism – Visual participatory tools help participants analyse gender relations, negotiate change, and translate shared visions into concrete action.



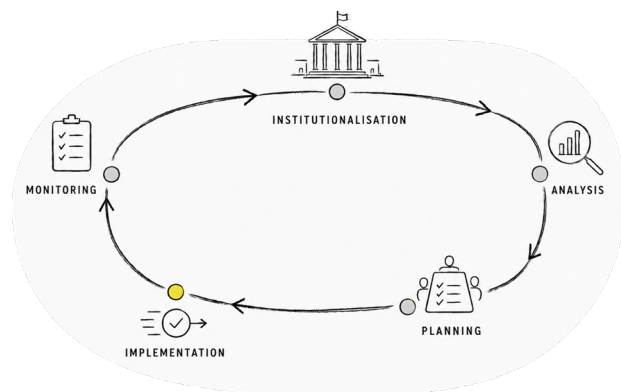
Mini Logic

GALS is a participatory, visual, and action-oriented methodology that enables individuals, households, and communities to analyse their current situation, define a vision for the future, and develop concrete action plans to achieve it. The approach uses simple visual tools (maps, trees, pathways) to support reflection, negotiation, and collective learning around gender relations, livelihoods, and decision-making. The methodology typically evolves through 6 interconnected phases:

- 01 Individual visioning and self-assessment: Participants begin by reflecting on their current situation, aspirations, livelihood realities, and personal goals using visual tools that help identify opportunities and constraints.
- 02 Analysis of gender relations and livelihood dynamics: Participants use participatory tools to analyse household roles, workload distribution, access to resources, decision-making patterns, and other factors influencing livelihoods and gender relations.
- 03 Identification of priorities and action planning: Based on the analysis, participants identify key challenges and opportunities and develop practical action plans with concrete steps towards achieving their goals.
- 04 Household dialogue and joint negotiation: Participants engage household members in facilitated discussions and planning processes to strengthen communication, negotiate roles and responsibilities, and support more equitable decision-making.
- 05 Peer learning and collective engagement: Participants share experiences, challenges, and progress with peers, creating opportunities for mutual learning, reflection, and wider diffusion of practices within communities.
- 06 Integration and scaling processes: The approach can be linked with broader interventions such as value chain development, rural finance, or community programmes to strengthen sustainability and support wider change processes.

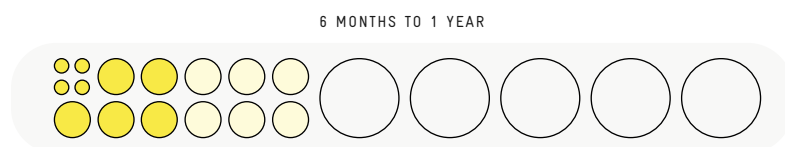
→ Position in the Project Cycle

GALS is primarily introduced during the early implementation phase and works best when integrated from the beginning of a project. It is implemented as a continuous process that combines action and reflection and can contribute to monitoring and learning over time.



→ Implementation Duration

Initial GALS processes typically involve weekly sessions over 1–2 months (1.5–3 hours each) to introduce core tools and develop individual and group plans. The first implementation phase lasts approximately 10–12 months, during which participants begin applying their plans and observing initial changes. Sustained impact and scaling (household to community level) require longer-term engagement across multiple phases.



Envisioned Effects

- Reduces gender-based inequalities and harmful norms.
- Increases empowerment of women and men to plan and manage their lives and livelihoods.
- Improves gender equality in decision-making, workload distribution, and control over resources.
- Strengthens economic empowerment of women through better planning and negotiation.
- Improves household cooperation and joint planning for livelihoods and nutrition.
- Increases capacity of individuals to analyse challenges and implement solutions.
- Strengthens peer learning networks and collective action.
- Enhances resilience and improved socio-economic outcomes at household and community levels.
- Reduces gender-based violence through improved communication and negotiation.



Practitioner's Insights

- **Use GALS when transformative change is a core project objective.**
The approach is most effective when addressing deeper issues such as gender relations, power dynamics, and empowerment processes rather than serving as an add-on activity.
- **Invest in strong facilitation capacities.**
GALS is a complex approach that requires intensive training and continuous support to ensure facilitators can confidently apply the methodology and accompany participants effectively, particularly in low-literacy contexts.
- **Limit group size.**
Groups should ideally not exceed 30–35 participants to ensure effective participation and facilitation.
- **Ensure meaningful inclusion of men.**
Lack of male engagement can undermine outcomes and even create resistance at household level.
- **Avoid using GALS as a standalone intervention.**
It should be embedded within a broader programme framework.



Adaptation Options

- Adapt visual tools and symbols to local cultural contexts and literacy levels.
- Integrate GALS into different sectors such as value chain development, rural finance, or community development.
- Scale from individual to household and community-level processes through phased implementation.
- Adjust facilitation intensity depending on participants' capacities and context.
- Use selected GALS tools (rather than the full methodology) where full implementation is not feasible.
- Embed participatory monitoring tools into project M&E systems for continuous learning and advocacy.
- Combine GALS with complementary approaches such as Village Savings and Loan Associations (VSLAs), gender-transformative community dialogues, or husband schools.

Further Resources

Publications

CGIAR (2023). Gender Action Learning System (GALS)

17 Gender Model Family



Purpose

The purpose of the Gender Model Family (GMF) approach is to promote gender equality and more equitable roles and decision-making at household level by supporting families to reflect on and change harmful gender norms and practices. By establishing role model families, the approach demonstrates practical change in everyday life and enables this transformation to gradually spread to the wider community.



Key Mechanism – Structured household training, action planning, and peer exchange processes that enable families to model more equitable gender roles and decision-making in practice, creating visible examples of change that influence wider community norms.



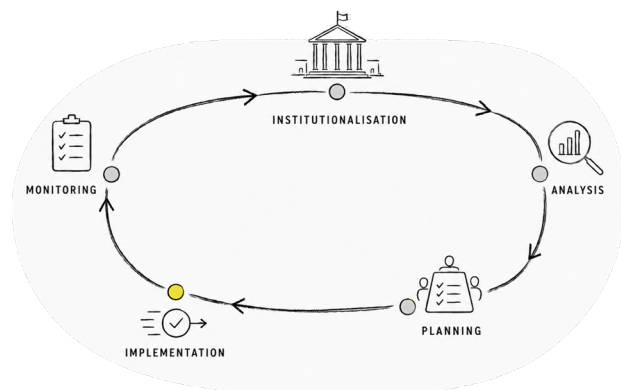
Mini Logic

The GMF approach follows a structured, 7-step process:

- 01 Preparing communities: Frontline staff sensitise communities on gender issues and identify volunteer couples as model families through meetings and sharing experiences from previous projects.
- 02 Recruitment and registration: Frontline staff register interested families, form GMF groups, and support the selection of group leaders/champions who help plan and conduct trainings.
- 03 First training: Couples jointly analyse household dynamics (e.g. daily activities, triple roles, access to and control over resources and division of labour) and develop concrete household action plans to promote more equitable roles and practices.
- 04 Second training: A follow-up training deepens understanding of joint decision-making, household roles, and family planning, addresses implementation challenges, and is often linked to Village Savings and Loan Associations (VSLAs), where more equitable resource use can be practiced.
- 05 Monitoring: Frontline staff support and track the implementation of action plans through regular follow-ups and review meetings with GMFs.
- 06 Monthly and quarterly exchange: GMFs meet within and across communities to share experiences, support each other, and encourage new families to join through peer learning and exchange.
- 07 Annual GMF assembly: Larger events bring together GMFs and stakeholders (e.g. local authorities, traditional and religious leaders) to showcase results, promote gender equality, and support scaling to other families and communities.

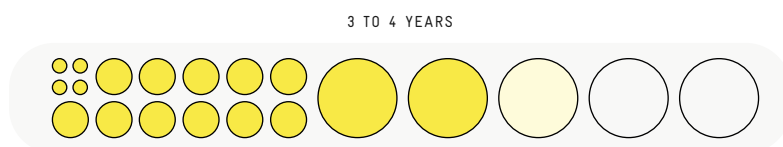
→ Position in the Project Cycle

The approach is particularly effective during the implementation phase of a project and follows its own internal cycle consisting of 7-steps.



→ Implementation Duration

The approach usually requires 3–4 years to support sustained social and behavioural change. Initial sensitisation and family selection often take place in the first year, followed by 2 training phases, regular household monitoring, peer learning exchanges, and documentation of change. Early changes may already be visible within the first 3 months after families adopt the approach, but wider norm change takes time.



Envisioned Effects

- Improves the equitable division of household roles and responsibilities and strengthens cooperation between spouses.
- Increases women's confidence, self-expression, and control over resources, time, and labour.
- Strengthens joint decision-making on household, financial, and farming matters.
- Increases men's involvement in childcare and domestic work.
- Improves household financial stability through pooled resources, Village Savings and Loan Associations (VSLAs) participation, and income-generating activities.
- Enhances household wellbeing, nutrition, and child health.
- Promotes positive spillover effects to other households and strengthens community dialogue on gender norms.



Practitioner's Insights

- **Start small.**
Begin with a manageable number of families to allow visible transformation that can spill over to others.
- **Follow the sequence.**
Do not skip any steps, as the sequential process is key to reducing resistance and backlash.
- **Prepare for backlash.**
Enable continuous dialogue and inclusive engagement across genders and generations.
- **Rely on local resources.**
Encourage families to use their own capacities and labour rather than providing external inputs.
- **Train couples together.**
Ensure joint participation of both partners for shared reflection and action planning.
- **Monitor continuously.**
Conduct regular household visits to track progress and address challenges.
- **Use peer learning.**
Facilitate exchange visits and community sharing to spread change.
- **Apply intersectionality.**
Consider how gender interacts with other forms of discrimination and exclusion.



Adaptation Options

- Link the approach with VSLAs, income-generating activities, agriculture, nutrition, and child health programmes to enable families to practice and reinforce joint decision-making across household and community life.
- Establish model family committees to facilitate regular exchange with neighbouring households, enabling peer learning, continuous support, and wider adoption of practices within the community.
- Adapt the approach to more complex household structures, such as polygamous families by tailoring facilitation, including all spouses in trainings and action planning, and providing ongoing mediation and counselling support to address emerging dynamics.

Further Resources

Publications

FAO (2019). Gender Model Family Approach

18 Gender Household Approach



Purpose

The purpose of the Gender Household Approach is to improve gender equality and household well-being by strengthening joint decision-making, equitable resource sharing, and collaboration between women and men. The approach aims to transform intra-household dynamics that influence livelihoods, nutrition, and resilience by addressing power imbalances and promoting mutual respect. It supports households in aligning goals, improving communication, and jointly planning, thereby enhancing both economic and social outcomes.



Key Mechanism – Facilitated household sessions combine visioning, joint planning, and reflection exercises that enable couples to negotiate roles, align goals, and practice more equitable decision-making in daily life.

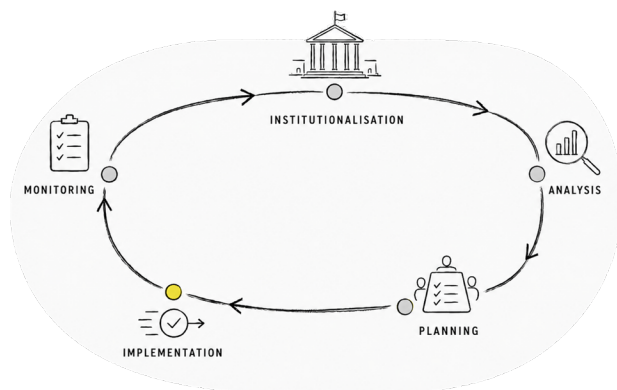


Mini Logic

The Gender Household Approach is a participatory methodology that engages household members—primarily couples—in facilitated sessions to reflect on roles, responsibilities, and decision-making within the household. Through structured exercises, participants analyse labour division, income use, access to resources, and power dynamics, and develop a shared vision and goals for their household. Facilitators support households in identifying practical actions to improve cooperation, communication, and equity, using tools such as visioning, household planning, and budgeting exercises. Participants then apply and reflect on these changes in their daily lives, fostering gradual shifts in household relations, resource management, and overall well-being.

→ Position in the Project Cycle

The approach is mainly introduced during the implementation phase as a complement to livelihood, agriculture, or nutrition interventions, and contributes to monitoring and institutionalisation through repeated reflection and follow-up at household level.



→ Implementation Duration

Typically implemented over 6-12 months through regular facilitated sessions and follow-ups, with sessions spaced out to allow households to apply learnings in practice. However, sustained transformation of household dynamics, norms, and behaviours requires longer-term engagement,

6 MONTHS TO 1 YEAR



Envisioned Effects

- Improves joint decision-making within households.
- Promotes a more equitable division of labour and responsibilities.
- Increases control of women over resources and income.
- Strengthens cooperation and trust between partners.
- Improves household planning and financial management.
- Increases adoption of improved livelihood and nutrition practices.
- Reduces household conflicts and improves communication.
- Increases agency and confidence of women.
- Improves household well-being and resilience.
- Contributes to gender-equitable household dynamics.

Further Resources

Publication

FAO (2020). Gender Transformative Approaches for Food Security and Nutrition

19 Father-to-Father Groups



Purpose

The purpose of Father-to-Father Groups (F2F Groups) is to improve household nutrition and well-being by strengthening men's positive engagement in caregiving, nutrition, and family life. The approach seeks to challenge restrictive gender norms and support more equitable household relations by encouraging men to take active roles in childcare, care practices, and shared decision-making that contribute to improved nutrition outcomes.



Key Mechanism – Facilitated peer learning and role modelling encourage men to reflect on norms and gradually adopt more equitable caregiving and nutrition practices.

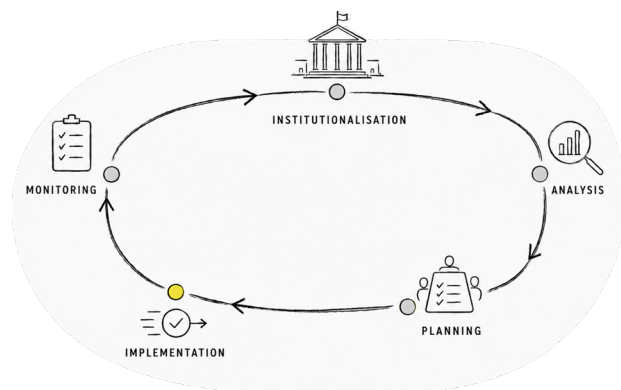


Mini Logic

- 01 F2F Groups are community-based peer learning groups in which respected local men are identified and supported as facilitators and role models. The process often starts with broader community engagement and sensitisation activities that introduce discussions on gender roles, nutrition, and family well-being.
- 02 Following this, regular group sessions create safe spaces where men reflect on social norms, household responsibilities, and their role in supporting nutrition and care practices. Through facilitated dialogue, storytelling, peer exchange, and practical examples, participants discuss topics such as childcare, maternal nutrition, workload sharing, and household decision-making.
- 03 The approach encourages men to test and adopt new practices within their households and share experiences with peers over time. By combining peer influence, practical action, and positive role modelling, the process gradually strengthens acceptance of more equitable roles and supports improved household nutrition and family well-being.

→ Position in the Project Cycle

F2F Groups are primarily implemented during the implementation phase of a project as a behaviour-change and community engagement intervention.



→ Implementation Duration

F2F Groups are typically implemented over a period of 6–12 months through regular group meetings and facilitated reflection sessions. However, longer engagement and repeated interaction are often needed to support sustained changes in caregiving practices, gender norms, and household behaviours.

6 MONTHS TO 1 YEAR



Envisioned Effects

- Improves dietary diversity and nutrition outcomes for women and children through increased male involvement.
- Increases participation of men in childcare, cooking, and household responsibilities.
- Increases equity in intra-household decision-making on food, resources, and expenditures.
- Strengthens women's agency and voice within the household.
- Transforms harmful gender norms that assign nutrition and caregiving solely to women.
- Increases male engagement in health and nutrition services (e.g. clinic visits, growth monitoring).
- Improves household cooperation and well-being ("healthier and happier families").
- Strengthens community dialogue and acceptance of shared gender roles.
- Increases resilience of households through joint responsibility and collaboration.



Practitioner's Insights

- **Understand local gender norms deeply.**
Cultural beliefs about masculinity, household roles, and food practices must be carefully analysed and addressed.
- **Start with community-wide gender dialogues.**
Engage both men and women first to build understanding and acceptance before forming Father-to-Father Groups.
- **Avoid confrontational approaches.**
Gender discussions should not be framed as conflict between men and women, but as a collective effort to improve family well-being.
- **Work with respected local male role models.**
Men are more likely to engage and adopt new behaviours when facilitated by trusted peers who demonstrate positive practices through real-life examples.
- **Link discussions to visible and practical activities.**
Integrate hands-on actions such as cooking or gardening to help participants apply learning and make changes tangible in everyday life.
- **Ensure continuous facilitation and follow-up.**
Groups require regular support to remain active and effective.
- **Link discussions with practical livelihood opportunities.**
Connect group activities to savings groups, income-generating activities, agriculture, or other tangible benefits to strengthen motivation, demonstrate immediate relevance, and sustain participation over time.



Adaptation Options

- Adapt group structure, facilitation style, and discussion topics to local cultural and social norms.
- Scale from pilot groups to wider community coverage through peer mobilisation and champion networks.
- Adapt meeting formats (frequency, content, activities) depending on context and participant availability.
- Use the approach across different sectors (nutrition, health, livelihoods, social protection) where male engagement is critical.
- Combine with other male engagement models (e.g. husbands schools) depending on programme design.
- Integrate F2F Groups into broader gender-transformative approaches (e.g. Community Conversations, Gender Model Family, Gender Action Learning System).

Further Resources

Publication

SNRD (2026). How Father-to-Father Groups Can Lead to Better Nutrition

20 Daughters' & Dads' Initiatives



Purpose

The purpose of Daughters' & Dads' Initiatives is to engage fathers and male role models in promoting more gender-equitable attitudes and behaviours. The tool uses personal relationships and emotional connection to encourage reflection on gender norms, caregiving, and shared responsibility. By engaging men as supportive actors in the lives of girls and women, the approach contributes to more inclusive and gender-equitable household and community dynamics.



Key Mechanism – Storytelling, mentorship, and facilitated dialogue encourage men to reflect on gender norms, strengthen emotional connection, and adopt more supportive and equitable behaviours.



Mini Logic

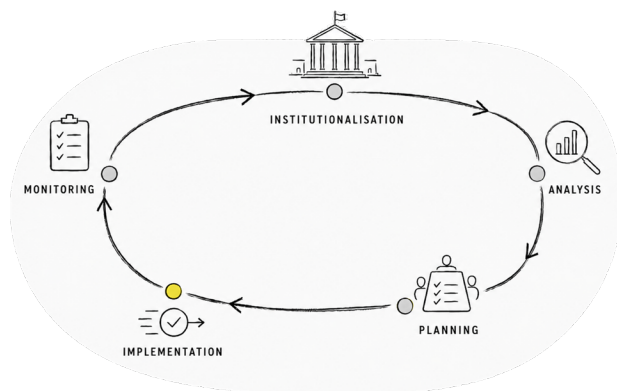
Daughters' & Dads' Initiatives are participatory approaches that engage fathers and male role models in gender equality processes through storytelling, dialogue, mentorship, and shared activities. The approach builds on the idea that men may reflect more openly on gender norms when these are connected to their roles as fathers, caregivers, and community members.

Activities can include facilitated discussions, mentorship initiatives, media campaigns, and storytelling formats that highlight positive father–daughter relationships and supportive male role models. Facilitators encourage participants to reflect on masculinities, caregiving, power relations, and their role in supporting girls' and women's opportunities and well-being.

The approach is often combined with broader community engagement activities and works best when women and girls are also involved to ensure balanced perspectives and dialogue. Through repeated reflection and interaction, participants may gradually adopt more equitable attitudes and behaviours.

→ Position in the Project Cycle

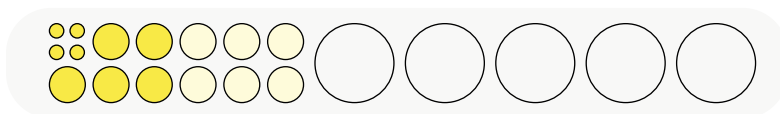
Daughters' & Dads' Initiatives are primarily applied during the implementation phase as part of gender-transformative and social behaviour change programming. They complement technical interventions by addressing norms related to masculinity, caregiving, and gender relations.



→ Implementation Duration

These initiatives are typically implemented over several months to 1 year through facilitated sessions, campaigns, or mentorship activities. Sustained shifts in gender norms and masculinities generally require longer-term engagement and reinforcement through community dialogue and continued visibility of positive role models.

SEVERAL MONTHS TO 1 YEAR



Envisioned Effects

- Increases engagement of men as supportive actors in gender equality processes.
- Strengthens father–daughter relationships and emotional connection.
- Promotes more equitable attitudes and behaviours related to masculinity, caregiving, and shared responsibility.
- Increases reflection among men on gender roles and power relations.
- Strengthens support for girls' education, opportunities, and well-being.
- Reduces resistance to gender equality through positive and relatable role models.
- Increases visibility and acceptance of alternative masculinities and supportive male role models.
- Contributes to more gender-equitable household and community dynamics.

Further Resources

Publication

GIZ (2025). Talking Feminism

21 Journeys of Transformation



Purpose

The purpose of Journeys of Transformation is to promote more equitable gender attitudes, behaviours, and relationships by supporting women and men to critically reflect on gender norms, power relations, and everyday practices. The approach strengthens individual and collective agency, fostering positive changes in households and communities that contribute to greater inclusion, well-being, and sustainable social change.



Key Mechanism – Facilitated group sessions combine storytelling, guided discussions, role play, and reflection exercises, enabling participants to explore gender norms, practice alternative behaviours, and reinforce learning through regular peer interaction.



Mini Logic

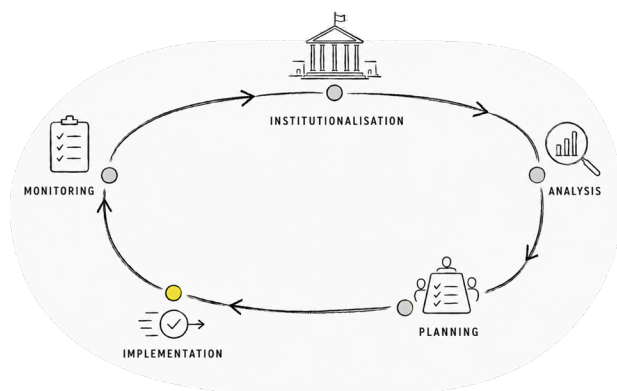
Journeys of Transformation is a facilitated, participatory learning process that engages groups of women and men in regular reflection sessions to explore how gender norms shape roles, relationships, opportunities, and decision-making in everyday life. Implemented through community-based groups, the approach creates safe spaces for dialogue, self-reflection, and peer learning where participants critically examine personal experiences and social expectations.

The process follows a structured sequence of learning sessions that gradually guide participants from individual reflection towards household and community-level action. Through storytelling, role play, guided discussions, visioning exercises, and practical activities, participants analyse power relations, identify barriers and opportunities for change, and reflect on how gender norms influence livelihoods, care practices, resource allocation, and relationships.

Participants are encouraged to test alternative behaviours and practices within their households and daily lives and share experiences through repeated reflection cycles. Sessions may involve women and men separately as well as jointly, creating opportunities for both individual reflection and collective dialogue. Over time, peer exchange and repeated practice support gradual shifts in attitudes, relationships, and social expectations beyond individual participants.

→ Position in the Project Cycle

Journeys of Transformation is primarily applied during the project implementation phase as a core social and behaviour change approach. The approach also contributes to monitoring and institutionalisation, as repeated reflection sessions allow participants and facilitators to track changes in attitudes and behaviours over time.



→ Implementation Duration

Journeys of Transformation is typically implemented over a period of 6-12 months through regular group sessions facilitated by trained community facilitators. Sessions are held weekly or bi-weekly, depending on the context. However, meaningful and sustained transformation of social norms and behaviours generally requires longer-term engagement and reinforcement over multiple project cycles.

6 MONTHS TO 1 YEAR



Envisioned Effects

- Increases awareness and critical reflection on gender norms, roles, and power relations among women and men.
- Promotes positive shifts in attitudes and behaviours towards more equitable gender relations.
- Improves communication, trust, and joint decision-making within households.
- Increases participation of women in community processes and leadership roles.
- Reduces restrictive and harmful social norms affecting both women and men.
- Strengthens agency and self-confidence, particularly among women.
- Promotes a more equitable distribution of roles and responsibilities within households.
- Enhances effectiveness of development interventions through addressing underlying social dynamics.
- Contributes to longer-term, sustainable social transformation at community level.

Further Resources

Publication

FAO (2020). Journeys of Transformation or Engaging Men as Allies in Women's Economic Empowerment

22 Role Models for Attitudinal Change



Purpose

The purpose of using Role Models for Attitudinal Change is to promote shifts in social norms and perceptions by making gender-equitable and non-traditional roles visible and relatable. The approach aims to challenge restrictive norms, stereotypes, and expectations that limit women's participation and opportunities, while demonstrating alternative pathways for leadership, entrepreneurship, and decision-making. By showcasing individuals who embody transformative behaviours and practices, the tool seeks to inspire reflection, broaden aspirations, and create greater acceptance of more equitable gender roles and opportunities.



Key Mechanism – Identification and promotion of relatable role models through storytelling and peer engagement activities enable communities to observe, discuss, and adopt positive behaviours.



Mini Logic

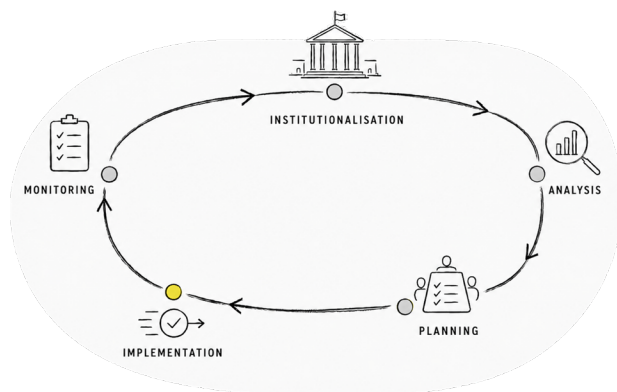
The approach identifies and supports individuals who demonstrate gender-equitable and transformative behaviours, such as women in leadership positions, entrepreneurs in non-traditional sectors, or men actively supporting more equitable gender roles. These role models are selected based on their credibility, visibility, and ability to resonate with local audiences.

Role models share their experiences through storytelling, peer exchange, public events, mentoring activities, and communication platforms. Their experiences provide concrete examples that challenge assumptions about who can take on certain roles and what women and men can achieve. Facilitators and frontline staff support role models in strengthening communication skills and creating opportunities for interaction with communities and target groups.

Through repeated exposure and dialogue, the approach encourages critical reflection on existing norms, increases the visibility and acceptance of alternative gender roles, and contributes to gradual shifts in attitudes and social expectations over time.

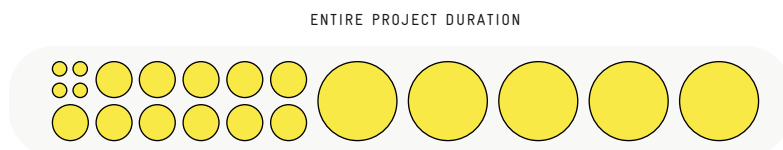
→ Position in the Project Cycle

The tool is primarily applied during the implementation phase as part of communication, outreach, and social behaviour change strategies. It also contributes to institutionalisation and sustainability by leveraging social influence to spread behaviours beyond direct project participants.



→ Implementation Duration

Role model engagement is typically continuous throughout the implementation phase, with periodic activities such as campaigns, community dialogues, and peer exchange sessions. However, sustained attitudinal change requires long-term visibility and reinforcement of positive examples across multiple project phases and through different communication channels.



Envisioned Effects

- Increases acceptance of new and equitable social norms.
- Increases willingness to adopt improved behaviours.
- Enhances visibility and recognition of positive deviance within communities.
- Strengthens peer influence and social learning processes.
- Promotes broader diffusion of improved practices through social networks.
- Strengthens capacity to challenge harmful norms and stereotypes.
- Increases uptake and sustainability of project interventions.
- Contributes to long-term social and behavioural transformation.

Further Resources

Publication

GIZ (2023). The Her&Now Approach to Women Entrepreneurship Promotion A Project Guide

Cluster 02

Entrepreneurship

Entrepreneurship tools and approaches aim to strengthen women's economic participation and business development in agri-food systems. Women often face structural and sociocultural barriers, including limited access to skills, networks, finance, and markets. Gender (transformative) tools and approaches address these challenges by strengthening women's agency, leadership, and access to resources, while working with institutions and communities to reduce barriers. This enables women to grow their businesses, increase control over income and assets, and build more resilient livelihoods.

Entrepreneurship Tools and Approaches

- 23 Gender Makes Business Sense+
- 24 Gender-Transformative Small and Medium Enterprises Loop
- 25 Gender Action Plan
- 26 Virtual Business Incubator for Women Entrepreneurs



23 Gender Makes Business Sense+



Purpose

The purpose of the Gender Makes Business Sense+ (GMBS+) approach is to strengthen the economic empowerment of agripreneurs and micro, small and medium-sized enterprises (MSMEs), particularly women-led businesses. The approach builds business capacities and improves access to investment while addressing gender norms and power relations that limit women's participation and business success in agri-food systems. It promotes more inclusive and equitable business practices by combining business skills with critical reflection on gender dynamics, joint decision-making, and collaboration between women and men.



Key Mechanism – Integrated capacity development that combines business skills training with critical reflection on gender norms, enabling participants to improve business performance while transforming power relations and decision-making.



Mini Logic

GMBS+ is a structured training programme for women-led MSMEs and female agripreneurs, particularly those with primary or secondary education. The 5-day training combines gender reflection with practical business skills and is delivered in a highly participatory format.

The programme is organised into 5 interconnected modules:

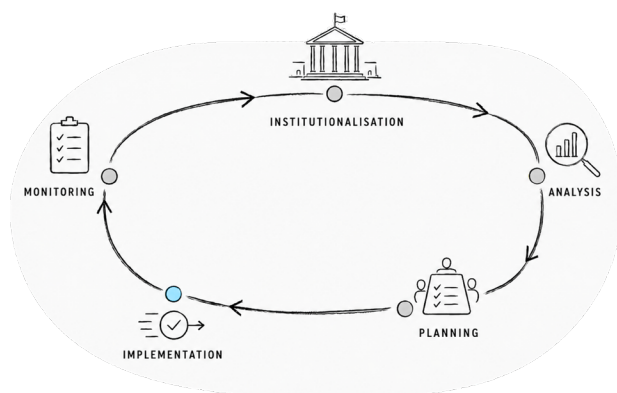
- 01 Understanding gender roles, norms, and power dynamics in agribusiness.
- 02 Analysing and strengthening business models.
- 03 Navigating and transforming gender relations and decision-making within households and enterprises.
- 04 Improving financial literacy and financial management, including access to and use of capital.
- 05 Exploring innovative, inclusive, and market-oriented business strategies.

A key feature of GMBS+ is the integration of gender reflection with business practice. Participants identify constraints linked to gender norms and develop practical strategies to address them—both in their businesses and at household level. This includes strengthening negotiation skills, promoting joint decision-making, and redefining roles and responsibilities to improve business performance.

The training is designed for small groups, typically 15–25 participants, to ensure active engagement, peer learning, and practical application. It is complemented by follow-up support, such as mentoring by trained community mentors, who accompany participants in implementing their business plans and reinforcing behavioural change over time. A strong follow-up phase is critical, as barriers identified during the training need to be addressed through continued support and complementary interventions to enable lasting change.

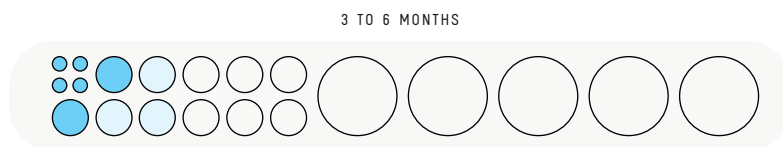
→ Position in the Project Cycle

GMBS+ is primarily used during the implementation phase of the project cycle. It typically builds on earlier gender analysis conducted during the planning phase of the project. It helps deepen the understanding of gendered power dynamics and to address gaps in agribusiness, thereby informing and strengthening gender-transformative approaches throughout implementation.



→ Implementation Duration

The core training is delivered over 5 days (adapted from an original 7-day format), followed by a mentoring phase of typically 3–6 months that supports participants during business plan implementation. Ongoing mentoring is critical for reinforcing learning, supporting behaviour change, and ensuring practical application in real business contexts.



Envisioned Effects

- Strengthens women's economic empowerment.
- Improves the business performance and investment readiness of women-led MSMEs.
- Enhances financial management and supports more sustainable business models.
- Strengthens joint decision-making and collaboration between women and men.
- Increases women's ability to challenge restrictive gender norms and negotiate roles.
- Expands access to economic opportunities and markets.
- Shifts power dynamics at household and business level towards more equitable arrangements.



Practitioner's Insights

- **Use co-facilitation.**
A woman–man facilitator tandem models collaboration and strengthens experiential learning.
- **Work with mixed-gender groups.**
Involving women and men in the training, ideally from the same household, accelerates behaviour change, as both reflect on norms together and develop new strategies.
- **Engage community mentors early.**
Select respected local actors and ensure they are active and mobile so they can regularly support their mentees and sustain behaviour change.
- **Ensure strong local adaptation.**
Work closely with stakeholders and communities to adapt the approach to the local context.
- **Work with local CSOs.**
Local partners or consultants can support coordination, ensure stakeholder buy-in, and enable smooth rollout.
- **Link to ecosystems.**
Training alone is not sufficient. Connect participants to financial services, markets, and other support services.



Adaptation Options

- Work closely with local stakeholders to adapt the approach using sector-specific examples, real-life stories, and relatable role models.
- Tailor legal and business modules to national regulatory frameworks so participants understand formal requirements and opportunities.
- Integrate the training into existing systems such as Agricultural Technical and Vocational Education and Training (ATVET), business incubators, or entrepreneurship programmes to strengthen sustainability.
- Combine with complementary approaches (e.g. Village Savings and Loan Association (VSLAs), Farmer Field and Business Schools (FFBS), Gender-Sensitive Value Chain Approach to reinforce economic and gender-transformative outcomes.
- Adjust duration, sequencing, and delivery methods to participants' literacy levels, time constraints, and local conditions to ensure accessibility and effectiveness.

Further Resources

Publication

GIZ (2023). Gender Makes Business Sense+ Participants Guide + Toolbox

24 Gender-Transformative Small and Medium Enterprises Loop



Purpose

The purpose of the Gender-Transformative Small and Medium Enterprises Loop (GTA SME Loop) is to strengthen women-led SMEs by improving business performance, income generation, and job creation, while promoting gender-transformative change. The approach aims to enhance women's economic empowerment, leadership, and decision-making power by combining business coaching with gender-sensitive support mechanisms.



Key Mechanism – The core mechanism of the GTA SME Loop is integrated business coaching combined with gender-transformative support and peer learning.



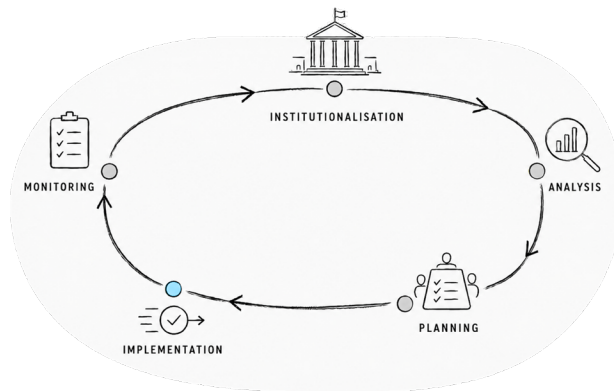
Mini Logic

The GTA SME Loop is a structured coaching and business development approach for women-led enterprises. The approach typically evolves through 7 interconnected phases:

- 01 Context analysis and stakeholder engagement: The approach builds on understanding local gender norms, social dynamics, and context-specific barriers while engaging community actors and key stakeholders early to strengthen acceptance and create supportive conditions for women's participation and empowerment.
- 02 Selection and mobilisation of participants: Women entrepreneurs are identified and organised into groups or cooperatives, with attention to including vulnerable groups such as internally displaced women.
- 03 Capacity development and business coaching: Participants receive coaching on entrepreneurship, financial literacy, business management, leadership, and market access.
- 04 Gender-transformative reflection and household engagement: Dialogue and reflection activities address gender norms, women's economic participation, and decision-making within households and communities.
- 05 Peer learning and mutual support: Women exchange experiences, discuss challenges, and support each other through facilitated peer-learning spaces.
- 06 Access to services and opportunities: Depending on the context, participants may be linked to financial services, productive resources, markets, or business networks.
- 07 Application, mentoring, and follow-up: Through continued coaching and practical application, women strengthen their businesses, leadership capacities, and economic autonomy.

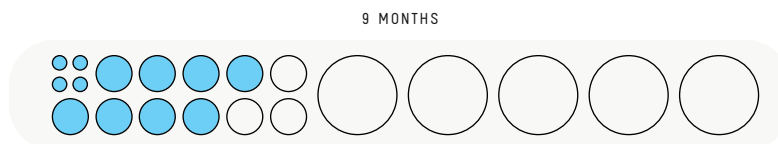
→ Position in the Project Cycle

The GTA SME Loop is primarily introduced during the implementation phase of a project, building on prior gender and context analyses to create acceptance for women's economic participation while supporting entrepreneurship, agriculture, and livelihood interventions through continuous coaching, monitoring, and adaptation cycles.



→ Implementation Duration

A typical GTA SME Loop cycle lasts approximately 9 months, during which participants receive continuous coaching and support. The duration can vary depending on the number of beneficiaries and coaching capacity (e.g. each coach supports around ten enterprises). First results can be observed during the cycle, while economic impacts develop progressively.



Envisioned Effects

- Increases income and business performance of women-led enterprises.
- Creates jobs (both permanent and temporary).
- Strengthens financial literacy and access to financial services.
- Improves access to markets and business networks.
- Increases self-confidence, leadership, and agency among women.
- Increases participation of women in economic decision-making.
- Improves household relations through increased acceptance by husbands.
- Strengthens peer networks and collective support among women.
- Enhances resilience of vulnerable groups (e.g. internally displaced women).



Practitioner's Insights

- **Avoid confrontational approaches to gender transformation.**
Work progressively with men and authorities; acceptance takes time and requires continuous sensitisation.
- **Engage husbands and leaders early.**
Their support is critical for women's participation and success in entrepreneurship activities.
- **Anchor coaching locally.**
Business coaches should be rooted in the local context and speak local languages to build trust.
- **Create safe peer spaces.**
Informal exchange among women is a key driver of confidence, learning, and empowerment.
- **Adapt support to context.**
In vulnerable settings (e.g. displacement), combining coaching with material support may be necessary.
- **Integrate financial education.**
Overcoming fear of credit is essential for business growth.
- **Be sensitive to vulnerability and trauma.**
Especially in crisis contexts, psychosocial aspects must be integrated in coaching and mentoring.
- **Work at household level.**
Engaging men alongside women helps ensure that new skills translate into real economic opportunities.



Adaptation Options

- Adapt the level of support (technical vs. material) depending on context and vulnerability.
- Tailor coaching intensity and group size based on participant needs and capacities.
- Link with financial institutions, Village Savings and Loan Associations (VSLAs) groups, or cooperatives.
- Adapt to different sectors (agriculture, agro-processing, services).
- Use in both stable and crisis contexts with adjusted support packages.
- Combine individual coaching with group-based peer learning approaches.
- Integrate with other approaches such as Gender Action Learning System (GALS), or Gender Makes Business Sense+ (GMBS+)

Further Resources

Publication

GIZ (2022). The Gender Transformative Application Guidelines A Reference Document for SME Loop Practitioners

25 Gender Action Plan



Purpose

The purpose of the Gender Action Plan is to support the systematic integration of gender considerations into programme and project processes. It helps teams move from analysis to implementation by defining practical measures that address identified gender inequalities and strengthen gender-responsive or gender-transformative outcomes.



Key Mechanism – A structured planning matrix links identified gender gaps with targeted actions, responsibilities, timelines, and indicators, to support implementation, monitoring, and adaptation of gender-responsive or gender-transformative strategies.



Mini Logic

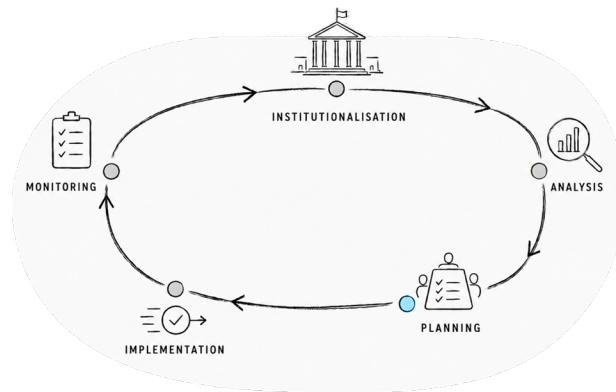
The Gender Action Plan follows a structured process that operationalises gender objectives within programme implementation. It starts with reviewing findings from gender analyses and identifying priority areas requiring action. Based on these priorities, concrete activities, responsibilities, timelines, and indicators are defined to guide implementation.

The plan serves as a practical management tool that supports coordination, accountability, and tracking of progress over time. Regular review and adaptation ensure that actions remain responsive to changing contexts, implementation experiences, and emerging needs.

The tool is intended to be participatory and iterative, involving project teams and relevant stakeholders in reviewing progress, identifying implementation challenges, and adjusting priorities where needed. This helps ensure that gender commitments remain embedded throughout the project cycle and are translated into concrete implementation practices rather than remaining stand-alone planning documents.

→ Position in the Project Cycle

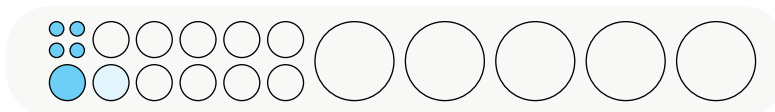
The Gender Action Plan is typically developed during the planning phase following a gender analysis and used throughout implementation and monitoring as a management and accountability tool.



→ Implementation Duration

The Gender Action Plan is developed during the planning phase over a period of several weeks or months and implemented throughout the entire project cycle. It is regularly reviewed and updated during implementation to reflect emerging challenges, lessons learned, and evolving priorities.

SEVERAL WEEKS TO MONTHS



Envisioned Effects

- Strengthens the systematic integration of gender considerations across all programme components.
- Supports identification and prioritisation of gender-related challenges and actions.
- Strengthens accountability for gender equality within project teams and implementation processes.
- Improves planning, monitoring, and measurement of gender-related outcomes.
- Enhances capacity of staff and partners to implement gender-responsive and gender-transformative interventions.
- Increases transparency in how gender equality objectives are addressed and tracked.
- Supports more inclusive and responsive programme design and implementation.
- Contributes to reducing gender gaps and structural inequalities.

Further Resources

Publication

GIZ (2022). Accelerating Women Entrepreneurs

26 Virtual Business Incubator for Women Entrepreneurs



Purpose

The purpose of the Virtual Business Incubator is to strengthen women's entrepreneurship by providing accessible and tailored business support that responds to barriers women commonly face, such as limited mobility, restricted access to networks, time constraints, and unequal access to business opportunities and services. The approach aims to strengthen women's entrepreneurial capacities, confidence, leadership, and market participation while creating supportive ecosystems that enable women to start, sustain, and grow their businesses.



Key Mechanism – Digital learning, mentorship, and peer exchange enable entrepreneurs to strengthen business skills, apply knowledge in practice, and expand access to networks and support services.



Mini Logic

The Virtual Business Incubator follows a structured process that combines digital learning, mentorship, networking, and tailored business support to accompany women entrepreneurs throughout different stages of business development. The process starts with identifying women entrepreneurs and assessing their needs, business stages, and key barriers to participation and growth.

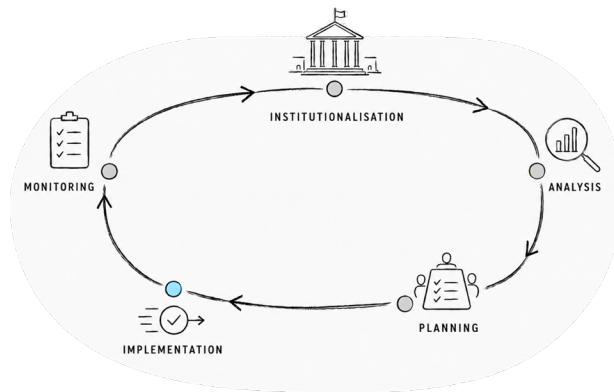
Based on this assessment, participants are enrolled in context-specific learning pathways covering topics such as business planning, financial management, digital skills, marketing, leadership, and business growth strategies. Learning is delivered through flexible digital modules combined with interactive sessions and practical assignments that allow women to directly apply knowledge to their own businesses.

The approach further connects participants with mentors, coaches, and peer-learning networks that provide ongoing guidance, exchange, and encouragement. Networking opportunities with business service providers, markets, financial institutions, and other entrepreneurs strengthen access to support systems and business opportunities.

Through continuous coaching, practical application, and ecosystem engagement, the approach supports women entrepreneurs in strengthening business performance while increasing visibility, confidence, leadership, and participation within entrepreneurial spaces traditionally less accessible to women.

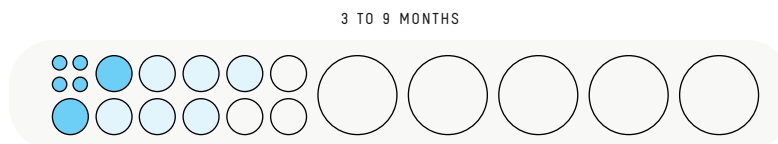
→ Position in the Project Cycle

The Virtual Business Incubator is primarily implemented during the implementation phase as a digital capacity development and business support approach.



→ Implementation Duration

The approach is typically implemented over 3-9 months through structured online learning, mentorship, and coaching cycles. Continued access to networks, advisory services, and follow-up support is often important to sustain business growth beyond the formal programme period.



Envisioned Effects

- Strengthens entrepreneurial and business management skills.
- Increases access to mentorship, business networks, and support services.
- Improves access to markets, financial services, and digital business tools.
- Strengthens confidence, leadership, and agency of women entrepreneurs.
- Enhances business performance, resilience, and growth potential.
- Increases flexibility and accessibility of entrepreneurship support, particularly for women facing mobility or time constraints.
- Strengthens peer exchange and collaboration among entrepreneurs.
- Contributes to women's economic empowerment and more inclusive business development.

Further Resources

Publication

GIZ (2022). Accelerating Women Entrepreneurs

Cluster 03

Food Systems and Nutrition

Women play a central role in food systems and household nutrition, yet face persistent inequalities that affect production, income, and food choices. Limited access to resources, decision-making, and services contributes to food insecurity and malnutrition. Gender (transformative) approaches address these challenges by strengthening women's control over food, income, and resources, while tackling the norms and structures that shape access to nutrition. This leads to more diverse diets, improved nutrition outcomes, and greater resilience to food and climate shocks.

Food Systems and Nutrition Tools and Approaches

- 27 Community Nutrition Gardens
- 28 Husband Schools
- 29 Nurturing Connections
- 30 Gender Transformative Framework for Nutrition



27 Community Nutrition Gardens



Purpose

The purpose of Community Nutrition Gardens (CNGs) is to improve the local availability of diverse, nutritious foods and thereby strengthen household food and nutrition security with a particular focus on improving women's diets. By combining access to land, practical gardening skills, nutrition education, and inclusive community engagement, the approach empowers women and men to improve household diets, increase access to fresh and diverse foods, and build resilience to food and nutrition insecurity.



Key Mechanism — Community-led cultivation cycles as a peer learning and capacity-building approach that improves access to nutritious foods, strengthens household dietary diversity, and enhances women's nutrient intake.



Mini Logic

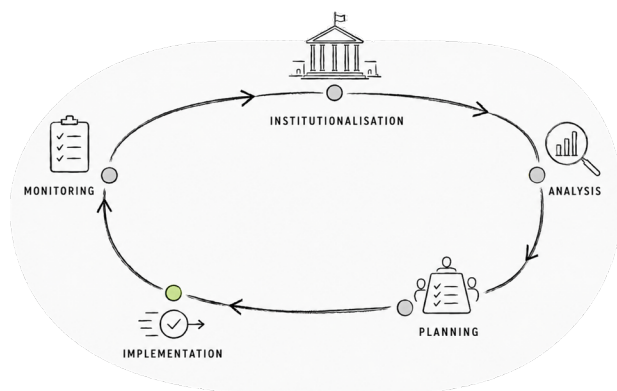
CNGs are participatory initiatives in which community members collectively establish and manage gardens on 1–2 hectares of idle community land to produce diverse, nutrient-rich foods such as vegetables, fruits, and herbs. The gardens are typically managed by small groups of 10–15 women, ideally of different ages and already organised through existing community structures such as women's groups, Village Savings and Loan Associations (VSLAs), or farmer groups.

Participants engage in a structured training cycle of 17 one-day sessions aligned with the seasonal cropping calendar, combining practical gardening skills, seasonal crop planning, and basic nutrition education. Through demonstrations and learning-by-doing, members cultivate gardens using locally adapted varieties and agroecological practices such as composting, water-efficient irrigation, mulching, and crop diversification. These are complemented by climate-resilient strategies such as drought-tolerant crop varieties and water harvesting.

Produce is primarily consumed by participating households to improve dietary diversity, while surplus can be sold in local markets or further processed to generate additional income. Over time, gardens can evolve into permanent community assets that continue producing diverse foods and serve as demonstration sites, encouraging wider adoption of sustainable agriculture and nutrition practices.

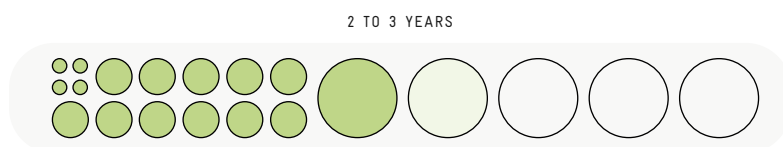
→ Position in the Project Cycle

CNGs are typically introduced during project implementation as a practical intervention to improve food and nutrition security at household and community level, thereby increasing nutrition resilience.



→ Implementation Duration

CNGs typically require an agricultural season for planning, land preparation, planting, and initial harvesting. Community facilitators or extension agents support the groups over approximately 12 months, providing technical guidance and facilitating peer learning. However, sustained improvements in nutrition practices and dietary diversity usually require longer-term engagement of 2–3 years, as these depend on gradual behaviour change in most contexts.



Envisioned Effects

- Promotes sustainable and climate-smart gardening practices through strengthened knowledge in nutrition and agroecology.
- Improves dietary diversity and nutrition by expanding women's influence over food-related decisions and enabling lasting behaviour change.
- Contributes to better health outcomes and more resilient local food systems.
- Strengthens women's agency, including decision-making on crop selection, resource use, and income.
- Expands women's roles in household and community decision-making.
- Creates income-generating opportunities through the sale of surplus produce and value-added products (e.g. biofertiliser or vermi-compost).
- Strengthens community cohesion and engagement around nutrition through inclusive participation and dialogue.



Practitioner's Insights

- **Establish the garden as a learning hub.**
Create a space where community members can observe, interact, share experiences, and learn from each other.
- **Train community facilitators or lead groups.**
Enable them to manage gardens, organise exchange sessions, and support peer-to-peer learning within the community.
- **Involve group members in design and planning.**
Ensure garden design, crop selection, and management arrangements reflect their needs, preferences, and cultural practices while promoting a diverse mix of crops for a balanced, nutrition-sensitive diet.
- **Clarify land rights and governance early.**
Secure agreements with village authorities for the use of idle community land, ideally through a lease of at least 5 years with options for extension.
- **Allocate land and ensure local ownership.**
Provide formal approval for women's groups to use the land over a defined period and involve the wider community to foster acceptance and ownership.
- **Consider social and seasonal realities.**
Local calendars, agricultural seasons, religious periods, and community rhythms can significantly influence participation and should be integrated into planning.
- **Leverage partnerships and public support.**
Collaborate with local NGOs, authorities, or social protection programs to support implementation and finance infrastructure such as fences, irrigation systems, water access, and basic farm inputs.



Adaptation Options

- Complement garden activities with community cooking competitions to reinforce learning and raise awareness of healthy diets.
- Tailor nutrition education to specific target groups, ensure participatory delivery, and actively involve men in relevant trainings.
- Adapt the garden model to the local context (e.g. community demonstration gardens or school gardens) based on the communities' objectives and conditions.
- Secure timely access to locally adapted seeds.
- Build on existing community structures such as Village Savings and Loan Associations (VSLAs) or women's associations.
- Ensure transparent and inclusive group selection while avoiding competition (e.g. through multiple gardens or rotation systems).
- Diversify the approach by integrating additional components such as aquaculture or small livestock to strengthen nutrition and income sources.

Further Resources

Publication

GIZ (2025). Community Nutrition Garden Training Manual (India)

Videos

GIZ (2024). Transforming Nutrition and Gender Roles in Madhya Pradesh

GIZ (2024). Community Nutrition Garden: Wind towards Change

28 Husband Schools



Purpose

The purpose of the Husband Schools tool is to improve nutrition, hygiene practices, and gender-equitable behaviours at household level by increasing men's active involvement in childcare, food production, and domestic responsibilities. By engaging men as key decision-makers and change agents, the approach aims to reduce women's workload, improve intra-household decision-making, and enhance dietary diversity and nutrition outcomes for women and children.



Key Mechanism — Peer education and facilitated group reflection encourage men to critically examine gender norms and household practices, while practical Small Doable Actions (SDA) implemented at household level reinforce behaviour change through peer learning and everyday practice.



Mini Logic

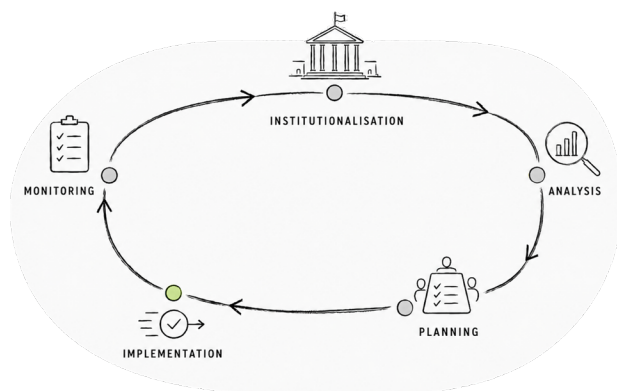
Husband Schools are peer-education groups composed of 8–12 volunteer husbands who meet regularly in a structured reflection and action space to discuss, learn, and promote improved practices related to nutrition, hygiene, and gender relations. Members commit to becoming model husbands and influence other men in their communities through example and dialogue.

The tool is based on a gender-transformative logic that targets men as primary decision-makers over household resources and food consumption. Through facilitated discussions and behaviour change activities, harmful gender norms are questioned, and men are encouraged to take on domestic and caregiving roles traditionally assigned to women.

A central component is the implementation of 10 SDA at household level, such as supporting household chores, establishing home gardens, producing enriched flour, and improving child feeding practices. These actions lead to improved availability and utilisation of nutritious foods, increased dietary diversity for women, improved minimum acceptable diet for children, and more equitable gender relations within households.

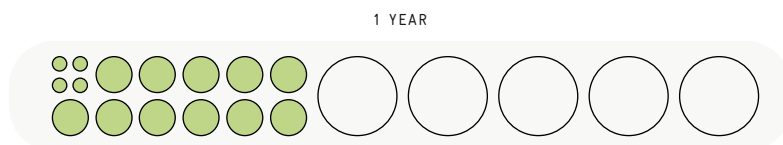
→ Position in the Project Cycle

Husband Schools are primarily introduced during the implementation phase as a community- based behaviour-change and male engagement approach.



→ Implementation Duration

A typical Husband School cycle lasts 12 months, during which members meet regularly (on average twice per month) and are supported by trained facilitators. Initial behavioural changes and community engagement can often be observed within the first year, while deeper shifts in gender norms and nutrition outcomes require longer-term engagement.



Envisioned Effects

- Improves dietary diversity among women and children through increased male support for nutrition practices.
- Increases participation of men in household chores and childcare, reducing women's workload.
- Enhances decision-making power of women within households.
- Improves availability and consumption of nutritious foods (e.g. legumes, enriched flour, home garden produce).
- Increases adoption of key nutrition and hygiene practices through the SDA.
- Strengthens gender-equitable relations and communication within households.
- Improves minimum acceptable diet among children.
- Increases community engagement and diffusion of positive behaviours through model husbands.
- Increases the resilience of households through shared responsibilities and improved resource allocation.



Practitioner's Insights

- **Build trust before introducing the approach.**
Do not introduce the Husband Schools tool at the very beginning of a project; first establish trust through other activities, otherwise communities may resist and it may negatively affect other interventions.
- **Clearly communicate the purpose.**
Emphasise that the approach aims to improve family life and not to create tensions within couples or challenge cultural values unnecessarily.
- **Start with concrete examples.**
Demonstrating tangible benefits at household level helps communities understand that the approach improves well-being rather than creating conflict.
- **Work with community facilitators and NGOs.**
Local actors understand cultural norms, speak local languages, and are essential for effective facilitation and community acceptance.
- **Adapt behaviour-change messages carefully.**
Focus on feasible, context-specific SDA while keeping the overall approach flexible to different thematic areas.
- **Plan resources and integration early.**
The approach requires dedicated planning and cannot be added as a minor activity to already overloaded project teams.



Adaptation Options

- Adapt the SDA to different thematic areas such as nutrition, child protection, or health while maintaining the core peer-learning structure.
- Combine the tool with complementary interventions such as Village Savings and Loan Associations (VSLAs) or Gender Action Learning System (GALS) to address economic empowerment and gender relations simultaneously.
- Scale progressively from pilot villages to larger geographic areas through community-driven expansion.
- Integrate the tool into broader programmes on food security, nutrition, or social behaviour change.

Further Resources

Publication

GIZ (2023). Inclure les hommes pour une meilleure nutrition (only in french)

29 Nurturing Connections



Purpose

The purpose of Nurturing Connections is to strengthen equitable household relationships and create supportive environments for improved nutrition, health, and well-being. The approach promotes more balanced decision-making, communication, and shared responsibilities within households while addressing gender norms and power relations that influence food, care, and resource allocation. By linking gender-transformative processes with nutrition-sensitive agriculture and household well-being, the approach aims to strengthen women's agency and support more inclusive pathways towards improved nutrition outcomes.



Key Mechanism — Facilitated household and group sessions use participatory reflection and action-learning processes to strengthen communication, negotiation, and more equitable household practices.



Mini Logic

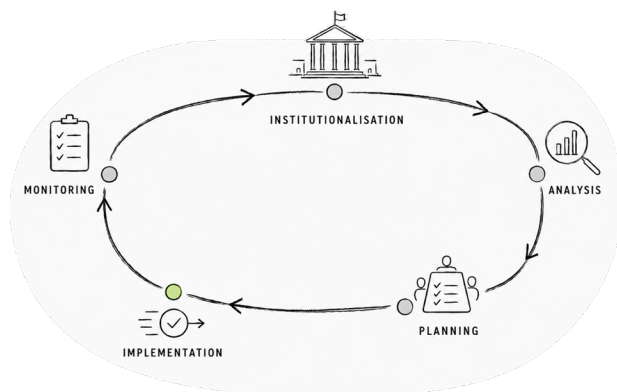
Nurturing Connections follows a participatory and gender-transformative learning process that engages women, men, and household members in structured reflection and dialogue around relationships, care practices, nutrition, and household dynamics. The process begins by creating safe spaces where participants explore how gender roles, social norms, and power relations influence nutrition, food practices, workload distribution, and decision-making within households.

Facilitated sessions use experiential learning methods such as storytelling, role plays, games, and group discussions to encourage reflection and strengthen communication skills. Participants jointly analyse everyday practices and identify opportunities for more equitable behaviours and shared responsibilities.

The approach links these discussions with nutrition-sensitive agriculture and household food practices by encouraging reflection on food production, care responsibilities, dietary choices, and the use of household resources. Through repeated learning and action cycles, participants test new practices, strengthen supportive relationships, and gradually integrate more equitable behaviours into daily life.

→ Position in the Project Cycle

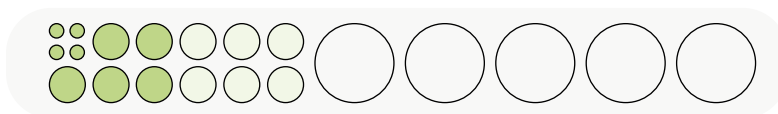
Nurturing Connections is primarily implemented during the project implementation phase. The tool also contributes to monitoring and institutionalisation, as repeated sessions allow tracking of changes in relationships, communication, and decision-making practices over time.



→ Implementation Duration

Nurturing Connections is typically implemented over a period of 6-12 months through regular facilitated sessions at community level. Sessions are often conducted weekly or bi-weekly, depending on the context and program design. However, sustained improvements in gender relations, communication, and nutrition practices generally require longer-term engagement and reinforcement across project cycles.

6 MONTHS TO 1 YEAR



Envisioned Effects

- Improves communication, trust, and conflict resolution within households.
- Increases joint decision-making on production, income use, and nutrition-related practices.
- Increases the involvement of men in childcare, nutrition, and domestic responsibilities.
- Strengthens the role and voice of women in household and community decision-making.
- Promotes more equitable intra-household relations and distribution of resources and tasks.
- Improves adoption of optimal nutrition, health, and care practices.
- Increases awareness and reflection on gender norms and their impact on well-being.
- Enhances household environment supportive of behaviour change and improved nutrition outcomes.
- Contributes to more equitable household relations and improved family well-being.

Further Resources

Publication

FAO (2020). Nurturing Connections.

30 Gender Transformative Framework for Nutrition



Purpose

The Gender Transformative Framework for Nutrition (GTFN) is a comprehensive approach to integrating gender considerations into nutrition policies and programs. It is grounded in the recognition that gender equality and nutrition are mutually reinforcing — advancing gender equality contributes to improved nutritional outcomes, while better nutrition strengthens individuals' ability to participate in and benefit from social and economic life. The GTFN aims to ensure that nutrition policies and programs are inclusive, equitable, and effective in meeting the diverse needs of all genders.



Key Mechanism — An iterative analytical process that integrates gender analysis with nutrition policy and programming to address structural and social barriers, challenge inequitable norms, and design more effective and inclusive nutrition interventions.



Mini Logic

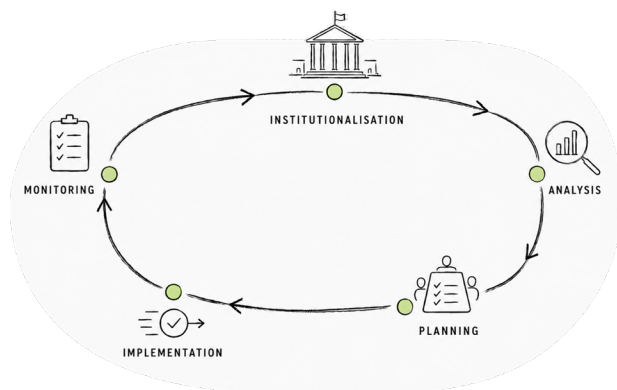
The GTFN provides a structured approach to analysing the intersection of gender and nutrition. It focuses on 3 core components—agency, resources, and opportunity structures—across 7 key domains: equitable education, equitable food systems, gender- and adolescent-responsive health and nutrition systems, economic inclusion, safe and equitable water, sanitation and hygiene (WASH), social protection, and environmental and political resilience.

The GTFN follows a structured but flexible process. The approach is adapted to the specific context, data availability, and programme needs, and is often applied in an iterative and non-linear way:

- 01 Define the problem and target group: Clearly describe the nutrition challenge (e.g. malnutrition or low dietary diversity) and identify who is most affected, considering gender, age, and socio-economic differences.
- 02 Select key variables: Identify important factors that shape nutrition outcomes, such as access to food, time use, decision-making power, and care practices.
- 03 Map the system: Analyse how these factors interact across different levels (individual, household, community, markets or policy) to understand the bigger picture.
- 04 Analyse causes: Explore how the factors influence each other, identify root causes, and highlight where gender inequalities contribute to poor nutrition.
- 05 Identify barriers and leverage points: Determine key obstacles (e.g. social norms, limited resources) and where targeted action can make the biggest difference.
- 06 Design interventions: Develop context-specific strategies that combine nutrition-specific (e.g. supplementation), nutrition-sensitive (e.g. agriculture, WASH), and gender-transformative approaches (e.g. shifting norms, strengthening agency).
- 07 Prioritise actions: Select and sequence the most impactful interventions to improve nutrition outcomes, strengthen gender equality, and empower women and girls.

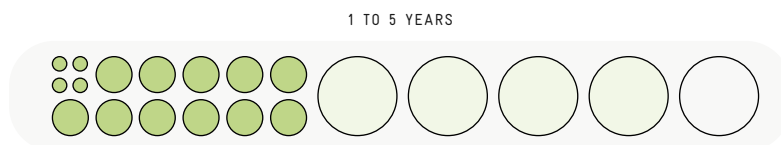
→ Position in the Project Cycle

GTFN spans the entire project cycle. It is primarily used during analysis and planning to inform strategies, while also guiding implementation, monitoring, and evaluation of gender-transformative nutrition policies and programming.



→ Implementation Duration

Initial analysis and system mapping typically take a few days to several weeks, followed by intervention design over several weeks to months. Implementation and learning processes continue throughout the project duration of 1-5 years, supported by ongoing reflection and adaptation.



Envisioned Effects

- Improves nutrition outcomes for women, children, and vulnerable groups.
- Increases women's agency and decision-making power in food, care, and household practices.
- Promotes more equitable intra-household food distribution and care responsibilities.
- Shifts harmful gender norms affecting nutrition behaviours and practices.
- Strengthens the integration of gender equality in nutrition policies and programmes.

Further Resources

Publications

University of Toronto; Santé Bruyère; Nutrition International (2025). Applying the Gender Transformative Framework for Nutrition (GTFN): A Systems-Based Approach to Defining Nutrition Challenges

World Vision International (2025). Gender Transformative Framework for Nutrition (GTFN)

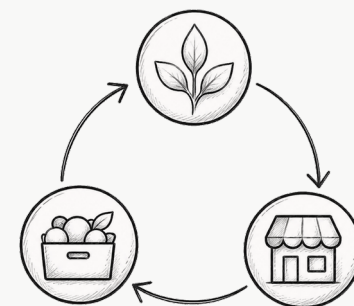
Cluster 04

Agricultural Value Chains

Women are engaged across all stages of agricultural value chains—from production and processing to marketing and consumption – yet structural and sociocultural barriers limit their participation, advancement opportunities, and fair share of benefits. These include restricted access to resources, services, market information, and networks, as well as unequal power relations and gender norms. Gender (transformative) approaches address these constraints by strengthening women’s agency, skills, and access to resources, while working with market actors and institutions to shift norms and power dynamics, enabling women to participate more effectively, move into higher-value activities, and increase control over income, ultimately contributing to more inclusive and resilient value chains.

Agricultural Value Chains Tools and Approaches

- 31 Agricultural Technical Vocational Education and Training for Women Approach
- 32 Farmer Field and Business School
- 33 Gender-Sensitive Value Chain Approach
- 34 Gender-Sensitive Value Chain Mapping



31 Agricultural Technical Vocational Education and Training for Women Approach



Purpose

The purpose of the Agricultural Technical Vocational Education and Training for Women (ATVET4W) Approach is to increase women's meaningful participation, benefits, and empowerment within Agricultural Technical and Vocational Education and Training (ATVET) systems. The approach aims to address gender norms, power relations, and structural barriers that limit women's access to skills development, employment, entrepreneurship, and value chain opportunities.



Key Mechanism — A sequenced process starting with staff capacity development through mentoring and coaching, followed by facilitated co-creation with partners, enables the translation of gender-transformative learning into locally driven pilot initiatives that reinforce change across multiple levels.



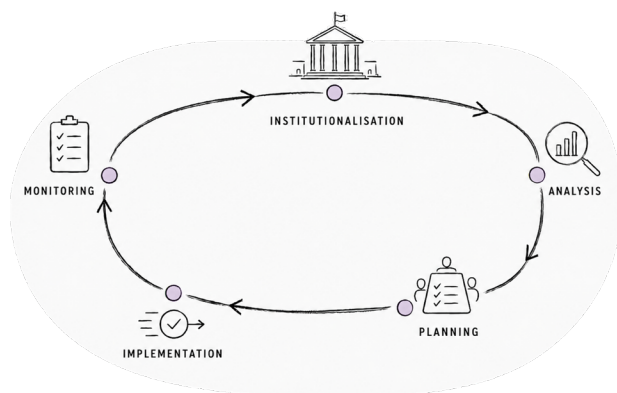
Mini Logic

The ATVET4W approach follows a sequenced process that moves from internal staff capacity development to practical implementation with partners.

- 01 **Staff capacity development:** The process starts with the Gender-Transformative Mentoring, Coaching and Peer-Learning Programme, through which project staff strengthen their understanding of gender-power dynamics and their ability to apply gender-transformative approaches.
- 02 **Reflection and identification of entry points:** Staff reflect on their own project contexts and identify concrete barriers and opportunities for promoting women's empowerment within ATVET systems and value chains.
- 03 **Partner engagement and co-creation:** Project staff accompany partners in participatory processes to analyse local challenges and jointly develop context-specific gender-transformative ideas in the ATVET sector.
- 04 **Development of microprojects:** The co-created ideas are translated into practical pilot initiatives, or microprojects, designed to address barriers to women's access, benefits, and empowerment.
- 05 **Implementation of integrated interventions:** Microprojects combine elements such as technical training, business skills, mentorship, community engagement, and social norm change activities.
- 06 **Application of the Reach–Benefit–Empower framework:** Implementation is guided by the Reach–Benefit–Empower logic to ensure that women are not only included, but also gain concrete benefits and strengthened agency.
- 07 **Reflection, adaptation, and scaling:** Experiences from the microprojects are reflected on, adapted, and used to inform broader integration of gender-transformative approaches within training systems and value chains.

→ Position in the Project Cycle

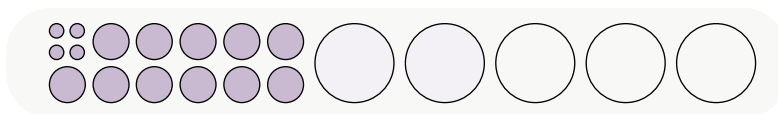
The ATVET4W approach is applied across all stages of the project cycle. It informs the analysis phase through gender assessments, supports the planning phase through co-creation and participatory planning, and is strongly embedded in the implementation phase through training, mentoring, and pilot initiatives. It also contributes to monitoring and institutionalisation through continuous reflection, adaptation, and documentation of results and case studies.



→ Implementation Duration

The ATVET4W approach is typically implemented over a longer-term period of approximately 1–3 years, beginning with the Gender-Transformative Mentoring, Coaching and Peer-Learning Programme for project staff and followed by partner accompaniment and implementation of pilot initiatives.

1 TO 3 YEARS



Envisioned Effects

- Increases women's access to agricultural training, employment, and entrepreneurship opportunities.
- Strengthens women's income generation and economic participation.
- Enhances women's agency, self-confidence, and decision-making power.
- Promotes positive shifts in gender norms and attitudes within households and communities.
- Increases support from men and community leaders for women's participation.
- Enables women to enter and succeed in traditionally male-dominated sectors.
- Improves household dynamics and promotes more equitable resource allocation.
- Strengthens institutional capacity to implement gender-transformative approaches.
- Develops scalable and locally adapted pilot initiatives (microprojects).
- Enhances the integration of gender-transformative practices into value chains and training systems.
- Contributes to long-term gender equality and inclusive economic development.



Practitioner's Insights

- **Start with self-reflection.**
Transformative change begins with facilitators, trainers, and project staff reflecting on their own biases, roles, and assumptions before working with communities.
- **Invest in long-term coaching.**
Continuous coaching and mentoring are essential, as mindset and norms change take time and cannot be achieved through one-off training.
- **Combine technical and social interventions.**
Skills training alone is not sufficient; empowerment requires addressing gender norms, power relations, and decision-making structures.
- **Engage men and influential actors.**
Include husbands, trainers, employers, and community leaders to reduce resistance and create enabling environments for women's participation.
- **Create space for local innovation.**
Allow local teams and partners flexibility to identify role models, pilot ideas, and adapt interventions to their context.
- **Use participatory methods.**
Storytelling, drawing, and co-creation approaches are especially effective in contexts with low literacy levels.
- **Promote meaningful participation.**
Women should not only access training but also benefit from and influence decision-making and resource control.
- **Build strong partnerships.**
Long-term collaboration with ministries, NGOs, and local actors is essential for sustainability and scaling.



Adaptation Options

- Adapt the approach to other agribusiness opportunities such as mechanisation, processing, or composting, depending on local market opportunities.
- Combine technical training with mentorship, coaching, household approaches, and gender dialogue to reinforce empowerment processes across individual, relational, and structural levels.
- Tailor delivery formats to local contexts through formal and non-formal training approaches, local languages, and context-specific facilitation strategies.
- Expand the mentoring and coaching components to different sectors and regions by applying the gender-transformative lens to leadership development and institutional change processes.

Further Resources

Publication

GIZ (2020). Gender Transformative Change in Practice

32 Farmer Field and Business School



Purpose

The Farmer Field and Business School (FFBS) is a participatory and experiential, learning-by-doing approach that focuses on improving the productivity and profitability of rural, small-scale women farmers and enabling them to participate more equally in agricultural markets and decision-making. It uses an integrated, gender-transformative, market-based, and nutrition-sensitive extension approach. FFBS combines farming, business development, and nutrition with critical reflection on gender equality, leading to sustainable income gains and more inclusive economic outcomes for women and men.



Key Mechanism — Seasonal, group-based training cycles that combine capacity building, peer learning, and practical application to improve productivity, income, and more equitable household roles.



Mini Logic

FFBS brings together women, men, youth, and local leaders in a structured group-based learning process to reflect on roles, responsibilities, and relationships, while strengthening agricultural, business, and nutrition practices. The approach often builds on existing community structures such as Village Savings and Loan Associations (VSLAs) or farmer groups to enhance relevance, trust, and sustainability.

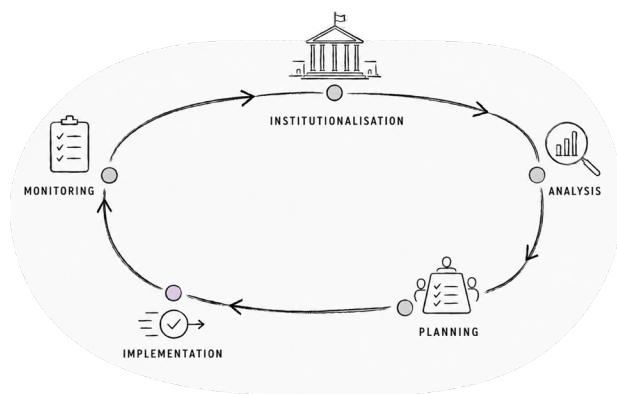
Implementation typically takes place in groups of 15–20 farmers who meet regularly throughout a cropping season. Sessions are aligned with the agricultural calendar to fit into participants' daily realities. Guided by the seasonal production cycle, participants jointly analyse each stage – from land preparation to marketing – identify technical, social, and gender-related challenges, and test practical solutions directly in their fields and businesses.

Trained community facilitators accompany the groups throughout the cycle, linking technical learning, market access, and structured gender reflection in a continuous action-learning process. This combination of practical experimentation, peer learning, and critical reflection supports both improved economic outcomes and more equitable practices at household and community level.

A core component of gender-transformative FFBS is the integration of the Social Analysis and Action (SAA) approach, which enables communities to critically reflect on and challenge social and gender norms that shape agricultural practices and decision-making.

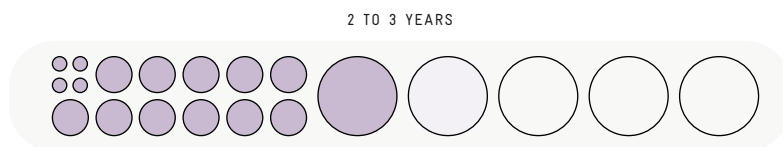
→ Position in the Project Cycle

FFBS is introduced during implementation and builds on prior gender, community, and market assessments. It is not a stand-alone approach and, when applied with its gender-transformative SAA approach, serves as a continuous platform for learning and change across the project cycle.



→ Implementation Duration

An FFBS cycle typically runs over an entire agricultural season (6–12 months), aligned with the crop cycle. However, meaningful economic empowerment and sustained shifts in household decision-making generally require multiple cycles and longer-term engagement of 2–3 years. Lasting impact depends on continued practice and experimentation, strengthened producer groups, and effective linkages to markets, services, and financial institutions.



Envisioned Effects

- Increases productivity and profitability.
- Raises household income and savings.
- Strengthens joint decision-making and income control between women and men.
- Improves household planning and cooperation.
- Enhances women's empowerment and agency.
- Contributes to shifts in gender norms and relations.
- Strengthens resilience to economic and climate shocks.



Practitioner's Insights

- **Learning-by-doing drives change.**
Apply demonstration plots, cost–benefit analysis, and peer exchange to build practical skills and business confidence and use visible results to encourage adoption of Good Agricultural Practices (GAP).
- **Integrate gender dialogue throughout the season.**
Use key agricultural moments (e.g. planting, harvesting, marketing) to reflect on gender roles, decision-making processes, and income control.
- **Leverage existing groups.**
Build on Village Savings and Loans Associations (VSLAs) and farmer groups to strengthen cohesion, trust, and collective action.
- **Ensure local relevance and ownership.**
Engage participants in selecting value chains, crops, and priorities based on real needs and opportunities.
- **Consider social and seasonal realities.**
Local calendars, agricultural seasons, religious periods, and community rhythms can significantly influence participation and should be integrated into planning.
- **Start with personal transformation.**
Ensure frontline staff and community facilitators conduct SAA-based self-reflection to address their own biases before working with communities.
- **Build local facilitation and ownership.**
Use mentorship, co-facilitation, feedback, and rotating roles to build community facilitators' capacity to independently lead sessions and promote GAP.
- **Use gender-transformative Monitoring, Evaluation, Accountability and Learning (MEAL) tools to track change.**
These tools help monitor progress from simple changes to more complex, transformative shifts, including tools such as the personal transformation tracker to capture changes in attitudes, behaviours, and practices among frontline staff and community facilitators.



Adaptation Options

- Use the SAA toolkit, integrated as the gender-transformative element within FFBS, and adapt its 11 participatory tools to project objectives, sectors, target groups, and country contexts by contextualising stories and exercises to local realities.
- Adopt a holistic multi-sectoral approach. Success depends on integrating sustainable agriculture, nutrition, market engagement, group empowerment, gender equality, and social accountability into one coherent model.

Further Resources

Publication FFBS

CARE (2026). Farmer Field and Business School (FFBS).

FAO (2023). Farmer Field and Business School (FFBS) Toolkit.

FAO (2023). Farmer Field and Business School (FFBS) Toolkit, Second Edition.

Publication SAA

CARE (2015). Social Analysis and Action (SAA) Global Manual.

33 Gender-Sensitive Value Chain Approach



Purpose

The purpose of the Gender-Sensitive Value Chain Approach is to make women's roles, contributions, and constraints across value chains visible and to inform more inclusive and gender-transformative interventions. It enables practitioners to identify gendered differences in participation, access to resources, and decision-making, and to define concrete entry points to strengthen women's economic empowerment.



Key Mechanism — By linking gender-sensitive analysis to targeted action, the approach enables stakeholders to identify structural inequalities, prioritise key constraints, and design practical gender-responsive interventions that strengthen both equity and value chain performance.



Mini Logic

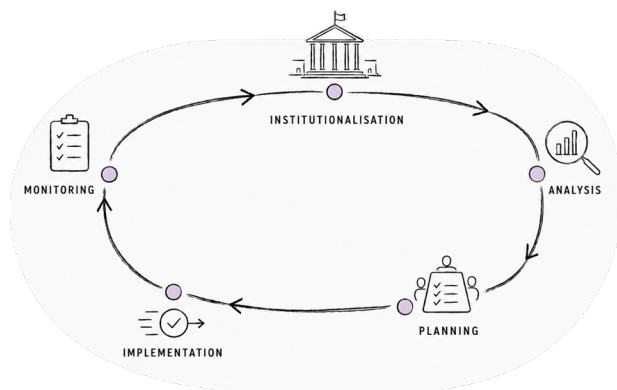
The Gender-Sensitive Value Chain Approach combines participatory methods with a structured analytical process to examine gender dynamics and inform more equitable value chain development. It integrates qualitative and quantitative insights to identify gender-based constraints, opportunities, and power relations along the value chain.

The approach is organised into 2 complementary parts:

- 01 Gender-sensitive analysis of the value chain: The first component focuses on the gender-sensitive analysis of the value chain. The process begins with analysing the broader context to understand how gender norms shape the division of labour within households, value chains, and the wider labour market. Collecting and analysing sex-disaggregated data is a critical step to make gender roles and inequalities visible. Based on this, value chains are selected using an integrated set of criteria that considers economic potential, the potential to promote gender equality and women's empowerment, and feasibility aspects such as available resources and stakeholder priorities. A key analytical tool in this process is gender-sensitive value chain mapping, which visualises actors, roles, and activities along the chain and makes both visible and often “invisible” contributions of women explicit. This is complemented by an analysis of gender-based constraints (GBCs), which examines their root causes, their effects on value chain performance, and helps identify priority constraints and concrete entry points for intervention.
- 02 Actions for addressing GBCs: Building on the analysis, the approach provides guidance on designing targeted interventions to address the most common GBCs. These commonly include limited access to knowledge and training, unequal participation and decision-making power, restricted access to financial services, limited access to inputs and technologies, and high work burden and time poverty. Addressing these constraints helps to strengthen women's economic participation and contributes to more inclusive and effective value chain development.

→ Position in the Project Cycle

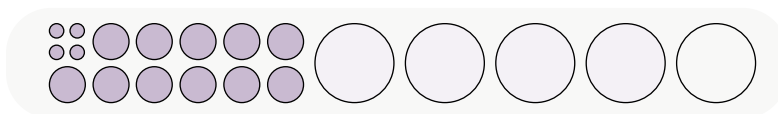
The Gender-Sensitive Value Chain Approach informs the entire project cycle. It is mainly applied during the analysis and planning phases to inform value chain strategies, while also guiding implementation and monitoring to enable gender-responsive adjustments and track changes in gender dynamics along the value chain.



→ Implementation Duration

The analytical phase typically takes several days to a few weeks, depending on the scope and level of stakeholder engagement. The development and implementation of actions to address identified gender-based constraints extend throughout the project duration of 1-5 years and follow an iterative, adaptive process.

1 TO 5 YEARS



Envisioned Effects

- Increases the visibility of women's roles and contributions across the value chain.
- Improves understanding of gender differences in access, participation, and decision-making.
- Identifies and reduces key gender-based constraints.
- Promotes more inclusive, gender-responsive interventions that avoid unintended negative impacts.
- Strengthens women's participation in value chain governance and decision-making.
- Contributes to more equitable economic opportunities and power relations in value chains.

Further Resources

Publication

FAO (2013). Developing Gender-Sensitive Value Chains

34 Gender-Sensitive Value Chain Mapping



Purpose

The purpose of Gender-Sensitive Value Chain Mapping is to make women's roles, contributions, and constraints in value chains visible and to inform more inclusive and gender-transformative value chain development. It applies participatory mapping to analyse gender differences in activities, access to resources, and power relations, and to identify concrete opportunities to strengthen women's economic participation.



Key Mechanism — Participatory mapping makes women's contributions and often invisible roles visible, enabling stakeholders to analyse gendered power relations, identify constraints and opportunities, and inform more inclusive and gender-transformative value chain strategies. The tool is often applied in participatory workshops with value chain actors, ensuring that both women and men contribute to the analysis.



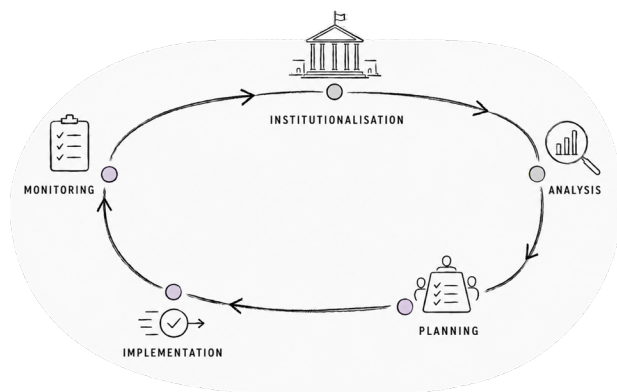
Mini Logic

Gender-Sensitive Value Chain Mapping combines visual mapping with participatory analysis to make gender roles, contributions, and inequalities visible—including those that are often overlooked. The gender-sensitive value chain mapping process can be outlined in the following 6 key steps:

- 01 Formulate gender hypotheses: Develop initial assumptions on where and how women and men participate in the value chain, what roles they perform, and what barriers they face. These hypotheses guide data collection, stakeholder engagement, and the overall analytical focus.
- 02 Map value chain actors: Visually map all actors along the value chain—from production to marketing—distinguishing between women and men and different types of enterprises (e.g. formal/informal, small/large scale). This helps identify who is involved at each stage and how actors are linked.
- 03 Make invisible contributions visible: Identify women whose roles are often overlooked such as informal entrepreneurs, unpaid family workers, and female labourers. This step ensures that all contributions across production, aggregation, processing, and marketing are recognised and included in the analysis.
- 04 Analyse activities and roles: Map who does what along the value chain to highlight gender differences in labour division, value addition, workload, and access to resources and income. This step helps reveal inequalities in responsibilities and benefits.
- 05 Deepen the analysis of power and structures: Expand the mapping to examine employment patterns, governance structures, and power relations within specific value chain segments, including who makes decisions, who controls resources, and who benefits most.
- 06 Synthesise and interpret findings: Combine all insights to develop a comprehensive, gender-sensitive picture of the value chain, including key actors, linkages, inequalities, and opportunities for change. This provides the basis for identifying entry points for gender-responsive and gender-transformative interventions.

→ Position in the Project Cycle

Gender-Sensitive Value Chain Mapping is applied during the planning phase to inform value chain development strategies but is also useful during implementation and monitoring to revisit assumptions and track changes in gender dynamics.



→ Implementation Duration

Gender-Sensitive Value Chain Mapping can be conducted over several days to a few weeks, depending on the depth of analysis and stakeholder engagement.

FEW WEEKS



Envisioned Effects

- Improves understanding of gender differences in activities, access to resources, and decision-making power.
- Identifies constraints and opportunities for women's economic participation and upgrading.
- Improves women's participation in value chain dialogues and decision-making processes.
- Provides a foundation for inclusive, gender-responsive value chain strategies and supports better-informed interventions that avoid negative impacts on women.
- Contributes to more equitable power relations and economic outcomes in value chains.

Further Resources

Publication

Senders, A., Lentink, A., Vanderschaeghe, M., and Terrillon, J. (2008). Gender in Value Chains: Practical Toolkit to Integrate a Gender Perspective in Agricultural Value Chain Development (pp. 54–58)

Cluster 05

Financial Inclusion

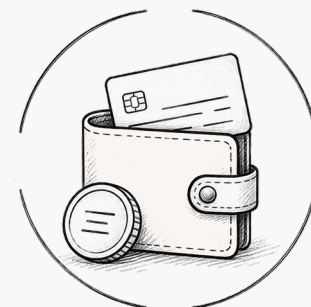
Financial inclusion supports women's economic participation in agri-food systems by enabling them to manage risks, invest in businesses, and build financial security. However, women often face barriers to accessing and using financial services, including limited availability of women-centred financial products, lack of collateral or required documentation, and lower levels of financial and digital literacy. Gender (transformative) approaches address these challenges by strengthening women's financial capabilities, while supporting financial service providers to design and deliver more inclusive products and services. This enhances women's control over financial resources, expands economic opportunities, and strengthens their resilience to economic and climate-related shocks.

Financial Inclusion Tools and Approaches

35 Women Village, Saving and Loans Associations

36 Inclusive Finance Guide

37 Farmer's Financial Cycle



35 Women Village Saving and Loan Associations



Purpose

Women Village Savings and Loan Associations (VSLAs) are self-managed community savings groups that enable members – often women – to save regularly, access small loans, and build financial resilience. They strengthen financial inclusion while fostering peer learning, mutual support, and women's economic empowerment, including greater decision-making power, improved household well-being, and stronger social cohesion. This approach is particularly relevant in contexts where access to formal financial services is limited or unreliable, and where community-driven solutions are needed to bridge financial service gaps.



Key Mechanism — Self-managed savings and lending systems, supported by peer accountability, financial literacy, and mentoring, enable members to build assets, invest in livelihoods, and strengthen their economic and social agency.



Mini Logic

VSLAs are community-based savings groups, typically consisting of 10–25 members, who regularly pool their savings into a shared fund. Members can access small loans to invest in income-generating activities, manage household expenses, or respond to emergencies. Loans are repaid with a small service fee agreed upon by the group, allowing the collective savings to grow. At the end of each savings cycle, the accumulated savings and profits are distributed among members according to their individual share contributions.

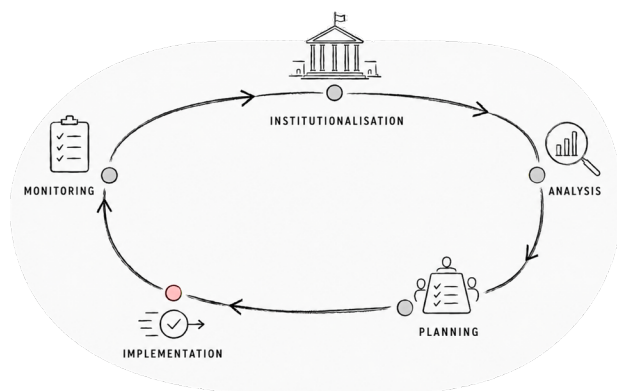
The set-up and functioning of VSLAs typically follow a structured 8-step process:

- 01 Selection and training of local VSLA champions who support community identification and mobilisation.
- 02 Community mobilisation and identification of potential members.
- 03 Financial literacy training for community members.
- 04 Introduction to the VSLA concept and procedures.
- 05 Group formation and establishment of a simple governance structure with elected leaders.
- 06 Development of clear rules and transparent record-keeping for savings, loans, repayments, and fines.
- 07 Regular meetings for savings, lending, and collective decision-making.
- 08 Ongoing coaching and mentoring, particularly during the first cycle (first year), to ensure good governance and proper functioning.

Regular meetings are central to the approach, going beyond financial transactions to enable peer exchange, build trust, and foster collective learning. They rely on strong group cohesion, transparency, and consistent member participation.

→ Position in the Project Cycle

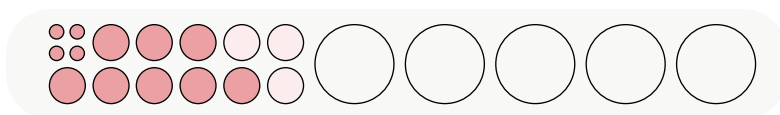
VSLAs are typically introduced during the implementation phase of a project, often as part of broader livelihood, financial inclusion, or women's economic empowerment interventions.



→ Implementation Duration

Establishing and training a VSLA group usually takes 3–6 months, followed by savings cycles of 9–12 months. Behavioural changes, including financial discipline and shifts in decision-making, often become visible within a first cycle but require additional cycles and continuous mentoring to be sustained.

9 MONTHS TO 1 YEAR



Envisioned Effects

- Improves access to savings and small loans and strengthens financial security.
- Increases financial literacy and improves financial behaviour.
- Strengthens income-generating activities and household economic resilience.
- Increases women's participation and entrepreneurial capacities.
- Improves joint decision-making and family budgeting e.g. through the integration of Gender Action Learning System (GALS).
- Strengthens trust, social cohesion, and peer support networks.
- Increases women's confidence and agency in decision-making.
- Contributes to community action planning and local governance engagement.
- Improves farm planning, resource management, and investment decisions e.g. through gender-responsive Good Agricultural Practices (GAP).
- Increases incomes, reduces food insecurity, and improves access to savings for emergencies.
- Provides access to group-based emergency funds to manage risks such as illness, crop failure, or natural disasters.
- Reduces reliance on informal loans with high interest rates.



Practitioner's Insights

- **Select and strengthen local champions.**
Identify respected and committed community members as facilitators, involve community leaders to ensure legitimacy and trust, and build their facilitation and conflict management skills.
- **Build groups based on trust.**
Form groups of members who know each other, ensure meetings take place within the community to remain accessible, and promote inclusivity by integrating marginalised individuals.
- **Ensure transparency and clear rules.**
Establish and clearly communicate procedures for savings, loans, and payouts, and regularly review these with members to maintain shared understanding and prevent conflicts.
- **Align with local realities.**
Adapt meeting times and financial cycles (e.g. to the agricultural calendar) to fit members' daily lives and remain flexible to seasonal or unexpected changes.
- **Provide continuous mentoring.**
Offer regular support, especially in early stages to strengthen governance, financial discipline, and sustainability, including refresher trainings and peer learning exchanges.
- **Address gender dynamics explicitly.**
Tackle power imbalances in financial decision-making, promote equitable participation of women and men (including in leadership roles), and engage men and community leaders to support gender equality.
- **Strengthen institutional linkages.**
Engage local authorities and connect groups to services such as business development or certification, and where appropriate, link to formal financial institutions to expand opportunities.
- **Anticipate and address challenges early.**
Manage risks such as group conflict, unequal participation, and weak financial management through clear conflict resolution mechanisms, regular monitoring, and strengthened leadership capacity.



Adaptation Options

- Adapt VSLAs to different target groups, including women, youth, farmers, or mixed community groups, depending on local needs and social dynamics, and ensure context-specific facilitation approaches.
- Integrate digital tools or mobile money, where infrastructure allows, to support savings, record-keeping, and financial transactions, including linkages with financial institutions or service providers.
- Combine VSLAs with complementary approaches such as Gender Action Learning System (GALS), Gender-Sensitive Community Action Planning (CAP), gender-responsive GAP, Farmer's Financial Cycle (FFC), Farmer Field and Business School (FFBS) and nutrition interventions to address structural and gender barriers, strengthen joint decision-making, and enhance economic, social, and household-level outcomes.
- Use VSLAs as an entry point for longer-term engagement on economic strengthening and social empowerment at community level, including linkages to other sectoral interventions such as agribusiness or social protection.
- Expand access to financial services for women by linking VSLAs to formal or semi-formal financial institutions, including flexible loan products and cash transfer programmes, to strengthen pathways towards financial inclusion and graduation.

Further Resources

Publications

CARE (2026). Farmer Field and Business School (FFBS)

Save the Children (2019). Learning Brief: Village Savings and Loan Associations Promote Nutrition-Sensitive Agriculture.

Save the Children (2025). VSLA Approach & Lesson Learned.

36 Inclusive Finance Guide



Purpose

The purpose of the Inclusive Finance Guide is to support financial institutions in understanding the barriers women agripreneurs face when accessing and using financial services and translating this knowledge into practice. It helps institutions identify internal inclusion gaps, better understand the financial realities of women agripreneurs, and design, adapt, pilot, or scale inclusive, demand-driven financial products. The approach aims to improve women's access to and use of financial services in the agricultural sector.



Key Mechanism — Structured, iterative diagnose–design–implement–evaluate cycles that enable financial institutions to identify barriers, adapt products and practices, and expand women's access to financial services through continuous feedback and learning.



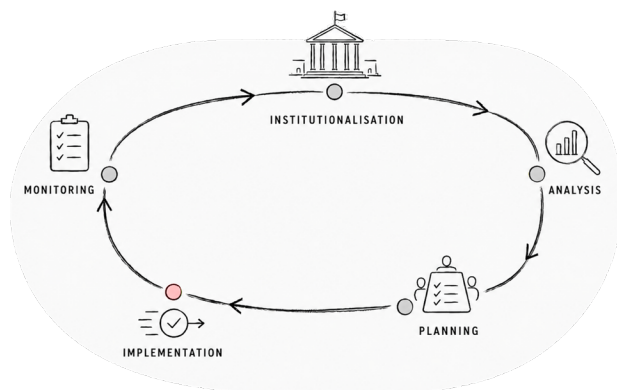
Mini Logic

The Inclusive Finance Guide follows a structured 4-step process to support financial institutions to systematically advance gender-inclusive finance:

- 01 **Diagnostic phase:** Institutions assess internal and external constraints that limit women agripreneurs' access to financial services. This includes analysing institutional practices, policies, staff capacities, and potential biases, as well as identifying external barriers such as social norms, mobility restrictions, lack of collateral, and limited financial literacy among women clients.
- 02 **Design phase:** Building on these insights, institutions develop inclusive and gender-responsive solutions by adapting workplace practices, service delivery models, and financial products. These are tailored to better respond to the diverse needs, preferences, and risk profiles of women agripreneurs. This may include adjusting loan conditions, introducing alternative collateral options, tailoring savings or insurance products, and strengthening outreach strategies.
- 03 **Implementation phase:** The adapted products and institutional changes are rolled out in practice. This includes training staff on gender-sensitive approaches, piloting and refining financial products, and ensuring that services are accessible, respectful, and responsive to women clients. Continuous client feedback is systematically collected and used to improve uptake and effectiveness.
- 04 **Evaluation phase:** Institutions assess both internal transformation and broader business and social impact by measuring outreach to women clients, portfolio performance, client satisfaction, and changes in women's economic empowerment. Lessons learned are fed back into the process, enabling continuous improvement and long-term sustainability of inclusive finance practices.

→ Position in the Project Cycle

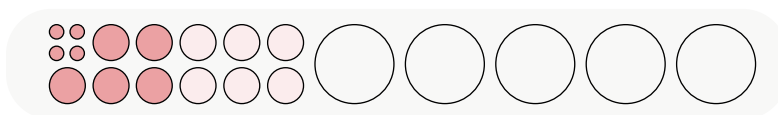
The Inclusive Finance Guide is used during the implementation phase of a project and follows its own internal cycle consisting of 4 phases.



→ Implementation Duration

The duration depends on the time needed to introduce institutional changes and to design, adapt, pilot, or scale financial products for women agri-preneurs, typically ranging from a few weeks to 6–12 months. So far, the approach has mainly been introduced through a 1-day workshop where financial institutions learn the key steps, tools, and concepts of the approach.

6 MONTHS TO 1 YEAR



Envisioned Effects

- Shifts institutional mindsets from viewing “women as risky” to recognising women agri-preneurs as a strategic customer segment.
- Improves women’s agency, particularly their decision-making power over financial resources and business choices.
- Reduces structural barriers through more inclusive product terms and delivery channels.
- Strengthens women’s visibility and legitimacy as agri-preneurs.



Practitioner's Insights

- **Extend workshops with financial institutions to 2–3 days.**
This allows for deeper engagement and practical work, ideally complemented by follow-up coaching.
- **Involve senior management early on.**
Sensitisation workshops help ensure strategic buy-in and drive institutional change.
- **Consider seasonality and value chain dynamics.**
Financial products should be aligned with crop cycles and market realities.
- **Take the regulatory environment into account.**
This includes Know Your Customer (KYC) requirements, interest caps, and consumer protection regulations; KYC can be a barrier for women who may lack formal identification, registered assets, or proof of address.
- **Frame the approach as a business opportunity.**
Position it as a business development tool to reach women agripreneurs as an untapped but high-potential customer segment, rather than primarily as a gender tool.
- **Engage and train women frontline staff.**
Working with women agents helps overcome cultural and mobility barriers when introducing financial services in communities.



Adaptation Options

- Apply after an Agricultural Value Chain Financing (AVCF) training, which introduces financial institutions to agricultural finance and product design.
- Combine with a Business Model Analysis (conducted before developing financial tools) to build a strong business case for women agripreneurs, especially when working with institutions that do not yet offer agricultural services targeting women.
- Use local case studies and success stories to illustrate the link between gender barriers and product design; where relevant, include Sharia-compliant product options.
- Adapt financial products to the diverse realities of women agripreneurs, ensuring solutions remain flexible and context specific.
- Develop a detailed facilitation guide to provide technical support after the workshop and help institutions translate strategies into concrete actions. So far, the approach has mainly been used to sensitise financial institutions to inclusive finance concepts and support the design of more gender-responsive institutional setups, but it still requires more practical, step-by-step guidance on developing tailored financial products and effectively reaching women agripreneurs.

Further Resources

Publication

GIZ (2025). Inclusive Financial Product Design for Women Agripreneurs in Rural Areas.

37 Farmer's Financial Cycle



Purpose

The purpose of the Farmer's Financial Cycle (FFC) is to strengthen farmers' capacities to make informed and inclusive financial decisions throughout the agricultural cycle. The approach combines financial literacy and farm planning with reflection on gender roles, household decision-making, and access to resources. By strengthening women's participation and voice in financial processes, the approach contributes to more equitable financial practices, improved household resilience, and stronger agricultural livelihoods.



Key Mechanism — Participatory financial planning exercises combined with reflection on household dynamics and gender roles enable women and men to strengthen financial skills, improve joint decision-making, and apply more inclusive financial practices.



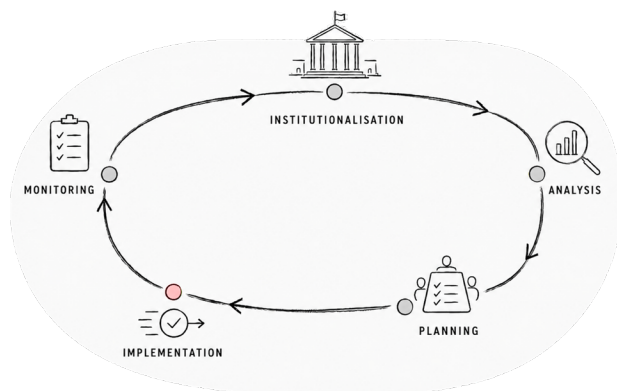
Mini Logic

The FFC follows a sequenced learning process that strengthens financial decision-making across the agricultural cycle while integrating reflection on gender roles, household dynamics, and joint planning.

- 01 Understand household finances and gender roles: Participants reflect on household income, expenses, financial responsibilities, and decision-making roles of women and men.
- 02 Analyse farm finances and resource allocation: Participants analyse farm costs, revenues, seasonal cash flows, and access to productive resources.
- 03 Reflect on household decision-making and financial planning: Participants explore how gender norms, labour division, and household decision-making influence financial choices and well-being.
- 04 Plan savings and set financial goals: Participants identify financial priorities and develop savings plans linked to household and agricultural needs.
- 05 Understand loans and responsible borrowing: Participants strengthen understanding of loans, repayment capacities, and responsible borrowing.
- 06 Explore risk management and insurance options: Participants discuss agricultural risks and identify mechanisms to protect household and farm livelihoods.
- 07 Assess investment opportunities: Participants assess investment opportunities and reflect on joint financial planning within households.
- 08 Identify financial services and digital tools: Participants explore financial service providers, digital financial tools, and services relevant to their needs.
- 09 Apply learning through seasonal financial planning: Participants apply learning through seasonal financial planning and budgeting exercises.

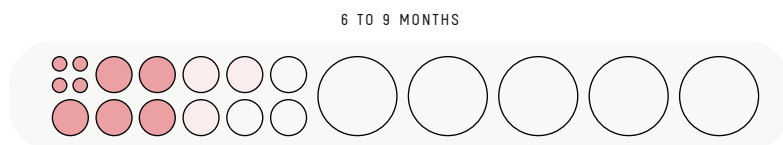
→ Position in the Project Cycle

The FFC is primarily implemented during the implementation phase through financial literacy and capacity development activities, while also supporting planning, monitoring, and reflection on financial practices and household decision-making.



→ Implementation Duration

The FFC is typically implemented over 6–9 months through sequenced learning sessions aligned with agricultural seasons and financial planning cycles. Longer-term reinforcement may be needed to sustain behaviour change and strengthen inclusive financial practices.



Envisioned Effects

- Strengthens financial literacy, budgeting, and financial planning practices among farmers.
- Improves farm business management and financial decision-making.
- Increases access to and use of financial services and digital financial tools.
- Strengthens women's participation, confidence, and voice in household financial decision-making.
- Improves joint financial planning, communication, and transparency within households.
- Promotes more equitable and inclusive financial practices among household members.
- Encourages responsible borrowing, savings, and investment practices.
- Strengthens household resilience, agricultural productivity, and income security.



Practitioner's Insights

- **Introduce the FFC early in the project cycle.**
Align training with agricultural seasons and financial planning periods to ensure participants can immediately apply learning to upcoming production and financial decisions.
- **Ensure balanced participation of women and men from the outset.**
Financial decision-making often takes place at household level, and working with only certain household members may reinforce existing dynamics and limit impact.
- **Use practical and locally relevant examples.**
Discussions and exercises should reflect local farming systems, financial practices, and livelihood realities to increase relevance and understanding.
- **Integrate household-level discussions on financial decision-making.**
Experiences showed that joint planning and transparency within households were among the strongest observed outcomes.
- **Use role models and practical examples where possible.**
Experiences from implementation highlighted that respected women leaders and peer examples can strengthen confidence and participation.
- **Avoid focusing exclusively on technical financial knowledge.**
Financial literacy alone is often insufficient if social norms and household dynamics affecting financial decisions remain unaddressed.



Adaption Options

- Adapt examples, financial products, and training materials to local agricultural systems and livelihood contexts.
- Implement together with Farmer Field and Business School (FFBS).
- Adjust facilitation methods to literacy levels, language needs, and cultural norms.
- Integrate the approach into entrepreneurship, business development, or broader financial literacy programmes.
- Adapt role plays and household exercises to local gender relations and social dynamics.
- Modify sequencing and facilitation depending on sensitivity around household and gender discussions.
- Scale implementation through Training of Trainers (ToT) and integration into extension systems.
- Integrate additional modules on women's leadership, household decision-making, or positive masculinities where relevant.

Further Resources

Publications

GIZ (2023). Promotion of Agricultural Finance for Agri-Based Enterprises in Rural Areas

GIZ (2022). Farmer Financial Cycle – Participant's Workbook

Cluster 06

Policy Processes

Policy processes shape the distribution of rights, resources, and decision-making power in agri-food systems, yet women remain underrepresented and often excluded from meaningful influence. Gender biases, limited availability and use of data, as well as weak implementation often result in policies not adequately reflecting women's needs and priorities. Gender (transformative) approaches strengthen women's voice, agency, and leadership in shaping policy processes, while improving the use of gender-disaggregated data and accountability mechanisms. This enables women to influence decisions and contributes to more inclusive, responsive, and effective governance systems.

Policy Processes Tools and Approaches

- 38 Political Participation Training
- 39 Gender in Agricultural Policy Analysis Tool
- 40 Paralegal Programmes – Assisting Women to Secure Land Rights
- 41 Women's Empowerment in Agri-Food Governance
- 42 Legal Competitions for Women's Land Rights
- 43 Gender Evaluation Criteria – Assessing Laws & Raising Awareness about Women's Land Rights



38 Political Participation Training



Purpose

The purpose of the Political Participation Training is to strengthen the capacity, confidence, and agency of women and marginalised groups to actively participate in political and public decision-making processes. By combining knowledge of rights, leadership skills, and practical engagement strategies, the tool aims to increase women's representation in governance structures, enhances inclusive decision-making, and contributes to more gender-equitable and responsive institutions.



Key Mechanism — Participatory capacity development that combines rights awareness, practical leadership skills, and collective action to strengthen inclusive participation in governance processes.



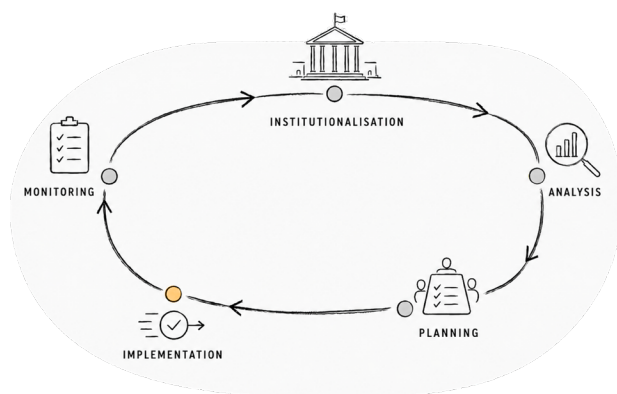
Mini Logic

The Political Participation Training follows a participatory capacity development process that gradually strengthens participants' confidence, leadership capacities, and ability to engage in public and political decision-making.

- 01 Context analysis and identification of participation barriers: The process starts with analysing local governance structures, barriers to political participation, gender norms, and existing opportunities for women and marginalised groups to engage in public decision-making processes.
- 02 Adaptation of training content and participant engagement: Training content is adapted to local realities, including literacy levels, cultural norms, governance systems, and relevant participation spaces to ensure accessibility and practical relevance.
- 03 Awareness-building on rights, governance, and participation spaces: Participants strengthen their understanding of rights, leadership, governance systems, and existing formal and informal opportunities for participation and representation.
- 04 Participatory reflection and power analysis: Through interactive methods such as group discussions, problem analysis, and role plays, participants reflect on local power relations, participation barriers, and priorities for action.
- 05 Leadership and communication skills development: Participants strengthen practical skills such as public speaking, negotiation, advocacy, communication, and leadership through experiential learning approaches.
- 06 Strategy development and practical application: Participants develop concrete strategies and practice engaging with decision-makers, public forums, and community processes through simulations and peer exchange.
- 07 Engagement of men, leaders, and enabling actors: Community leaders, men, and other influential actors are engaged to strengthen legitimacy, reduce resistance, and create supportive environments for women's participation.
- 08 Continued accompaniment and peer support: Facilitators and peer networks provide ongoing support to women, reflection, and encouragement to strengthen confidence and sustain engagement beyond the training process.

→ Position in the Project Cycle

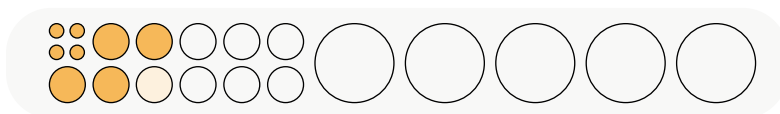
Political Participation Training is typically introduced during the implementation phase as a practical intervention to strengthen inclusive governance and civic engagement. It builds on prior gender and governance analyses that identify barriers to participation and is often combined with ongoing programme activities.



→ Implementation Duration

Political participation training programmes are typically implemented over a period of 5–6 months, with regular training sessions (e.g. 3 hours per session). Training cycles are designed to be continuous and adapted to women's availability and daily responsibilities. Initial changes in knowledge and confidence can be observed during the training, while sustained participation and leadership outcomes require longer-term engagement.

9 MONTHS TO 1 YEAR



Envisioned Effects

- Increases participation of women and marginalized groups in political and decision-making processes.
- Strengthens leadership, communication, and advocacy skills among participants.
- Improves confidence and agency of women to engage in public and political life.
- Increases awareness of rights, governance structures, and accountability mechanisms.
- Strengthens collective action and ability to articulate and advocate for community needs.
- Increases engagement with local authorities and service providers.
- Promotes positive shifts in social norms regarding women's leadership and public participation.
- Improves responsiveness of governance systems to community priorities.
- Enhances community cohesion through inclusive dialogue and participation.



Position in the Project Cycle

- **Adapt to the local context.**
Training content and methods must be simplified, translated into local languages, and tailored to the realities of the community.
- **Pilot and adapt the tools.**
Pre-testing training materials with target groups helps identify necessary adaptations and improves effectiveness.
- **Use local facilitators.**
Facilitators from the community increase trust, relevance, and acceptance of the tool.
- **Build on existing knowledge.**
Communities already understand their challenges; the role of the training is to structure and strengthen this knowledge rather than replace it.
- **Support collective priority setting.**
Allow participants to identify their own needs and priorities, which increases ownership and motivation for action.
- **Use relatable examples.**
Case studies and success stories should reflect similar cultural and social contexts to ensure credibility.
- **Ensure accessibility for participants.**
Trainings should be organised close to communities, at convenient times, and with support measures such as childcare, as women often face mobility constraints, care responsibilities, and limited availability.



Adaptation Options

- Adapt the approach to multiple sectors and contexts depending on project objectives and target groups.
- Adapt training content to different thematic areas (e.g. governance, agriculture, gender-based violence, emergency preparedness).
- Tailor modules to specific target groups (e.g. rural women, youth, displaced populations).
- Combine with advocacy initiatives, civic education, or leadership programmes.
- Link with existing community structures and networks.
- Integrate mentoring, coaching, or follow-up support.

Further Resources

Publications

CGIAR (2022). Women's Political Participation Training Curriculum in Southwest Nigeria [in Yoruba]

CGIAR (2024). Women's and Men's Political Participation Training Curriculum

39 Gender in Agricultural Policies Analysis Tool



Purpose

The purpose of the Gender in Agricultural Policies Analysis (GAPo) Tool is to support policymakers and stakeholders in analysing, designing, and improving agricultural policies and programmes from a gender perspective. By systematically identifying gaps in how policies address gender equality, the tool aims to promote more inclusive, gender-responsive agricultural systems that enhance women's access to resources, services, and opportunities. GAPo is primarily designed as a diagnostic and assessment tool, not as a policy planning framework.



Key Mechanism — A structured scorecard-based policy analysis to identify gender gaps and inform more gender-responsive agricultural policies.



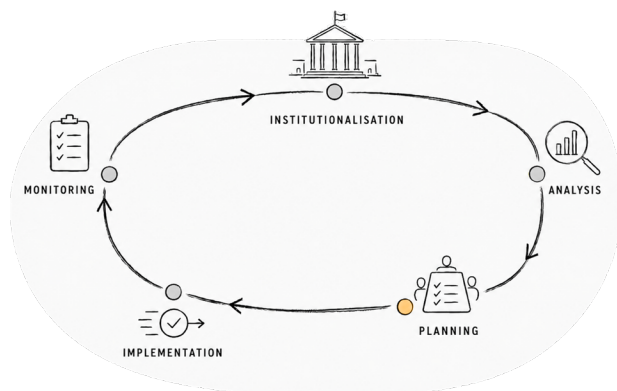
Mini Logic

GAPo follows a structured and standardised assessment process that reviews written policy and programme documents through a gender lens.

- 01 Selection of policy or programme documents: The process starts with identifying relevant agricultural policies, strategies, or programmes for assessment.
- 02 Preparation and familiarisation with the GAPo framework: Users review the assessment framework, scoring criteria, and checklist to ensure a consistent understanding of the analytical dimensions.
- 03 Conduct gender-responsive policy assessment: Policy documents are systematically reviewed through a desk-based analysis using a standardised checklist and scorecard to assess how gender issues are reflected in areas such as objectives, targeted measures, budgeting, monitoring systems, and key dimensions including access to land, labour, markets, technology, and the care economy.
- 04 Scoring and documentation of findings: Each criterion is scored and documented to ensure transparency and comparability across policies and programmes. Once the analysis using the GAPo questionnaire is completed, the process is concluded.
- 05 Use of findings for policy dialogue and improvement: Results can inform policy revision processes, institutional learning, and evidence-based discussions on strengthening gender equality within agricultural policies and programmes.

→ Position in the Project Cycle

GAPo is primarily used during the planning phases. It is particularly effective when applied before or during policy formulation to ensure gender considerations are integrated from the outset.



→ Implementation Duration

The application of the GAPo does not follow a fixed timeline, as its duration depends on the number and complexity of the policies being analysed. Assessing a single policy can take anywhere from 10 minutes to several hours, depending on the length and level of detail of the document.

FEW HOURS



Envisioned Effects

- Improves integration of gender considerations in agricultural policies and programmes.
- Increases awareness among policymakers of gender gaps and inequalities in agriculture.
- Strengthens capacity of institutions to design gender-responsive policies.
- Enhances inclusion of women's needs in areas such as land access, employment, and value chains.
- Improves policy coherence and alignment with gender equality objectives.
- Increases use of gender-sensitive budgeting and monitoring systems.
- Strengthens dialogue between stakeholders on gender and policy issues.
- Contributes to women's empowerment and more inclusive rural development outcomes.



Practitioner's Insights

- **Use GAPo early in policy design.**
The tool is most effective when applied before policies are finalised to ensure gender considerations are integrated from the beginning.
- **Analyse only what is written.**
The assessment must be strictly based on documented policy content to ensure transparency and comparability.
- **Differentiate between acknowledgement and action.**
Mentioning gender is not sufficient; policies must include concrete measures, budgets, and monitoring mechanisms.
- **Interpret results in context.**
Findings should be understood within the national and sectoral context rather than used for direct comparison or ranking.
- **Avoid using the tool as a performance ranking exercise.**
GAPo is a diagnostic tool intended to highlight gaps and support improvement, not to evaluate political will or performance.
- **Build capacity for policy analysis.**
Users need to understand both gender concepts and policy frameworks to apply the tool effectively.
- **Maintain transparency in scoring.**
Clear coding and documentation are essential to ensure credibility of results.
- **Be cautious with comparisons.**
Comparing scores across countries can be misleading and should be handled carefully.



Adaptation Options

- Apply the tool to different agricultural sub-sectors (e.g. irrigation, value chains, rural employment).
- Use the methodology for both existing policy analysis and new policy design processes.
- Adapt stakeholder engagement processes to national institutional contexts.
- Combine with capacity development, policy dialogue, and advocacy approaches.
- Integrate into broader programmes on rural development, food security, or governance.
- Use in different country contexts through nationally led implementation processes.
- Complement with additional tools for analysing programmes or implementation outcomes.

Further Resources

Publication

FAO (2016). The Gender in Agricultural Policies Analysis Tool

40 Paralegal Programmes – Assisting Women to Secure Land Rights



Purpose

Paralegal Programmes aim to strengthen access to justice for rural women by providing affordable, locally accessible legal support related to land rights. Community-based paralegals are trained to offer legal advice, raise awareness, and support women in navigating both formal and informal justice systems. By building legal knowledge and capacities at the local level, the approach enables women to better understand, claim, and enforce their land rights, while contributing to more equitable and accessible land governance systems.



Key Mechanism — Locally embedded paralegals combine legal knowledge with community engagement to bridge the gap between women and justice systems, enabling women to claim, protect, and enforce their land rights.



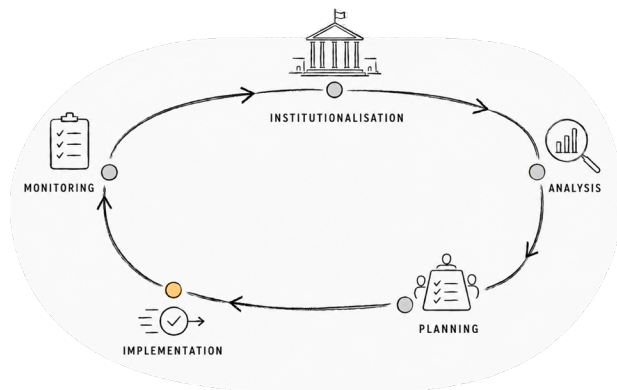
Mini Logic

Paralegal programmes build the capacity of community-based actors to support women in securing their land rights through legal advice, mediation, and awareness-raising. The 5 steps outline how analysis, capacity development, and community engagement strengthen women's access to justice and their ability to claim and protect land rights:

- 01 Assess local context and challenges: Assess women's land rights and challenges through background research and community engagement to understand legal, social, and cultural barriers.
- 02 Analyse legal and normative frameworks: Examine statutory laws related to inheritance, marriage, and property rights alongside customary and religious norms that shape access to land and often disadvantage women.
- 03 Select and train community-based paralegals: Identify suitable community members and train them on legal frameworks, women's rights, mediation techniques, community engagement, and advocacy.
- 04 Provide legal support and mediation services: Enable trained community paralegals to identify cases, offer legal advice, and support dispute resolution within communities.
- 05 Raise awareness and strengthen legal literacy: Support community paralegals in conducting awareness-raising activities on women's land rights and available legal pathways. Engage traditional and religious leaders to address discriminatory practices and strengthen acceptance of women's rights.

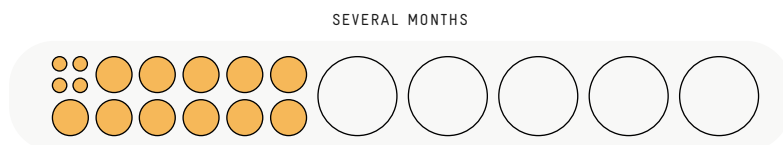
→ Position in the Project Cycle

Paralegal programmes is an approach mainly applied during the implementation phase to support access to justice and enforcement of rights, while informing analysis, policy dialogue, and advocacy.



→ Implementation Duration

The initial set-up takes several months, depending on context and scope, including context analysis, legal review, and training of paralegals. Implementation is long-term, with ongoing legal support, capacity development, case handling, awareness-raising, and continuous community engagement over several years.



Envisioned Effects

- Increases awareness of women's land rights at community level through locally embedded paralegals.
- Improves access to legal assistance, mediation, and conflict resolution, particularly in cases related to inheritance, marriage, and family matters.
- Strengthens women's ability to claim and enforce their land rights.
- Enhances linkages between communities and formal justice systems through referrals and negotiation with legal institutions.
- Reduces barriers to justice for disadvantaged women, including those facing constraints related to cost, literacy, age, or remoteness.
- Improves access to legal information through communication in local languages.
- Strengthens social recognition of women's land and inheritance rights.
- Contributes to more equitable and inclusive land governance systems.

Further Resources

Publication

International Land Coalition (2013). Equal Land Rights for Women Toolkit (pp. 24–27)

41 Women's Empowerment in Agri-Food Governance



Purpose

The Women's Empowerment in Agrifood Governance (WEAGov) is an assessment tool to analyse women's empowerment across the agrifood policy cycle. It supports policymakers, civil society, and researchers in identifying gaps and opportunities to strengthen women's voice, agency, and influence in policy processes. At the same time, it provides a basis for monitoring progress in women's empowerment in agri-food systems governance, including contributions to relevant SDG indicators.



Key Mechanism — By systematically assessing women's involvement across all stages of the policy cycle, WEAGov generates evidence to identify gaps and inform gender-responsive policy reforms and governance processes.



Mini Logic

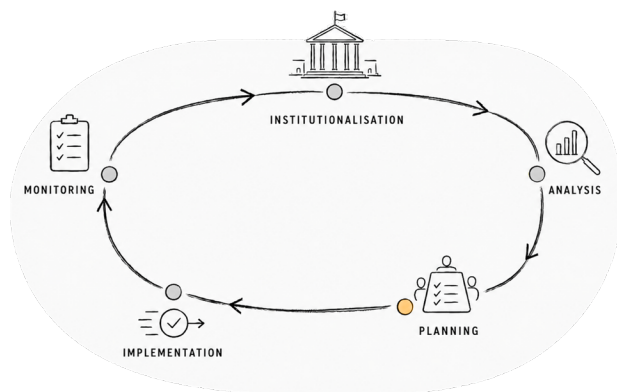
WEAGov analyses women's empowerment across the entire policy cycle by looking beyond participation to assess the quality and influence of women's involvement. It takes a systems perspective, considering actors from the public sector, private sector, research institutions, and civil society. At its core is a 3×3 framework that structures the analysis. For each of the 3 stages of the policy cycle, it examines 3 levels of involvement – whether women are considered, included, and able to influence decisions. This provides a more nuanced understanding of women's roles in governance, moving from simple participation to actual decision-making power. The tool is applied through 9 indicators across the 3 stages of the policy cycle, using a combination of in-country data sources, including inputs from local agri-food organisations and experts. The following steps outline how the tool is applied in practice. The 3×3 framework is applied from step 2-6 to analyse, validate, and translate findings into action:

- 01 Conduct a landscape analysis of key policies and actors: Map relevant policies, institutions, and stakeholders across the policy cycle to understand the governance context and identify entry points for analysis.
- 02 Carry out a desk review and collect data: Review existing documents, strategies, and reports, and gather quantitative and qualitative data relevant to women's participation and influence.
- 03 Conduct surveys and key informant interviews: Collect additional insights from stakeholders, experts, and practitioners to capture perspectives on women's roles and experiences in governance processes.
- 04 Validate findings through technical workshops: Discuss and refine preliminary findings with experts and stakeholders to ensure accuracy, relevance, and contextual grounding.
- 05 Discuss results in policy dialogues: Engage national stakeholders in structured dialogues to reflect on findings, share perspectives, and build ownership.
- 06 Prioritise actions for women's empowerment: Identify and agree on concrete actions and policy priorities to strengthen women's voice, participation, and influence in governance.

The framework can be applied to specific policy areas—such as climate, agriculture, or nutrition—to assess how women's voice and influence are reflected throughout the policy cycle.

→ Position in the Project Cycle

The WEAGov tool is mainly applied during the planning phase to assess policy frameworks and inform engagement. It also supports monitoring and learning during implementation.



→ Implementation Duration

The WEAGov tool is typically applied over a period of 3–9 months, depending on scope and data availability. It can be repeated to track progress and inform ongoing policy dialogue.

3 TO 9 MONTHS



Envisioned Effects

- Improves understanding of women's roles and influence across the agrifood policy cycle.
- Identifies gaps in women's participation and decision-making power.
- Strengthens evidence-based policy dialogue and prioritisation of gender-responsive reforms.
- Strengthens inclusion and influence of women in policy design, implementation, and evaluation.
- Strengthens alignment of agrifood policies with gender equality objectives and Sustainable Development Goals (SDGs).
- Increases accountability of institutions for women's empowerment in governance.

Further Resources

Publication

CGIAR (2024). WEAGov Implementation Manual

Videos

IFPRI (2026). Training Video: WEAGov Conceptual Framework

IFPRI (2026). Training Video: Implementing WEAGov

IFPRI (2026). Training Video: Using WEAGov Tools

42 Legal Competitions for Women's Land Rights



Purpose

The purpose of Legal Competitions is to strengthen women's land rights by improving understanding of legal rights and justice mechanisms in an accessible and engaging way. The approach makes legal knowledge practical and participatory, raises awareness of discriminatory practices, improves access to justice through formal and customary systems, and supports women's economic empowerment through stronger rights awareness and enforcement.



Key Mechanism — Interactive legal competitions that translate legal knowledge into practical understanding and are combined with follow-up support that help participants apply their rights in practice.



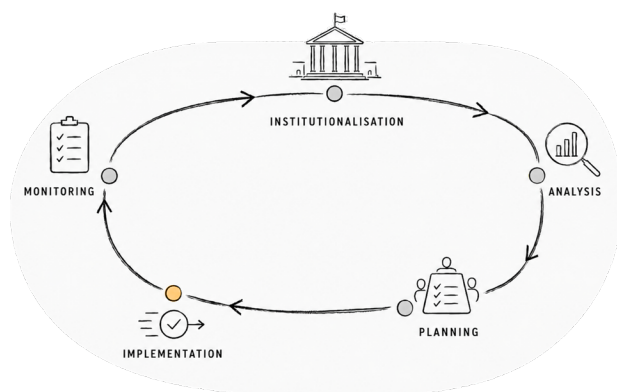
Mini Logic

Legal Competitions use interactive, community-based formats such as quizzes and scenario-based questions in public spaces to engage women, men, marginalised people and youth in learning about land rights, legal frameworks, and pathways to justice. The process combines awareness-raising activities with legal literacy and follow-up support:

- 01 Analyse local challenges and design the approach: Assess key barriers to women's land rights and develop a targeted awareness strategy to engage communities effectively.
- 02 Select tools and formats: Choose appropriate methods and formats that ensure accessibility, relevance, and inclusive participation, including peer-to-peer and intergenerational learning.
- 03 Train paralegals and facilitators: Build the capacity of paralegals on legal frameworks, gender-related barriers, and facilitation skills to effectively lead legal competitions and community engagement.
- 04 Develop context-specific content: Prepare questions, scenarios, and materials on topics such as land, family law, inheritance, and the interaction between statutory and customary systems (e.g. divorce, widowhood, polygamous marriages).
- 05 Conduct legal competitions and outreach activities: Facilitate interactive competitions in public spaces (e.g. markets), engaging women, men, marginalised people, and youth through participatory formats and incentives.
- 06 Link to broader legal literacy and support services: Connect competitions to legal literacy workshops, legal clinics, and advisory support to deepen understanding and provide pathways to justice.
- 07 Reinforce learning and support application: Enable participants to internalise legal concepts through legal clinics, one-on-one advisory support, and referrals to relevant justice mechanisms. This helps them apply their knowledge in practice and strengthens their ability to claim and defend their rights.

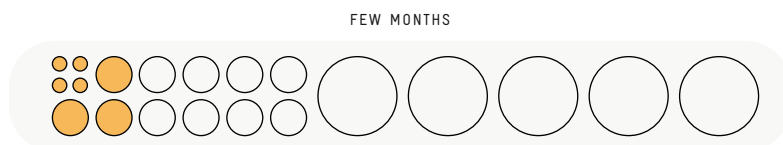
→ Position in the Project Cycle

Legal competitions are applied during implementation to support awareness-raising, capacity development, and access to justice, while also informing planning and contributing to monitoring of changes in legal awareness and rights enforcement.



→ Implementation Duration

The initial set-up of legal competitions, including planning and training, can take several weeks to a few months. Individual competitions typically take place over 1–3 days (or up to 1 week for multi-stage formats), while preparation and follow-up activities extend over several weeks. Legal competitions and awareness campaigns can be implemented repeatedly and scaled over time.



Envisioned Effects

- Improves access to justice for all women at the local level.
- Strengthens legal knowledge within communities on rights and responsibilities concerning women's land rights.
- Strengthens understanding of legal concepts and rights frameworks within communities.
- Increases trust in the justice system.
- Strengthens women's confidence to claim and defend their land rights.
- Reduces acceptance of discriminatory practices and norms.
- Increases enforcement of women's land rights at community level.
- Enhances economic empowerment through secured land rights.

Further Resources

Publication

International Land Coalition (2013). Equal Land Rights for Women Toolkit (pp. 20–23)

43 Gender Evaluation Criteria - Assessing Laws and Raising Awareness on Women's Land Rights



Purpose

The purpose of the Gender Evaluation Criteria (GEC) tool is to assess how laws, policies, and institutions address gender equality and women's land rights in land governance and to identify gender-based gaps and inequalities. It generates evidence on how social norms and institutional frameworks shape access to land and resources, raises awareness of barriers to women's land rights, and informs more gender-responsive policies, advocacy, and institutional practices.



Key Mechanism — Systematic assessment using gender-sensitive criteria generates evidence on inequalities and barriers, which can inform advocacy, policy dialogue, and more gender-responsive land governance.



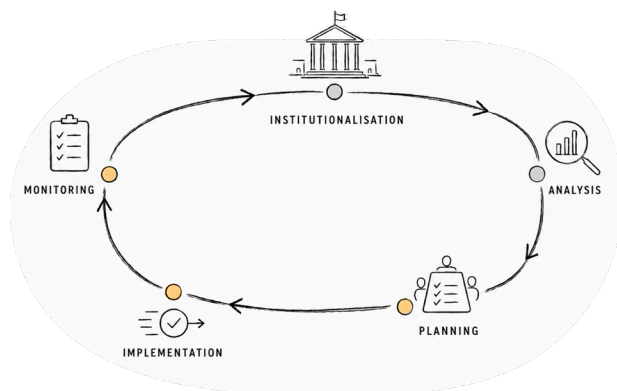
Mini Logic

The GEC tool follows a structured and participatory process. It uses gender-sensitive indicators to assess how social norms and cultural practices influence access to land and resources. It assesses aspects such as women's participation in decision-making, the gender responsiveness of land governance, and the legal, institutional, economic, social, and cultural factors influencing access to land, as well as legal empowerment and capacity development. By combining the analytical framework with stakeholder engagement and evidence-based analysis, the process identifies gaps, barriers, and opportunities for reform. The process can be outlined in 7 key steps:

- 01 Define the scope and engage stakeholders: Clarify the overall focus and objectives of the assessment (e.g. thematic priorities, geographic scope, and key issues related to women's land rights) and bring together relevant stakeholders such as NGOs, community organisations, research institutions, and public authorities to ensure the process reflects the local context and draws on diverse perspectives and experiences.
- 02 Select frameworks for assessment: Identify specific laws, policies, or institutions to be assessed, often linked to ongoing processes where strengthening women's land rights is a priority.
- 03 Adapt the GEC matrix: Tailor the matrix, comprising 6 criteria and 22 adaptable questions, to the context, using gender-sensitive indicators to examine how social norms and cultural practices influence access to land and resources.
- 04 Collect and analyse data: Apply the matrix through document reviews, legal analysis, and stakeholder consultations to assess participation in decision-making, gender responsiveness of land governance, and the legal, institutional, economic, social, and cultural factors shaping access to land.
- 05 Identify gaps and opportunities: Analyse the findings to generate evidence on gender gaps, structural barriers, and entry points for reform.
- 06 Develop recommendations and inform dialogue: Use the results to formulate recommendations, inform advocacy and policy dialogue, support capacity development, and contribute to more gender-responsive legal frameworks.
- 07 Strengthen governance and follow-up mechanisms: In some cases, use the process to support the establishment of dialogue and dispute resolution mechanisms that promote more equitable land governance.

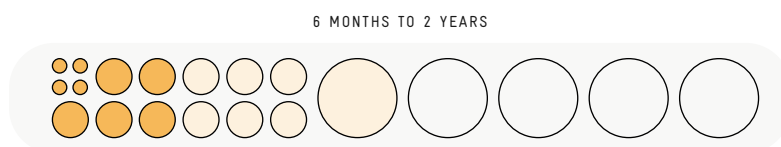
→ Position in the Project Cycle

The GEC tool is applied during the planning phase to assess existing frameworks and inform policy engagement, but also relevant during implementation and monitoring to track progress and guide advocacy.



→ Implementation Duration

The duration of applying the GEC tool typically ranges from 3–6 months for initial assessments, depending on scope and context. Continued application—particularly for advocacy, policy engagement, and monitoring—may extend over 6–24 months or longer.



Envisioned Effects

- Systematically assesses laws and policies for gender responsiveness.
- Identifies socio-cultural and institutional barriers affecting women's land rights.
- Informs evidence-based advocacy and policy dialogue based on assessment results.
- Increases awareness of gender discrimination in land governance.
- Strengthens recognition of women's land rights in practice.
- Improves inclusion of women in land-related decision-making processes.
- Supports the development of locally relevant solutions to protect and promote women's land rights.
- Shifts local norms and perspectives towards more equitable land governance.

Further Resources

Publication

International Land Coalition (2013). Equal Land Rights for Women Toolkit (pp. 12–15)

Cluster 07

Access to Land

Access to land is a critical foundation for livelihoods, food and nutrition security, and economic participation in agri-food systems, yet women's rights to land remain highly unequal due to legal barriers, customary practices, and discriminatory norms. Gender (transformative) approaches address these inequalities by strengthening women's land rights, knowledge, and agency, while promoting their participation and influence in land-related decision-making and more inclusive land governance. This leads to more equitable access to and control over land, improved productivity, and more resilient agri-food systems.

Policy Processes Tools and Approaches

- 44 Local Land Charters
- 45 Local Land Use Conventions and Social Agreements
- 46 Participatory Land Use Planning
- 47 Participatory Video-Making to Explore and Challenge Traditional Land Practices



44 Local Land Charters



Purpose

The purpose of Local Land Charters is to strengthen inclusive and socially legitimate local land governance by establishing community-agreed rules for land access, use, and management. The approach seeks to improve tenure security, particularly for women and vulnerable groups, while promoting gender-equitable access to land and natural resources, reducing conflicts, and supporting locally owned and sustainable rural development processes.



Key Mechanism — Inclusive community dialogue combined with formal recognition of locally agreed land rules strengthens socially legitimate and gender-responsive land governance.



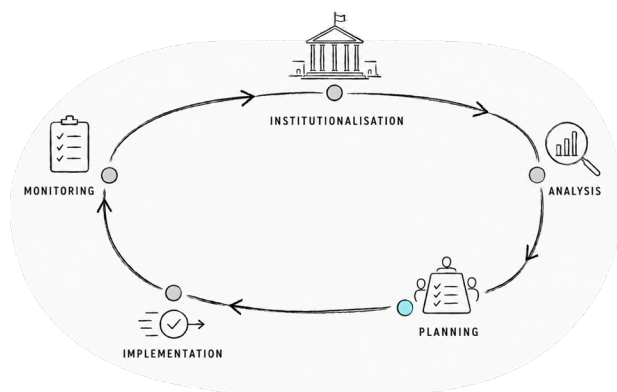
Mini Logic

Local Land Charters follow a participatory process through which communities negotiate and formalise locally accepted rules for land access, use, and management.

- 01 Community entry and stakeholder mobilisation: The process starts by identifying relevant community members, traditional leaders, local authorities, women's groups, and other stakeholders involved in land governance.
- 02 Participatory analysis of land challenges: Stakeholders jointly identify local land-related issues, including insecure access, competing land uses, conflicts, and barriers faced by women and vulnerable groups.
- 03 Inclusive dialogue and negotiation: Through facilitated consultations, community members discuss interests, responsibilities, and possible solutions in line with local practices and national legal frameworks.
- 04 Drafting of locally agreed rules: The negotiated principles and rules for land access, use, management, and conflict resolution are documented in a draft charter.
- 05 Community validation: The draft charter is reviewed and validated by the wider community to ensure legitimacy, acceptance, and ownership.
- 06 Formal recognition and institutional anchoring: Where possible, the charter is endorsed by local authorities and linked to existing governance structures to strengthen implementation and sustainability.
- 07 Implementation and follow-up: Community actors apply the agreed rules, monitor their use, and adapt arrangements where needed to reduce conflicts and strengthen inclusive land governance.

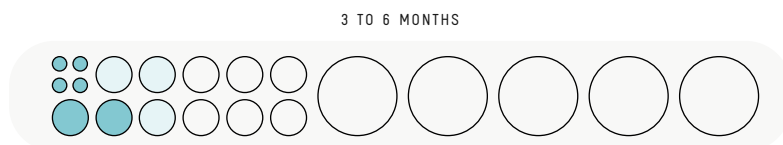
→ Position in the Project Cycle

Local Land Charters are most effective when introduced during the planning phase, but can also be integrated later with dedicated facilitation and stakeholder engagement.



→ Implementation Duration

The development of a Local Land Charter typically takes 3-6 months, depending on the context and level of community engagement. Initial results (e.g. validation and social acceptance of charters) can be observed once the charter is adopted, while deeper impacts on land access and gender relations require longer-term follow-up.



Envisioned Effects

- Strengthens women's participation in land governance processes.
- Increases social recognition and acceptance of women's land-use rights.
- Strengthens tenure security through locally legitimised rules.
- Reduces land conflicts and improved local governance of land resources.
- Enhances economic empowerment of women through access to productive land.
- Increases agricultural productivity and diversification of livelihoods.
- Strengthens community cohesion and collective decision-making.
- Improves resilience of rural households through more secure land access.
- Institutionalises inclusive land governance practices at local level.



Practitioner's Insights

- **Prioritise socially accepted systems alongside formal ones.**
In contexts where collective land governance aligns better with socio-cultural realities, Local Land Charters are often more socially accepted and effective in practice than formally recognised individual land titles.
- **Engage local authorities and communities from the outset.**
Early involvement of municipalities, traditional leaders, and state actors is critical for legitimacy and sustainability.
- **Invest in long-term sensitisation and capacity building.**
Communities need time to understand land governance concepts and to actively contribute to charter development.
- **Strengthen women's participation and confidence.**
Women often do not speak up in land-related discussions; targeted training and support are essential to enable meaningful participation.
- **Address institutional resistance.**
Government actors may initially be sceptical; demonstrating results through pilot cases helps build acceptance.
- **Build local expertise.**
Creating local pools of community facilitators reduces costs and strengthens sustainability compared to relying on external consultants.
- **Ensure legal coherence.**
Charters should be reviewed by legal and social experts to align with national frameworks while respecting local realities.
- **Embed the process within local governance systems.**
Anchoring implementation in municipalities ensures scalability and ownership.
- **Plan for time and patience.**
The first charters may take longer to develop; processes become faster as experience and trust increase.



Adaptation Options

- Adapt the charter process to different legal and customary land systems across countries.
- Use alternative forms such as local conventions where formal legal recognition is limited.
- Tailor inclusion strategies to different vulnerable groups (e.g. women, youth, widows).
- Combine with land certification tools where appropriate and training on land rights.
- Adjust facilitation intensity depending on community capacity and complexity of land issues.
- Scale through local government systems rather than project-driven implementation.
- Adapt the approach to broader natural resource governance including grazing land, forests, water resources, quarries, and non-timber forest products.
- Integrate the approach with financial inclusion, agriculture, and gender initiatives to strengthen impact and sustainability.

Further Resources

Publication

International Land Coalition (2020): Equal Land Rights for Women Toolkit

45 Local Land Use Conventions and Social Agreements



Purpose

The purpose of Local Land Use Conventions and Social Agreements is to establish clear, locally negotiated rules, rights, and responsibilities for land and natural resource use. Local Land Use Conventions and Social Agreements strengthen equitable and conflict-sensitive land governance by clarifying access, use, and control over resources—particularly for women and vulnerable groups—and by promoting transparency, accountability, and shared understanding at community level.



Key Mechanism – Through facilitated negotiation and inclusive participation, stakeholders jointly define and formalise land rights and responsibilities. This strengthens local legitimacy, transparency, and accountability while improving equitable access to land and natural resources.



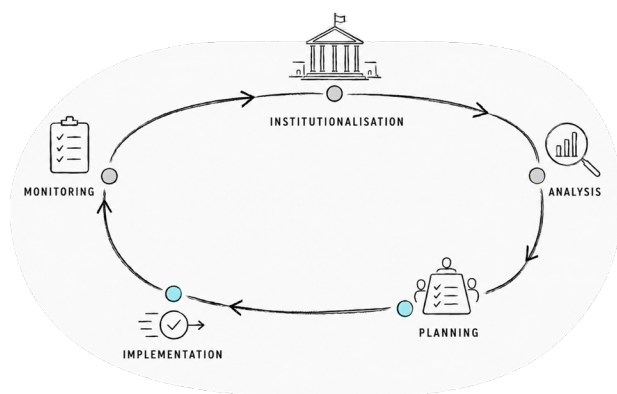
Mini Logic

Local Land Use Conventions and Social Agreements apply participatory processes to negotiate and formalise rules for land and resource use. The 8 key steps below outline how inclusive negotiation, formalisation, and implementation are organised to ensure equitable, transparent, and locally owned land governance:

- 01 Engage stakeholders and analyse the context: Engage communities, land committees, local authorities, technical agencies, and representatives of women and vulnerable groups. Analyse tenure arrangements, resource use patterns, and governance challenges.
- 02 Define scope and stakeholders: Identify the geographical areas, land parcels, rights holders, and resource users covered by the convention.
- 03 Facilitate inclusive negotiation: Agree on rules governing land and resource use, including permitted and restricted activities, access and use rights, roles and responsibilities, sanctions, incentives, and enforcement mechanisms.
- 04 Ensure meaningful inclusion of vulnerable groups: Enable women and vulnerable groups to actively influence rule-setting through targeted consultations, awareness-raising on land rights, and safe spaces for participation.
- 05 Formalise agreements: Document agreements with landowners and users to clarify tenure arrangements and, where relevant, establish formal contracts and recognition mechanisms.
- 06 Validate and institutionalise: Validate the conventions through community assemblies, align them with local authorities and regulatory frameworks, and formalise them through by-laws or official recognition.
- 07 Implement and enforce: Operationalise the agreed rules through governance structures, monitoring systems, awareness-raising, capacity development, enforcement of sanctions, and local dispute resolution mechanisms.
- 08 Review and adapt: Regularly review and adjust the conventions to respond to changing environmental, social, and governance conditions.

→ Position in the Project Cycle

Local Land Use Conventions and Social Agreements is applied during the planning and early implementation phase to establish clear and agreed rules for land governance. It continues to play a role during implementation through enforcement, monitoring, and the periodic review and adaptation of the agreements.



→ Implementation Duration

The initial development process of land use conventions and social agreements usually takes around 6–12 months. The agreements are then applied and maintained over the longer term, including ongoing enforcement, monitoring, and regular updates as conditions change.

6 TO 12 MONTHS



Envisioned Effects

- Establishes clear, locally agreed and enforceable rules regulating land and resource use.
- Strengthens land tenure security, including improved recognition of women's land rights.
- Reduces conflicts through negotiated agreements and accessible dispute resolution mechanisms.
- Improves compliance, transparency, and accountability in land governance.
- Increases meaningful participation and influence of women and vulnerable groups in rule-setting.
- Transforms inequitable norms and power relations related to land access and decision-making.
- Strengthens local governance structures and enforcement capacities.
- Promotes more sustainable, inclusive, and equitable management of land and natural resources.

Further Resources

Publication

GIZ (2019). Land Use Planning Concept and Toolkit (pp. 34–36).

46 Participatory Land Use Planning



Purpose

Participatory Land Use Planning (PLUP) aims to jointly analyse, negotiate, and organise land use at community and landscape levels to promote sustainable natural resource management, reduce land-use conflicts, and guide locally driven development. It enables diverse stakeholders to develop a shared, evidence-based and multi-sectoral vision of current land use, competing demands, and future priorities, and to translate this into concrete land use plans, zoning decisions, and agreed management practices.



Key Mechanism – Participatory mapping and inclusive dialogue enable stakeholders to jointly define land use priorities, clarify rights and responsibilities, and strengthen inclusive decision-making on land and natural resource management.



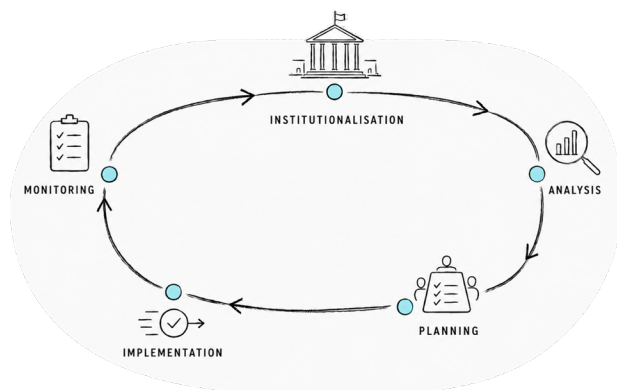
Mini Logic

PLUP follows a structured, multi-stakeholder process that combines analysis, mapping, negotiation, and joint decision-making. The 8-steps outline how stakeholders collaboratively develop, formalise, and implement sustainable and inclusive land use plans:

- 01 Engage stakeholders and analyse the context: Engage local authorities, land committees, technical agencies, civil society, and representatives of vulnerable groups to jointly analyse land use and resource management challenges from environmental, socio-cultural, economic, and institutional perspectives.
- 02 Define roles and build capacities: Clarify roles, responsibilities, and planning processes, and train stakeholders in participatory planning, mapping, and facilitation.
- 03 Develop and validate baseline maps: Produce baseline maps using GIS data and field verification, capturing land use, tenure, and natural features.
- 04 Facilitate inclusive community consultations: Refine maps and jointly define land use zones, management priorities, and action plans through consultations with women, youth, pastoralists, migrants, and other vulnerable groups.
- 05 Negotiate land use and address tenure and conflicts: Identify affected land users, secure tenure through local agreements or registration, address potential livelihood impacts, and resolve disputes.
- 06 Align, validate, and formalise plans: Align draft maps and action plans with local authorities and regulatory frameworks, validate them through community processes, and formally approve the plans.
- 07 Establish governance and implement actions: Set up governance structures, implementation processes, and monitoring mechanisms. Raise awareness and train local actors in sustainable land and landscape management practices.
- 08 Monitor, review, and adapt: Regularly monitor implementation and update plans to ensure long-term sustainability and adaptation to changing conditions.

→ Position in the Project Cycle

PLUP is a continuous, long-term approach embedded throughout the entire project cycle. It supports initial analysis and planning phases, informs implementation of land use and landscape management measures, and contributes to monitoring, learning, and institutionalisation processes.



→ Implementation Duration

The initial set-up phase, including stakeholder engagement, assessments, and planning, typically takes between 6–12 months. Full implementation and integration extend over the longer term, often covering the entire validity period of the land use plans or conventions, with ongoing adaptation as needed.

6 TO 12 MONTHS



Envisioned Effects

- Produces practical land use maps and action plans guiding inclusive agricultural production, income generation, and landscape rehabilitation.
- Strengthens sustainable land management, tenure security, and transparent, inclusive land governance.
- Increases resilience and adaptive capacity of communities—especially women and marginalised groups—to climate and environmental shocks.
- Improves food and nutrition security under changing climate conditions.
- Enhances equitable participation in decision-making, reduces gender-based vulnerabilities, and strengthens agency.
- Promotes sustainable, locally owned adaptation practices with stronger links to institutional support systems.

Further Resources

Publications

GIZ (2023). Participatory Land Use Planning in Lao PDR: How It Contributes to Sustainable Rural Development

GIZ (2019). Land Use Planning Concept and Toolkit (pp. 30–32)

47 Participatory Video-Making to Explore and Challenge Traditional Land Practices



Purpose

Participatory Video-Making is a community-based tool for social change that enables women and other marginalised groups to document and communicate their experiences with land rights and governance. By producing their own videos, participants document and communicate experiences related to discriminatory practices, raise awareness, and advocate for change among communities and decision-makers. The tool prioritises authentic storytelling over technical production quality and strengthens women's voice and agency in land governance processes.



Key Mechanism – Participatory Video-Making combines community engagement, capacity development, and collective storytelling to raise awareness of gender discrimination in land access and traditional land practices.



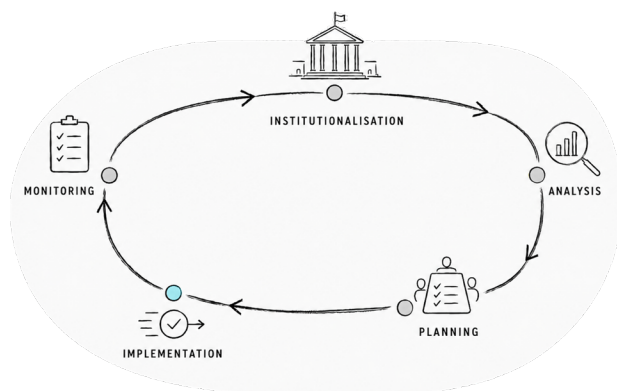
Mini Logic

The Participatory Video-Making process follows a structured sequence that combines reflection, capacity building, collaborative production, and dialogue to amplify women's voices and support engagement on land governance issues.

- 01 Conduct preparatory research and form the production team: Establish a team including experts on land governance and participatory methods, as well as a group of women—often those directly affected by insecure land rights.
- 02 Facilitate learning and reflection: Engage participants in guided discussions to explore their experiences, identify key issues, build trust, and create a safe space for sharing sensitive topics.
- 03 Build capacities in video production: Train participants in basic filming, collaborative storytelling, and interview skills, enabling them to actively shape the process.
- 04 Develop storylines collaboratively: Work together to define key messages and narratives that reflect participants' lived realities and priorities.
- 05 Conduct field-based video production: Once participants have developed sufficient skills and confidence, support them in documenting their stories in the field, often through visits to communities and households. This creates spaces to discuss sensitive issues such as land corruption and discriminatory practices while fostering collective reflection and identifying possible solutions. Where needed, engage community leaders in advance to strengthen acceptance and support.
- 06 Review and edit the material: Facilitate a joint process where participants and facilitators review, edit, and finalise the videos, ensuring that participants retain ownership and control over their narratives and representation. Participants lead the editing process.
- 07 Organise community screenings and dialogue: Present the videos in community events involving local authorities, traditional leaders, civil society, and community members to stimulate discussion on challenges and solutions.
- 08 Promote advocacy and follow-up action: Use the videos as entry points for broader dialogue and advocacy at local, national, or international levels, encouraging women to engage with decision-makers and contributes to resolving land-related conflicts.

→ Position in the Project Cycle

Participatory Video-Making is applied during implementation to support awareness-raising, dialogue, and advocacy, while informing monitoring and institutionalisation processes.



→ Implementation Duration

Participatory Video-Making is typically implemented over several weeks to a few months, depending on the scope of training, fieldwork, and community engagement activities.

SEVERAL WEEKS TO MONTHS



Envisioned Effects

- Increases awareness of gender discrimination in land access and governance.
- Strengthens women's voice and agency to articulate and advocate for their rights.
- Shifts community perceptions regarding women's land rights and ownership.
- Enhances dialogue between communities, traditional leaders, and decision-makers.
- Increases recognition of women's rights within customary and formal systems.
- Strengthens collective action and peer learning among women.
- Improves communication and exchange between communities and external stakeholders.
- Contributes to more inclusive and equitable land governance.

Further Resources

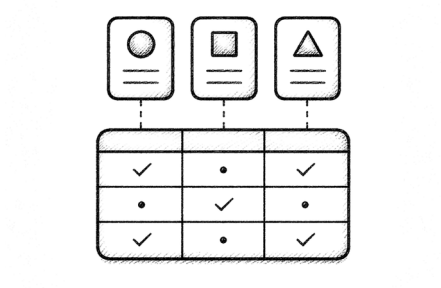
Publication

International Land Coalition (2013). Equal Land Rights for Women Toolkit (pp. 16–19)

Comparison Tables

Some tools and approaches may appear similar at first glance, yet differ in their objectives, methodologies, duration, implementation requirements, or the type and depth of change they seek to achieve. The comparison tables support practitioners in navigating these options by providing side-by-side comparisons of tools and approaches that address similar challenges or objectives.

By highlighting key similarities and differences, the tables help users assess available options and select the approach that is best suited to their specific context, programme, or project needs.



Comparison of Collective Action Tools and Approaches

Category	Community Engagement for Gender Equality	Asset-Based Community Development	Dimitra Clubs – Community Engagement and Gender-Transformative Action	Inclusive Peace Agents	Community-Based Adaptation to Climate Change
Objective	Strengthen the voice, participation, and influence of women and marginalised groups in community decision-making through inclusive dialogue, feedback mechanisms, and collective action	Strengthen the agency and collective leadership of women and marginalised groups through identifying, mobilising, and connecting existing community assets, capacities, and networks	Strengthen the agency of women and marginalised groups and promote more equitable gender relations through community-led dialogue, reflection, and collective action	Strengthen women's leadership and participation in conflict resolution while promoting inclusive dialogue, social cohesion, and gender-responsive peacebuilding	Strengthen the resilience, agency, and adaptive capacities of women and vulnerable groups through inclusive climate adaptation planning and community-led action
Methodology	A facilitation methodology that enables communities to actively participate in analysing challenges, identifying priorities, and shaping locally owned solutions	A strengths-based community mobilisation methodology that identifies and mobilises existing local assets and capacities regarding to gender equality	A community-led reflection-action methodology that combines dialogue, collective analysis, and locally driven action on gender norms, food security, livelihoods, social cohesion, and local development challenges	A community mediation and leadership methodology that trains women as peace agents to facilitate dialogue and conflict resolution	A participatory adaptation planning methodology that enables communities to assess womens' vulnerabilities and implement locally driven climate resilience strategies
Timeframe	Long-term continuous process	Long-term and iterative process	Medium-to long-term process (at least 18–24 months)	Medium-to long-term multi-year engagement process	Long-term process embedded throughout adaptation planning and implementation cycles
Project Cycle	Entire project cycle	Planning and early implementation phase	Implementation phase	Implementation phase following conflict and context analysis	Entire project cycle
Implementation Level	Community	Community	Community	Community	Community / Institutional
Level of Structure	Medium to High participatory engagement and feedback process	Medium-flexible asset-mobilisation and community-led development process	High community-led reflection-action and collective-change process	High-structured mediation, leadership, and peacebuilding process	High-participatory climate-adaptation planning and implementation process

Comparison of Dialogue Tools and Approaches

Category	Community Conversations	Participatory Theatre for Community Engagement and Advocacy	Social and Behaviour Change	Positive Deviance - Leveraging Existing Local Solutions	Generation Dialogue	Social Analysis and Action	SASA! Together - Preventing Violence Against Women
Objective	Promote positive shifts in social gender norms, behaviours, and community relations through collective dialogue and reflection and locally driven collective problem-solving	Promote critical reflection and positive shifts in social gender norms, attitudes, and behaviours through interactive performance, storytelling, and collective dialogue	Promote sustained behaviour and social norm change through a broad mix of communication and behaviour change strategies such as communication, community engagement, and participatory learning processes	Promote sustainable behaviour and social gender norm change by identifying, strengthening, and spreading successful local practices that already exist within communities	Promote critical reflection and gradual transformation of social gender norms, values, and behaviours through intergenerational dialogue and collective learning between younger and older women and men	Promote transformation of harmful gender norms, power relations, and household practices through critical reflection on gender inequalities and their impacts on household and community well-being	Prevent gender-based violence and strengthen equitable, non-violent relationships through community mobilisation and critical reflection on power and its misuse
Methodology	Participatory dialogue methodology centred on regular facilitated discussions and collective problem-solving at community level	An interactive performance-based methodology that uses storytelling, drama, and audience participation to stimulate reflection and discussion on social gender norms and behaviours, using real-life community situations, social dilemmas, and lived experiences acted out through theatre	Strategic approach/framework that combines multiple channels and methods (dialogue, media, campaigns, interpersonal communication, social mobilisation, nudges, practical demonstrations, etc.) to influence behaviours and social gender norms	A community-led inquiry methodology that identifies and amplifies successful local practices already existing within a community to promote peer-driven change	A structured intergenerational dialogue methodology that brings together younger and older women and men to critically reflect on social norms, values, practices and intergenerational tensions shaping relationships and decision-making	A facilitated action-learning methodology that enables communities to analyse and challenge gender norms and power relations through iterative cycles of reflection and action	A phased community mobilisation methodology that engages activists, leaders, and institutions in transforming power relations and preventing gender-based violence
Timeframe	Medium-term (1–2 years)	Flexible – from one-off events to repeated activities over several months	Long-term, typically over multiple years	Medium to long-term (several months to years)	Medium-term process (around 1 year plus follow-up)	Long-term process (3–5 years)	Long-term process (3 years)
Project Cycle	Primarily implementation phase, with contributions to planning and monitoring	Implementation phase	Entire project cycle	Analysis, planning and implementation phase	Implementation phase	Entire project cycle	Implementation phase with ongoing monitoring and reflection
Implementation Level	Community	Community	Individual	Community	Community	Community	Community
Level of Structure	Medium to High-structured community-dialogue and collective problem-solving process	Medium-interactive performance and community-engagement process	High-strategic behaviour-change framework	Medium to High-structured community-inquiry and peer-learning process	High-structured intergenerational-dialogue and norm-reflection process	High-iterative reflection-action learning process	High-phased community-mobilisation process

Comparison of Household Tools and Approaches

Category	Gender Household Approach	Gender Action Learning System	Gender Model Family
Objective	Strengthen gender equality, joint decision-making, and household well-being through facilitated dialogue, shared planning, and equitable resource management	Strengthen gender justice, economic empowerment, and household well-being through participatory analysis, visioning, and action planning	Promote equitable household roles, decision-making, and gender relations through role modelling, peer learning, and household action planning
Methodology	A household-facilitation methodology that guides couples through visioning, joint planning, and regular follow-ups to strengthen collaboration	A visual and participatory action-learning methodology that enables individuals and households to analyse gender relations, develop shared visions, and implement change plans	A structured implementation methodology that guides households through training, practical application, and progressive adoption of model family practices
Timeframe	Medium-term process (6–12 months with follow-up)	Medium-to long-term process (initial phase approx. 10–12 months with longer-term scaling)	Long-term process (3–4 years)
Project Cycle	Implementation phase	Implementation phase	Implementation phase
Implementation Level	Household	Household	Household
Level of Structure	Medium-facilitated household-dialogue and joint-planning process	High-visual action-learning and household-transformation methodology	High-structured household role-modelling and peer-learning process

Comparison of Positive Masculinity Tools and Approaches

Category	Daughters' & Dads' Initiatives	Father-to-Father Groups	Husband Schools	Journeys of Transformation	Role Models for Attitudinal Change
Objective	Promote gender-equitable attitudes and supportive masculinities through father-daughter engagement, storytelling, and mentorship	Strengthen men's positive engagement in caregiving, nutrition, and family well-being through peer learning, reflection, and role modelling	Improve nutrition, gender-equitable household relations, and shared responsibilities through peer education, group reflection, and practical household actions	Promote more equitable gender norms, behaviours, and relationships through facilitated group reflection, dialogue, and peer learning	Promote positive shifts in social gender norms and behaviours through visible and relatable examples of gender-equitable attitudes and practices
Methodology	A participatory fatherhood methodology that combines experiential activities, facilitated dialogue, and mentoring to strengthen father-daughter relationships	A peer-learning group methodology that engages men in facilitated reflection and practical action on caregiving, nutrition, and gender relations	A structured male-engagement methodology that guides men from facilitated learning to household-level application through Small Doable Actions	A facilitated group reflection methodology that enables women and men to critically examine and transform gender norms, relationships, and behaviours	A social learning methodology that uses visible and relatable role models (men and women) to demonstrate and promote alternative gender norms and behaviours
Timeframe	Medium-term process (6–12 months)	Medium-term process (6–12 months)	Medium-term process (12 months)	Medium-to long-term process (6–12 months or longer)	Continuous throughout implementation with repeated activities and campaigns
Project Cycle	Primarily implementation phase	Primarily implementation phase	Primarily implementation phase	Implementation phase	Implementation phase
Implementation Level	Individual	Individual	Household	Community	Community
Level of Structure	Medium-relationship-based reflection and mentorship process	Medium-peer-learning and caregiving-reflection process	High-structured peer-education and household behaviour-change process	High-structured group-reflection and behaviour-change process	Low to Medium-flexible social-learning and norm-influence process

Comparison of Entrepreneurship Tools and Approaches

Category	Virtual Business Incubator for Women Entrepreneurs	Gender Makes Business Sense+	Gender-Transformative Small and Medium Enterprises Loop
Objective	Strengthen women entrepreneurs' business capacities, networks, market access, and access to support services to support the growth and sustainability of women-led businesses	Promote gender-responsive business practices by demonstrating the business case for gender equality and encouraging companies to improve inclusion, performance, and competitiveness	Support organisational and normative transformation within SMEs by addressing gender barriers in business practices, workplace culture, household dynamics, and market systems
Methodology	Virtual business incubation approach that provides coaching, mentoring, networking, peer learning, and tailored business development support to strengthen entrepreneurial skills, business performance, market access, and access to finance and support services	Business case and organisational awareness approach that combines gender assessments, awareness raising, reflection on workplace practices, and evidence on the economic benefits of gender equality to encourage companies to adopt more gender-responsive business practices	Gender-transformative organisational change approach that combines self-assessment, facilitated reflection, action planning, and iterative learning cycles to address gender norms, power relations, and structural barriers within businesses, households, and market systems
Timeframe	Medium-term incubation process over several months (3-9 months)	Short-term to medium-term engagement depending on company (3-6 months)	Medium-term transformation process requiring repeated reflection (9 months)
Project Cycle	Implementation phase	Implementation phase	Implementation phase
Implementation Level	Individual	Institutional	Individual / Institutional
Level of Structure	Medium to High-structured incubation process with defined mentoring, coaching, and business development components	Medium-flexible awareness-raising and business improvement approach that can be adapted to different company contexts	High-structured transformation methodology with self-assessment tools, facilitated processes, action plans, and iterative learning cycles

Comparison of Agricultural Value Chain Tools and Approaches

Category	Gender-Sensitive Value Chain Mapping	Gender-Sensitive Value Chain Approach
Objective	Understand how women and men participate in and benefit from a value chain by identifying gender-specific roles, constraints, opportunities, and power relations along the chain	Promote systemic change within value chains by addressing gender inequalities and improving women's and men's equitable participation, access to opportunities, and benefit-sharing
Methodology	A participatory value-chain analysis methodology that systematically maps value chain actors, functions, resource access, decision-making, and benefit flows to identify gender-specific roles, constraints, opportunities, and power relations along the value chain	A systemic value-chain development methodology that combines gender-sensitive value chain mapping with targeted upgrading interventions to strengthen women's participation, improve access to services and markets, enhance value chain functions, and promote more equitable benefit-sharing among actors
Timeframe	Short-term to medium-term analytical process (several days to a few weeks)	Medium-term to long-term implementation and transformation process throughout the project duration
Project Cycle	Planning phase	Entire project cycle
Implementation Level	Institutional	Institutional
Level of Structure	Medium-structured analytical framework for assessing gender dynamics within a value chain	High-comprehensive value chain development framework with sequenced steps for analysis, strategy development, implementation, and monitoring

Comparison of Policy Process Tools and Approaches - Part 1

Category	Gender Evaluation Criteria - Assessing Laws and Raising Awareness on Women's Land Rights	Gender in Agricultural Policy Analysis Tool	Women's Empowerment in Agri-food Governance
Objective	Strengthen the recognition and protection of women's land rights by assessing how formal and informal land governance systems enable or constrain equitable access, use, ownership, and decision-making	Strengthen the integration of gender equality considerations into agricultural policy and programme design to ensure more equitable outcomes for women and men	Strengthen women's voice, influence, and leadership in agrifood governance by identifying barriers and opportunities for more inclusive and equitable participation in decision-making processes
Methodology	Participatory scoring and dialogue process that evaluates land-related laws, policies, tenure systems, and customary practices against gender-sensitive indicators and generates recommendations for more equitable land governance	Structured policy assessment that reviews agricultural policies, programmes, and institutional frameworks against gender-responsive criteria to identify gaps, biases, and opportunities for policy improvement	Governance assessment approach that uses stakeholder mapping, surveys, consultations, and facilitated dialogue to analyse women's participation, representation, influence, and decision-making power within agrifood governance structures and processes
Timeframe	Medium-term process, depends on policy review and advocacy processes (3–6 months)	Short-term process, assessing a single policy can take anywhere from 10 minutes to several hours	Medium-term process (3–9 months)
Project Cycle	Planning phase	Planning phase	Planning phase
Implementation Level	Institutional	Institutional	Institutional
Level of Structure	High-structured assessment framework with gender-sensitive indicators, scoring, and facilitated stakeholder validation	High-analytical framework with predefined assessment criteria and scorecard-based policy review	High-governance assessment framework combining stakeholder mapping, surveys, consultations, and facilitated analysis of participation, influence, and decision-making processes

Comparison of Policy Process Tools and Approaches - Part 2

Category	Paralegal Programmes – Assisting Women to Secure Land Rights	Legal Competitions to Raise Awareness for Women's Land Rights
Objective	Strengthen access to justice, legal support, and dispute resolution for marginalised groups, particularly rural women facing land, inheritance, or property rights challenges	Strengthen awareness and understanding of women's land rights, legal frameworks, and justice mechanisms through accessible and engaging community-based learning formats
Methodology	A community-based legal empowerment methodology that builds the capacities of local paralegals to provide legal awareness, mediation, referrals, and case support while linking women to customary and formal justice mechanisms for land, inheritance, and property rights	Participatory legal literacy methodology that uses competitions, debates, quizzes, theatre performances, radio programmes, and other public engagement activities to raise awareness of women's land rights, explain legal frameworks and justice mechanisms, and stimulate community dialogue on gender-equitable land governance
Timeframe	Medium-term to long-term process as it requires sustained capacity building and community trust	Short-term process with immediate awareness effects, typically take place over 1–3 days
Project Cycle	Implementation phase	Implementation phase
Implementation Level	Individual / Community	Community
Level of Structure	Medium to high-structured training, mentoring, and support system for community-based paralegals	Low to medium-flexible awareness-raising and engagement format

Comparison of Land Access Tools and Approaches

Category	Participatory Land Use Planning	Local Land Use Conventions and Social Agreements	Local Land Charters
Objective	Develop gender-responsive land use plans that ensure women's and men's different land use needs, priorities, and resource dependencies are reflected in decisions on the allocation and management of land and natural resources	Establish locally negotiated and gender-equitable agreements on access, use, and control of land and natural resources, particularly for women and vulnerable groups, while preventing or resolving conflicts between resource users	Formalise and institutionalise gender-equitable governance principles, rights, and responsibilities, including the recognition and protection of women's land rights within local governance systems
Methodology	Participatory mapping and spatial planning process that engages women, men, and local stakeholders in analysing land use needs and developing inclusive land use plans	Dialogue, negotiation, and mediation to develop locally agreed rules for equitable resource use and conflict management	Collective drafting and formalisation of locally agreed governance principles, rights, and responsibilities related to land and natural resource governance
Timeframe	Long-term planning process, throughout the project duration	Medium-term, depends on negotiation and consensus-building processes (6–12 months)	Long-term process, requires consultation, validation, and institutional anchoring (3–6 months)
Project Cycle	Entire project cycle	Planning and early implementation phase	Planning phase
Implementation Level	Community / Institutional	Community	Community / Institutional
Level of Structure	High-structured planning methodology with participatory mapping, land-use analysis, and planning tools	Medium-flexible negotiation and mediation process tailored to local conflicts and resource-use challenges	Medium to high-formalised governance process involving collective drafting, validation, endorsement, and documentation of agreed rights and responsibilities



TOOLKIT

PATHWAYS TO TRANSFORMATION: PRACTICAL TOOLS FOR GENDER EQUALITY IN AGRI-FOOD SYSTEMS

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On behalf of



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