

**Gender Equality and Women's  
Empowerment into the  
Safe Food for Growth Project (SAFEGRO)**



In partnership with  
**Canada**

**SAFEGRO**

**alinea**



## **PREFACE**

Gender equality is one of the important goals across countries. The Safe Food for Growth Project (SAFEGRO) that is being funded by Canada Government believes that we need to take action in everything we do toward gender equity and social inclusion.

Guidelines for gender mainstreaming and women's empowerment are developed based on the Gender Equality Strategy and Principles of the SAFEGRO Project. This document provides basic guidance and practical tools for Project Officer(s), local partners and stakeholders that can be used flexibly in specific contexts and circumstances over the course of project implementation.

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## Acronyms and abbreviations

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FS	Food Safety
DARD	Department of Agriculture and Rural Development
MARD	Ministry of Agriculture and Rural Development
A&RD	Agriculture and Rural Development
GE	Gender equality
GAC	Global Affairs Canada
NAFIQAD	National Argo-Forestry-Fisheries Quality Assurance Department
SAFEGRO	Safe Food for Growth Project
TOT	Training of Trainers
TOS	Training of Stakeholders

# **PART I**

## **Introduction**

# 1 Introduction

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## Background on SAFEGRO

Gender equality (GE) and women's empowerment (WE) are defined as cross-cutting themes for the Safe Food for Growth Project (hereinafter referred to as "SAFEGRO"). As outlined in the Sustainable Development Goals (SDGs), gender inequality and social exclusion are closely linked to society, economy, and welfare. Efforts to address gender inequality and social exclusion lead to long-term and sustainable change. Therefore, a GEWE approach is essential to the success of SAFEGRO Project.

The GEWE approach examines the power relationships that are unequal and the inequalities that individuals experience because of their social identities and how these identities intersect to create experiences of vulnerability and social exclusion. It focuses on actions that address unequal power relationships, reducing disparities, and working towards ensuring rights, responsibilities, opportunities, and respect for all individuals.

## Why gender mainstreaming into SAFEGRO project?

**Gender equality (GE) is everyone's responsibility.** Implementing GEWE is the responsibility of all project stakeholders<sup>1</sup>. This is one of the basic principles applied in the SAFEGRO Project. GE is not only the responsibility of gender specialists, but it also requires everyone's participation to make real change. The project is to implement pilots in selected value chains of food safety where there are many opportunities to engage women, men, boys and girls, and people from different social positions to act together to address specific issues that are of concern.

**Understanding equity and women empowerment (WE).** Equity creates the basis for equality – the equal treatment of both women and men, according to their respective needs. Addressing equity issues is at the core of the SAFEGRO Project, which serves as a fundamental basis in the program's efforts to empower vulnerable groups in the community.

**Gender mainstreaming is a mandatory policy requirement.** Gender mainstreaming is in line with the GE priorities of Vietnam and of Canada<sup>2</sup>. Vietnam's GE priorities are outlined in Vietnam's National Strategy on Gender Equality (NSGE) and in specific gender strategies of the Ministry of Agriculture and Rural Development. Canada's GE priorities for its cooperation and development activities are outlined in the GE Policy of Global Affairs Canada (GAC), which emphasizes that all internationally funded programs/projects must have a GE Strategy, which is mainstreamed in all aspects of the program or project. Under the overall policy framework for the SAFEGRO Project, we emphasize once again that gender mainstreaming is a shared responsibility of both Canadian and Vietnamese partners.

**Actions.** The SAFEGRO project believes that for gender equality to become a lasting reality, we need to take action in everything we do. This gender mainstreaming guideline helps Project staff and partners take concrete actions so that men, women, boys, and girls in the selected value chains are able to participate and benefit equally.

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<sup>1</sup> The principles for gender mainstreaming – SAFEGRO Project

<sup>2</sup> Global Affairs Canada, Mainstreaming gender of perspective, and Clause 2, Article 21, Law on Gender Equality, 2006, Vietnam.



### **Purpose of the guideline and how to use it to:**

- Provide a practical approach, from design, through planning, to monitoring, and tools to integrate gender into all activities.
- Provide a common reference used by all stakeholders, including guidance and practical tools that can be used during gender mainstreaming in the SAFEGRO Project.
- Ensure that the specific needs of men and women are considered in the design, planning and implementation of food safety and quality assurance activities.
- Implement the gender mainstreaming guidelines flexibly, considering the current context and available resources for optimal effectiveness and deliverable results. The document will be regularly updated, based on the lessons learned over the course of project implementation.

### **Audience**

All the partners involved in the SAFEGRO Project, at all levels, including:

- Full-time project staff and short-term consultants (STCs) working for the SAFEGRO project. Members of the Intersectoral Working Group (IWG), Gender focal persons responsible for implementing the Projects.
- Local partners of SAFEGRO Project at different levels.

### **Structure**

In addition to the introduction, the guideline includes various sections, specifically:

- Part 2: Concepts and basic principles for gender mainstreaming.
- Part 3: Responsibilities of implementation partners and key stakeholders
- Part 4: Guidelines and Checklist
- Part 5: Toolkits in gender analysis
- Appendix 1: Integrating gender into vegetable value chain
- Appendix 2: Integrating Gender in the Pork Industry
- Appendix 3: Basic Principles of Gender mainstreaming in the SAFEGRO Project

# **PART II**

## **Basic Concepts & Principles**



## 2 Basic Concepts and Principles

### 2.1 Basic concepts

Concept	Definition
Sex	The biological and physiological characteristics of females, males, and intersex persons, such as chromosomes, hormones and reproductive organs <sup>3</sup> .
Gender	Gender refers to the social attributes and characteristics of women, men, girls, and boys that are socially constructed. This includes norms, behaviors and roles associated with being a woman, man, girl, or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time <sup>4</sup> .
Gender equality	Refers to the absence of discrimination, based on a person's sex, in the allocation of resources or benefits or in the access to services. Gender equality entails the concept that all human beings, both men and women, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles, or prejudices <sup>5</sup> .
Gender equity	Gender equity means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but considered equivalent in terms of rights, benefits, obligations, and opportunities (e.g., equal treatment before the law, equal access to social provisions; education; equal pay for work of the same value) <sup>6</sup> .
Gender sensitive	The ability to recognize gender issues and especially the ability to recognize women's and men's different perceptions and interests arising from their different social location and different gender roles. Gender sensitivity is considered the beginning stage of gender awareness. The latter is more analytical, more critical, and more "questioning" of gender disparities <sup>7</sup> .
Gender norms	Gender norms are ideas about how men and women should be and act. We internalize and learn these "rules" early in life. This sets-up a life cycle of gender socialization and stereotyping. Put another way, gender norms are the standards and expectations to which gender identity generally conforms, within a range that defines a particular society, culture, and community at that point in time <sup>8</sup> .

<sup>3</sup> Gender and Social Inclusion Toolkit, Winrock International, page 2

<sup>4</sup> Source: Gender and Social Inclusion Toolkit, Winrock International, page 2

<sup>5</sup> Source: USAID, Gender Terminology, link: [GENDER TERMINOLOGY \(usaid.gov\)](https://www.usaid.gov/gender-terminology)

<sup>6</sup> Source: USAID, Gender Terminology, link: [GENDER TERMINOLOGY \(usaid.gov\)](https://www.usaid.gov/gender-terminology)

<sup>7</sup> Source: USAID, Gender Terminology, link: [GENDER TERMINOLOGY \(usaid.gov\)](https://www.usaid.gov/gender-terminology)

<sup>8</sup> UNICEF, UNFPA, UNDP, UN Women, Gender Equality, UN Coherence and You

Concept	Definition
Gender stereotypes	Gender stereotypes are generalizations about the attributes, differences, and roles that men and women play in society. Stereotypes can be positive or negative, but they rarely communicate accurate information about other people <sup>9</sup> .
Gender bias	Gender bias means making decisions based on gender that result in favoring one gender over the other which often results in contexts that are favoring men and/or boys over women and/or girls <sup>10</sup> .
Gender mainstreaming	Gender mainstreaming is a strategy to assess the implications for both men and women, of any planned actions, policies, or programmes in all areas and at all levels. This approach recognizes the need to take social and economic differences between men and women into account to ensure that proposed policies and programmes have intended and fair results for women and men, boys, and girls <sup>11</sup> .
Gender based analysis (GBA)	is a tool that examines gender differences. Gender-sensitive assessments are needed to determine the different impacts of policies and programmes on women and men. It considers important social and economic differences between men and women at all stages of the planning and implementation processes and makes it possible to identify potential differential effects before they are put into place. GBA challenges decision-makers to question the assumption that policies and programmes affect everyone in the same way <sup>12</sup> .
Women empowerment	<p>“There is no single, universally accepted definition of empowerment. However, it is generally accepted that through empowerment individuals and groups become aware of unequal power relations, gain autonomy and control over their lives, and acquire a greater voice to overcome inequality in their home, workplace and community. It is not only a collective, social and political process, but an individual one as well; it is both a process and an outcome. Examples of empowerment might include increased opportunities for women's political participation and leadership, or their improved access to and control over their sexual and reproductive health and rights.</p> <p>In the context of development programming especially, it is important to recognize that outsiders cannot empower women: only women can empower themselves to make choices and to speak out on their own behalf”<sup>13</sup>.</p>

<sup>9</sup> Gender Equity & Social Inclusion in Project Management Workbook, DT Global for the USAID Climate Ready Project.

<sup>10</sup> Gender Based Analysis Plus, Government of Canada

<sup>11</sup> Gender Based Analysis Plus, Government of Canada

<sup>12</sup> Gender Based Analysis Plus, Government of Canada

<sup>13</sup> Government of Canada, Gender equality and empowerment measurement tool part 1: Training guide.

## 2.2 Basic principles for gender mainstreaming

This section outlines five basic principles of gender sensitivity that apply for SAFEGRO project. These are guiding principles that aim to ensure that SAFEGRO recognizes and prioritizes gender sensitive, and fair treatment with people. These principles guide practice in all project activities and is reflected in the guidance of next sections.

### 1. Gender - sensitive communications

- **Texts, materials, and pictures referring to or addressing both women and men must make women and men equally visible.** This applies to, amongst others, forms, documents, telephone directories, texts on the intranet and the internet, advertising for events, folders, posters, and films.
- **Attention must also be paid to a gender-sensitive choice of images when preparing public relations material.** The SAFEGRO project does not support activities or promotional images that reinforce gender stereotypes (e.g., ads that exploit women's images for project-funded products).
- **Promote gender equity through titles, labels, and names.** SAFEGRO encourages the use of generic terms to promote a more inclusive and equal representation of both men and women. For example, Chairman => replaced by Chairperson; Salesman => Salesperson (please see Appendix 3).

### 2. Gender-specific data collection and analysis

- Data must be collected, analyzed and presented by gender. Social dimensions, such as age, ethnicity, income, and level of education should also be reflected where possible.
- Gender-specific analysis of the initial situation must provide the basis for all decisions.
- Periodic reports, survey reports, assessments, guidance documents, and study reports need to highlight the differences between men, women, other genders (if any) and specific social characteristics of any benefit group. Comparative analysis of gender and social characteristics will help the Project see the difference, thereby offering appropriate interventions to help close the gap, promote equal use of services among individuals.

### 3. Gender Based Analysis

- Gender based analysis is required before any policy intervention, program, or decision under the SAFEGRO project. GBA is the starting point of gender mainstreaming.
- GBA should pay attention to 5 main factors: (i) Context, (ii) Gender Gap, (iii) Expected Outcome, (iv) Gender mainstreaming capacity of implementation partner, and key partners; (v) practical solutions to address gender gaps.

### 4. Evidence-based and accountable

- The supports and interventions of the SAFEGRO project should be based on data and evidence from undertaking a gender analysis. At the same time, there is clear accountability through a specific plan, specific results, monitoring and reporting on gender equality results. The support and interventions of the SAFEGRO Project are directed toward the following three main objectives:
  - Raise awareness and promote human rights, including the rights of women and girls.
  - Increase the participation of women and girls, especially toward sustainable development.
  - Create equal opportunities for women and girls to access and control resources.

## 5. Women and men are equality involved in decision making

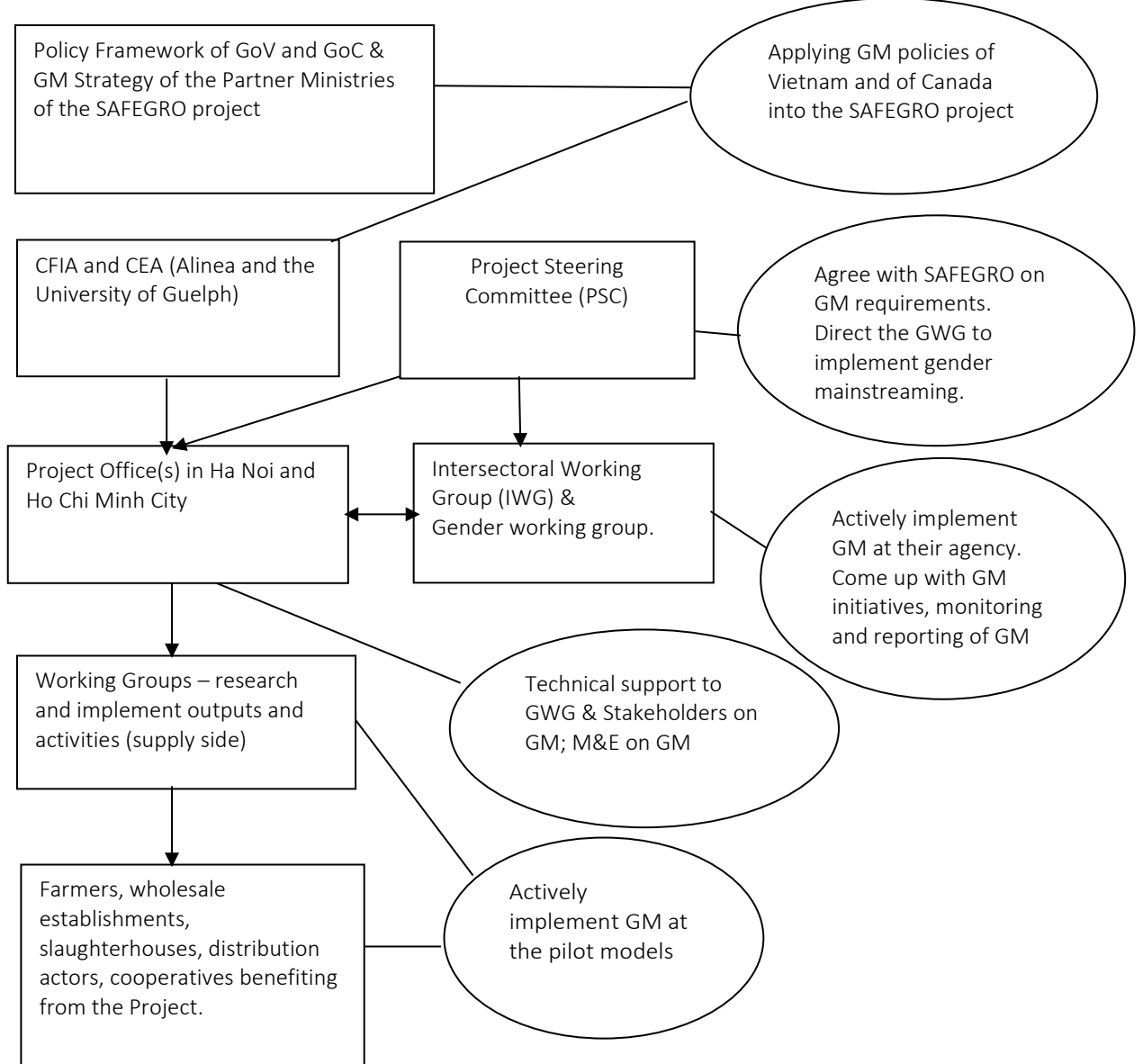
- Equalize the ratio of men to women in key decision-making sessions at all level

# **PART III**

**Responsibility of implementation  
partners and key stakeholders**

This section presents an overview of the roles and responsibilities in relation to gender mainstreaming of stakeholders in Project activities. This is followed by a detailed description of the roles and responsibilities of each party. The chart below gives an overview of the stakeholders' responsibilities on gender mainstreaming.

**Figure 1: Overview of gender mainstreaming (GM) roles and responsibilities in SAFEGRO Project**



### The responsibilities of SAFEGRO Project Office in Ha Noi and Ho Chi Minh City

- Recruit, and work closely with, a group of national experts on gender and other technical experts to integrate gender mainstreaming into the process of project annual work plan as well as regularly monitor and evaluate results achieved.
- Work in close cooperation with GAC, ensuring gender integration is carried out at the stage of annual plan development and regularly report to GAC.
- Regularly exchange information with GAC representatives in Ha Noi and report to the Government of Vietnam and other participating ministries (MARD, MoH, MOIT) on gender mainstreaming related issues.
- Directly provide technical support on gender mainstreaming to the GWG, and stakeholders through training courses, support, monitoring, evaluation.
- Monitor gender mainstreaming during overall project implementation.

### Gender Working Group

- Promote gender mainstreaming in their agency.
- Actively come up with gender mainstreaming initiatives toward gender equality and women’s empowerment through gender analysis, training, market access and monitoring as outlined in the following sections.
- Gender focal persons are responsible for working closely with other members of the Intersectoral Working Group (IWG), gender working group and SAFEGRO to monitor the integration of gender mainstreaming into the SAFEGRO project.

**Table 1: Responsibilities of Gender Working Group (GWG)**

Step	Specific activities
Planning	<ul style="list-style-type: none"> <li>- Carry out gender analysis with technical support from the SAFEGRO gender expert to understand issues in the value chain that are or are likely to impact men and women. Detailed information on gender analysis is provided in Appendix A of this document.</li> <li>- Prepare detailed plans for gender activities for annual work plans.               <ul style="list-style-type: none"> <li>o Note: The plan must include solutions to address inequality (if any) through gender analysis. Solutions should be clearly defined and presented in the outputs. For example: “the number of female trainees participating in training will account for half of the total number of trainees.”</li> <li>o The plan must include indicators to measure improvement and should incorporate resources to monitor the implementation of gender priorities. These can be quantitative (percentage of participants) or qualitative (whether participants find the training useful to them).</li> </ul> </li> </ul>



Step	Specific activities
Implementation and monitoring of activities	<ul style="list-style-type: none"> <li>- GWG members should regularly monitor the activities agreed to under the plan.</li> <li>- Over the course of monitoring, there is a need to identify challenges and come up with measures to address issues and ensure that gender-sensitive activities under the plan are carried out.</li> <li>- Challenges and solutions should be discussed with stakeholders, members of IWG, gender focal person network gender experts of SAFEGRO.</li> <li>- Monitoring should be carried out using the indicators identified in the planning step. The same metrics should be used to measure progress/improvement over time.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>- At the end of the planning phase, a plan should be developed to evaluate the different activities, including gender mainstreaming indicators, as well as to consider the success of gender mainstreaming implementation.</li> </ul>

#### The roles and responsibilities of project implementation partners

The main responsibility of project partners is to implement gender mainstreaming requirements and to report to the Intersectoral Working Group and the SAFEGRO project on progress and results.

- Facilitate policies and mechanisms to integrate gender mainstreaming into all Project activities.
- Provide gender mainstreaming requirements for the GWG and the Intersectoral Working Group;
- Take responsibility for and monitor the implementation of gender mainstreaming into their organization or their areas.

**Table 2: The responsibilities on gender mainstreaming of project implementation partners**

Project partners	Gender mainstreaming in all activities of the SAFEGRO				
	Develop GM requirements	Provide technical support on GM	Integrate GM in the design of the project	Integrate GM in the project implementing	Monitor GM in the projects
<b>SAFEGRO Project Office(s) in Ha Noi and Ho Chi Minh City</b>					
Project management officer	✓		✓	✓	✓
Industry expert			✓	✓	✓
Gender expert	✓	✓	✓	✓	✓
<b>Intersectoral Working Group (IWG) and Gender Focal Persons</b>					
Gender focal person		✓	✓	✓	✓
Full-time technical officer			✓	✓	✓
Part-time technical officer			✓	✓	✓
Representatives from other units (if any)			✓	✓	
<b>The organization/agencies participating in SAFEGRO</b>					
Cooperative's farmers/Enterprise's workers			✓	✓	
Cooperative			✓	✓	
Enterprises and distributors			✓	✓	
Pig/poultry slaughterhouse			✓	✓	
Shops/stores that sell products of the selected value chains			✓	✓	



## 4 Checklist and Guidelines for gender mainstreaming

### 4.1 Checklist for gender mainstreaming in project management

Purpose expected results and users

**Purpose:** This checklist is designed to assist each component/sector under SAFEGRO toward strategy on gender equality and women’s empowerment. It will guide users through all stages of the program cycle in identifying level of gender mainstreaming into project.

**Expected outcomes:** The checklist will help Project managers quickly review if components or project activities already include gender or not.

**Users:** SAFEGRO project managers, Leaders of project components.

Criteria	Threshold for approval	Scores 3 = Yes 2 = Partial 1 = No	Recommendations
Gender equality is a significant objective of this assessment	<ol style="list-style-type: none"> <li>Reference to gender equality (or men and women) included as one of the overall objectives of the investment.</li> <li>Reference to gender equality (or men and women) included within the set of objectives for each component.</li> <li>It is not expected that every activity will have a gender equality objective, but it is expected that a Gender Advisor will review each activity proposal to determine that gender is not relevant.</li> </ol>		
Identify and Analysis	<ol style="list-style-type: none"> <li>The design document (including technical guidance, survey proposal, survey/study reports) includes gender analysis relevant to the overall program objective, and implications for SAFEGRO.</li> <li>The design document includes analysis within each component analysis, and implications for each pillar.</li> <li>It is suggested that the section of context analysis of document examine the gender gaps and opportunities that are relevant to your component.</li> </ol>		
Risks identified and managed	<ol style="list-style-type: none"> <li>A relevant gender related risk and risk treatment is included in the program risk matrix, and in each pillar level risk matrix (if there is one).</li> </ol>		
Implementing strategies	<ol style="list-style-type: none"> <li>The design includes as a deliverable a gender strategy or plan developed by the SAFEGRO Gender Adviser in the Inception Phase to ensure gender is comprehensively mainstreamed throughout the pillars.</li> <li>In the TORs or expectations of each Pillar Team Lead, it must be noted that the</li> </ol>		

Criteria	Threshold for approval	Scores 3 = Yes 2 = Partial 1 = No	Recommendations
	SAFEGRO Gender Advisor is included in the routine development and review processes of pillar.		
M&E collects sex-disaggregated data and indicators on gender equality outcomes	<ul style="list-style-type: none"> <li>10. The M&amp;E framework should incorporate the program and pillar level gender objectives.</li> <li>11. Selected (meaningful) indicators should be disaggregated by sex. It is not expected that all data is sex disaggregated.</li> <li>12. The M&amp;E Framework needs to be reviewed and approved by the SAFEGRO Gender Advisor.</li> <li>13. Reporting templates need to include a dedicated gender section. It is also expected that all population data which is selected for disaggregation in the M&amp;E framework is reported by sex in the (eg people trained, people reached).</li> </ul>		
Expertise and budget allocation	<ul style="list-style-type: none"> <li>14. The endorsement of a stand-alone gender pillar, with a budget that is comparable to the level of the other pillars.</li> <li>15. Budget also needs to be allocated to ensure the participation method and gender sensitive can be applied for proposed activities.</li> <li>16. Budget needs to be adequate for a full time Gender Advisor who leads the gender mainstreaming work, and the gender pillar work.</li> </ul>		
Partners increasingly treat gender equality as a priority in own policies and processes.	<ul style="list-style-type: none"> <li>17. SAFEGRO is able to report on whether (ideally, how) the gender equality and women empowerment approach to and resourcing of gender has had an influence internally, and with any SAFEGRO counterparts.</li> <li>18. All progress annual report has gender section.</li> </ul>		
Total score		---Yes ---Partial ---No	

## 4.2 Guidelines and Checklist for gender mainstreaming in capacity development

### Purpose expected results and users

**Purpose:** The guidelines for gender mainstreaming in training are designed to promote the equal participation of women and men, especially women, in the entire training program provided by SAFEGRO Project.

**Expected outcomes:** The guidelines are applied during the planning and implementation of the training courses.

The guidelines are applied to all courses of training of trainers (TOT), training of farmers (TOF) and training for laborers and workers doing semi-processing, packaging, slaughterhouses, transportation, and traders (TOS) involved into the pilot models of vegetable, fruit and pork value chains.

**Users:** These guidelines are to be used by SAFEGRO project officers, Intersectoral Working Group, Gender Working Group, Individuals, and units involved in the process of organizing and implementing training within the framework of SAFEGRO project.

### Key activities needed for gender mainstreaming.

- Prepare for training.
- Develop training program/contents.
- Write report.

Questions to consider ensuring women and men can participate equally in training courses:

What factors can affect the participation of women and men in training?

- For example, women and men often have different roles and responsibilities in the workplace and at home. For example, if women have the main responsibility for childcare, then the training should be held at times that do not conflict with these domestic responsibilities. Of if the training is held away from the local area, a woman may not feel safe travelling to the training program.
- What gender aspects should be paid attention to during training preparation, method, and contents?
- Who has the main responsibility for gender mainstreaming at each step of the implementation?
- Who has the primary responsibility for ensuring that gender mainstreaming is carried out throughout the training process?

The following checklist will examine to what extent the gender mainstreaming has been integrated into capacity strengthening program.

- If most of the answers are YES, it means that the activity is well gender mainstreamed. If most of the answers are NO or PARTIAL, the activity staff-in-charge should review again and ensure that the GM is integrated into the capacity strengthening program.

FAQs	Scores	
	3 = Yes	2 = Partial
	1 = No	Recommendations
<b>Preparation of training</b>		
Has a training needs assessment of both men, women, and disadvantaged groups in the value chain been completed?		
Is there a balance between men and women invited for the training?		
Do lecturers/trainers have knowledge of gender equality and women's empowerment?		
Have appropriate training locations and timing been determined to facilitate the full participation of trainees?		
<b>Training</b>		
Does the training method attract the attention, sharing and participation in discussions of all participants?		
Have both men and women been encouraged to chair/run the sessions?		
Does the trainer refrain from directly criticizing any participants who lacks confidence in the training process?		
<b>Reporting</b>		
Does the training report have disaggregated data on the gender of training participants?		
Does the training result assessment, include an analysis of the participation, knowledge and skills of men, women, and others?		
Does the training report contain participants' recommendations on the training course and gender mainstreaming content?		
<b>Total score</b>	----Yes ----Partial ----No	

### 4.3 Guidelines and checklist for gender sensitive communication

#### Purpose expected results and users

**Purpose:** To guide project stakeholders on how to mainstream gender in the marketing and communication activities to increase public awareness of the important contribution of women, promoting men's sharing and changing the traditional gender roles of women and men in project activities on food safety.

**Expected outcomes:** Project stakeholders understand how to implement gender mainstreaming in the marketing and communication activities.



**Users:** These guidelines are to be used by the SAFEGRO project office, the Gender Working Group, industry, pilot model groups, organizations and individuals involved in project activities.

**Key activities need gender mainstreaming**

- a. Brand formulation and development.
- b. Market access.
- c. Communication to raise public awareness of food safety and quality.
- d. Dissemination of information.

**Questions to consider planning and implement gender sensitive communication programs.**

- How do we promote gender equality in activities related to corporate branding in the field of food safety?
- How do we increase the participation of men and women in activities related to market access?
- How should information dissemination or communication be done to increase public awareness of women’s contribution toward food safety and quality and increase the sharing of men and women in value chains?
- What forms of information delivery (distributing leaflets, having advertisements on television, or airing news on radio and newspapers...) are most accessible to male and female consumers and increase public awareness of the important contribution of women in ensuring food hygiene and safety and increasing the share of men and women in value chains?

The following checklist will examine to what extent the gender mainstreaming has been integrated into communication activities.

If most of the answers are YES, it means that the communication activity is well gender mainstreamed. If most of the answers are NO or PARTIAL, the communication officer should review again and ensure that the communication is gender sensitized.

FAQs Check list/Standards and Attributes	Scores 3 = Yes 2 = Partial 1 = No	Recommendations
<b>a) Brand formulation and development</b>		
1. Have both women and men been consulted about the image/logo to be used?		
2. Has the feedback on the image/logo been considered to ensure a gender-segregated and other social characteristic-based manner		
3. Is the logo image consumer-oriented from the point of view of gender equality		
<b>b) Market assesses</b>		
4. Do both male and female officers/employees have the opportunity		

<b>FAQs</b> <b>Check list/Standards and Attributes</b>	<b>Scores</b> <b>3 = Yes</b> <b>2 = Partial</b> <b>1 = No</b>	<b>Recommendations</b>
to participate in training courses on market access		
5. Does the image of the character printed on the product packaging have men and women participating in one of the activities of the value chains		
6. Is there participation between the production establishment and the consumer enterprise, regardless of whether the owner of the producer or the consumer is male or female.		
<b>c) Communication to raise public awareness of food safety</b>		
7. Do the images used for leaflets and reports include both men and women representing different roles in the value chains (avoid depicting images of women in their traditional roles)		
8. Is the language used in media neutral, without gender bias (e.g.: when referring to purchases of food, the word “consumer” is used instead of “housewife”; or the word “farm owner” instead of landlord or landlady		
9. Have technical and communication experts (both men and women) been consulted about the media content		
10. Is the timing of broadcasting news and airing suitable for the target audience		
11. Do the participants in the survey and evaluation of the communication program include both men and women		
<b>d) Dissemination of information</b>		
12. Do the characters in video/film include men and women in different sectors, in		

<b>FAQs</b> <b>Check list/Standards and Attributes</b>	<b>Scores</b> <b>3 = Yes</b> <b>2 = Partial</b> <b>1 = No</b>	<b>Recommendations</b>
different positions, avoiding images of female workers and male spokesperson.		
13. Are the contributions of women highlighted in various roles in ensuring food safety and quality.		
14. Does media information show that both women and men share and help each other to ensure food safety and quality		
<b>Total score</b>	----Yes ----No ----Partial	

#### 4.4 Guideline and Checklist for Gender Mainstreaming in M&E

**Purpose:** to ensure that the M&E system is designed in a gender-sensitive manner.

**Expected outcomes:** M&E officer, project staff and stakeholders understand the basic requirements of gender-sensitive M&E.

**Users:** Practitioners, including M&E staff, SAFEGRO project staff, Gender Working Group.

**Gender mainstreaming in M&E should include at least the following:**

**Separate data on gender and social characteristics.** The list of participants should include columns by gender. Data collected should be disaggregated by gender (male/female, social characteristics of groups). Neutral information such as the # of food shops/restaurants should also try to look at the gender dimensions such as who is shop owner? Who is manager?"

**Developing gender-sensitive indicators:** The M&E framework needs to have gender-sensitive indicators. The GE indicators should be developed when planning the action. The target and outcome indicators should also be disaggregated by gender and have a clear aim to reduce the gender gap.

**Share lessons learned.** In addition to collecting quantitative data, project staff/local partners are encouraged to collect and share change stories/cases/good practices related to gender equality, women's empowerment, and social harmony. Collecting lessons learned, case stories and best practices should be done concurrently during supervision/missions of project staff. Such case stories and best practices should be published on the project website, in communication materials and shared in meetings with partners where appropriate.

**Evaluation/survey.** The evaluation/survey team should have a gender expert or at least a member with knowledge of GE to ensure that the evaluation is undertaken from a gender perspective.

**Quote.** Prioritize quotes from women and disadvantaged groups, but the image and voice of men also need to be considered when appropriate.

**Report.** Progress reports, and evaluation/survey reports should include a GE section. The data presented should be gender-based and other social characteristics (depending on each Project).

The following checklist will examine to what extent gender mainstreaming has been integrated into the M&E system.

If most of the answers are YES, it means that the activity is well gender mainstreamed. If most of the answers are NO or PARTIAL, the M&E officer should review again and ensure that the M&E system is gender sensitized.

Check list	Scores 3 = Yes 2 = Partial 1 = No	Recommendations
1. Does the M&E system already have a gender-sensitive index (e.g.: Percentage of seats held by women in National Assembly; % of women and men aged 15-24 using contraception)		
2. Has the baseline data been collected and analysed by gender and other social characteristics of the target groups		
3. Have the target data/outcomes been disaggregated by gender and also clearly aimed to reduce the gender gap  (For example: 25% of seats held by women in NA; 45% of women aged 15-24 use contraception, 50% of men aged 15-24 use contraception. These targets not only aim to increase overall contraceptive use, but also to reduce the gender gap as the ratio of women/men using contraceptives has increased from 0.5 to zero. 9)		
4. Have annual reports and assessment reports mentioned gender issues and women's empowerment		
5. Have gender-related lessons been collected, shared with, and learned from with stakeholders		
6. Has the M&E officer been trained or have knowledge of gender		
7. Does the evaluation team consist of both male and female members and have a good understanding of gender concepts and issues		
<b>Total score</b>	----Yes ----No ----Partial	

## 4.5 Guidelines and Checklist on gender mainstreaming for developing value chain<sup>14</sup>

**Purpose:** To guide stakeholders in building gender-sensitive value chains. Adhering to the following GM measures will help promote the meaningful participation of both men and women and disadvantaged groups in the value chains, gradually changing the traditional gender roles of women and men in the value chains.

**Expected outcomes:** Project stakeholders understand the basic gender mainstreaming requirements in the selected value chains.

**Users:** Practitioners using these guidelines include the SAFEGRO project office, Gender Working Group, industry, pilot model groups, organizations and individuals involved in the project activities.

*Gender mainstreaming in the value chain needs to go through the following stages.*

- a. Gender analysis in value chain assessment
- b. Selection of value chain
- c. Implementation of value chain
- d. Monitoring and evaluation

### Checklists and tools for mainstreaming gender in value chains

The following checklist examines how gender-sensitive the value chain is. If most of the answers are YES, it means that the activity is well-gender mainstreamed. If most of the answers are NO or PARTIAL, the value chain officer should review again and ensure that the value chain is gender sensitized and contributes to gender equality.

Checklist	Scores 3 = Yes 2 = Partial 1 = No	Recommendation
<b>Survey and development of value chains</b>		
1. Were the VCs surveyed, developed, and designed with the participation of the gender expert.		See all steps to implement GBVCA
2. Does the VC team understand gender mainstreaming and women’s empowerment		
3. Do the value chain surveys show (diagram) gender barriers/gaps in the value chain/ Gender sensitive value chain mapping (see also the gender constraint mapping tool in the value chain)		<a href="#">Tool 4</a> & <a href="#">Tool 5</a>

<sup>14</sup> The guidelines and tools for gender mainstreaming in value chains were developed based on the FAO guidelines: *Developing gender-sensitive value chains, a guideline for practitioners.*

Checklist	Scores 3 = Yes 2 = Partial 1 = No	Recommendation
4. Does the value chain survey show opportunities to promote gender equality or contribute to women's empowerment		
5. Does the value chain survey disaggregate data by gender and social characteristics of participants.		
<b>Selection of gender-sensitive value chains</b>		
6. Was the value chain selection based on factors with potential to contribute to gender equality and women's empowerment (see also gender-sensitive value chain selection tool).		<a href="#">Tool 6</a>
<b>Implementation of value chain</b>		
7. Are VC implementers knowledgeable/or trained in gender and gender mainstreaming		
8. Does the VC have a specific action plan to address the gender gap discovered in the survey.		
9. Does the VC have concrete results towards gender equality and women's empowerment.		
10. Do VCs have indicators to measure gender impact and women's empowerment.		
<b>Monitoring and evaluation</b>		
15. Does the value chain monitor and provide technical support on gender mainstreaming for actors along the value chain.		
16. Do VC teams carry out gender impact assessment and women's empowerment		
Total score	----Yes ----No ----Partial	





# **PART V**

**Practical tools for gender  
analysis in the value chain**

## 5 Practical tools for gender analysis in the value chain

### 5.1 Context analysis

#### Frequently asked questions and context analysis tools

Below are some key questions to analyze the context when doing gender analysis in the value chain?

Domains	Key questions
1. Laws, policies, regulations, and institutional practices	Do relevant laws, policies and institutional practices contain implicit or explicit gender biases that may affect men's and women's ability to participate in value chains?
2. Access to and control over assets and resources	How does the relative status of women and men affect their differential access to/control over assets, resources, opportunities, and services related to the selected value chain?
3. Gender roles, responsibilities, and time use	How do men's and women's respective roles, responsibilities, and time use to prevent or facilitate participation in each node of the selected value chain?
4. Cultural norms and beliefs	How do existing gender norms and cultural beliefs affect the selected value chain?
5. Patterns of power and decision-making	How do existing patterns of power and decision-making influence the ability of women and men to decide, influence, and exercise control over the resources related to selected value chains?

The tool featured below references the Harvard analytics framework. Each tool has its own pros and cons. Note that, regardless of the tool or method used, the information collected should explain the differences between men and women, boys, and girls. It is a useful way of organising information and can be adapted to many situations.

#### Tool 1: The Activity Profile

**Purpose:** This tool identifies all relevant tasks undertaken by males and females involved in the value chain. It answers the question: who does what? How much detail you need depends on the nature of your project. Those areas of activity in which the project will be directly involved require the greatest detail. For instance, an activity profile for an agricultural project would list, according to the gender division of labor, each agricultural activity (such as land clearance, preparation, and so on) for each crop, or each type of field.

**How to use this?** Depending on the context, other parameters may also be examined:

- **Gender and age denominations:** identifying whether adult women, adult men, their children (boys and girls), or the elderly (men and women) carry out an activity.
- **Time allocation:** specifying what percentage of time is allocated by the above categories to each activity, and whether it is carried out seasonally or daily.
- **Activity locus:** specifying where the activity is performed, to reveal people's mobility. Is work done at home, in the family field, the family shop, or elsewhere (within or beyond) the community?

**Example of Activity profile (this needs to be expanded with examples)**

Activity	Women/girls	Man/boys
Work-related Activities		
Activity 1: e.g. planting Activity 2		xxxx
Domestic Activities		
Activity 1: e.g. cooking meals Activity 2:	xxxx	

Note: Facilitators should prepare flip chart, colour cards, colour pen for group discussion.

**Tool 2: The Access and Control Profile - resources and benefit**

**Purpose:** This tool enables users to list what resources people use to carry out the tasks identified in the Activity Profile. It indicates whether women or men have access to resources, who controls their use, and who controls the benefits of a household's (or a community's) use of resources. Access simply means that you can use a resource; but this says nothing about whether you have control over it. For example, women may have some access to attend local political processes but little influence or control over which issues are discussed and the final decisions. The person who controls a resource is the one ultimately able to make decisions about its use, including whether it can be sold.

**How to use this?** The tool can be used in focus group discussion with men, women or in mixed groups. The tool can also be used in in-depth interviews.

<i>Domains</i>	<i>Access to</i>		<i>Control</i>	
	<i>Women/girls</i>	<i>Men/boys</i>	<i>Women/girls</i>	<i>Men/boys</i>
<i>Resources</i> <i>Land</i> <i>Labor</i>				
<i>Benefits</i> <i>Income</i> <i>Basic need</i>				

Note: Facilitators should prepare flip chart, color cards, color pen for group discussion.

**Tool 3: Influencing factors**

**Purpose:** The purpose of identifying these influencing factors is to consider which impact women's or men's activities or resources, and how they, in turn, can affect them. This tool is intended to help you identify external constraints and opportunities which you should consider in planning your development interventions. It should help you anticipate what inputs will be needed to make the intervention successful from a gender perspective.

**How to use this?** This tool allows you to chart factors which influence the differences in the gender division of labor, access, and control as listed in the two Profiles (Tools 1 & 2). Identifying past and present influences can give an indication of future trends. These factors must also be considered because they present opportunities and constraints to increasing the involvement of women in development projects and programs. Influencing factors include all those that shape gender relations and determine different opportunities and constraints for men and women. These factors are far-reaching, broad, and interrelated. They include:

- Community norms and social hierarchies, such as family/ community forms, cultural practices, and religious beliefs.
- Demographic conditions.
- Institutional structures, including the nature of government bureaucracies, and arrangements for the generation and dissemination of knowledge, skills, and technology.

- General economic conditions, such as poverty levels, inflation rates, income distribution, international terms of trade, and infrastructure.
- Internal and external political events.
- Legal parameters.
- Training and education.
- Attitude of community to development/assistance workers

Example of influence factors

Influence factors	<i>Constraints</i>	<i>Opportunities</i>
<ul style="list-style-type: none"> <li>• Gender norms</li> <li>• Gender stereotypes</li> <li>• Economic factors</li> <li>• Policy</li> </ul>		

## 5.2 Value chain analysis

### Tool 4. Making a gender-sensitive value chain map

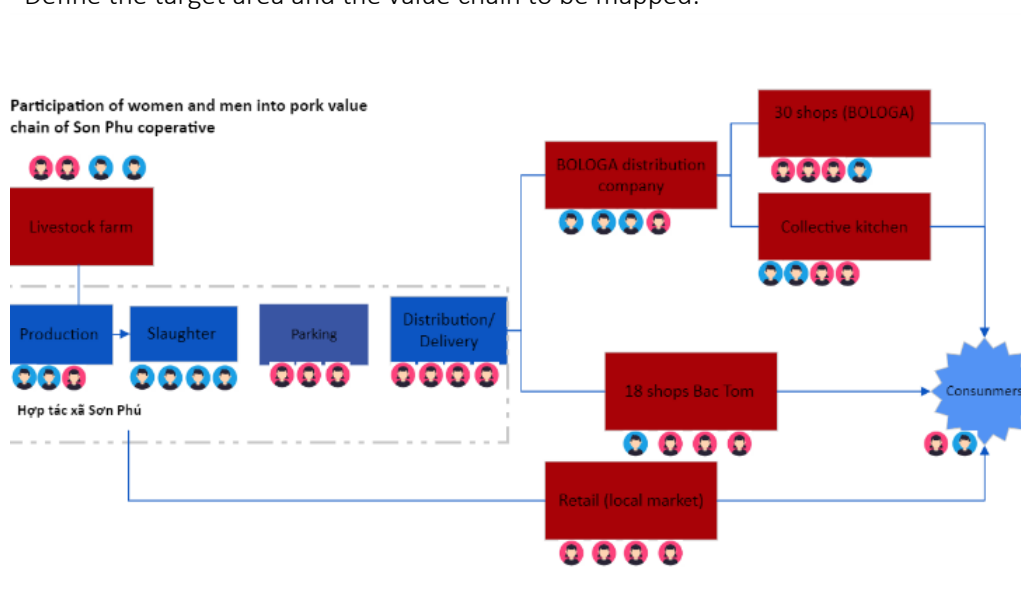
This tool is used as a participatory analytical tool to be applied in consultation with value chain actors and key informants (both women and men). It requires basic facilitation skills and materials (flipcharts, colored cards, markers) and can be used to design the value chain map through various phases of group work. The mapping exercise can be structured into three main steps:

- Step 1: Map the product flow and the value chain actors in the core value chain.
- Step 2: Map the support services in the extended value chain (input providers, financial and non-financial services)
- Step 3: Identify factors in the enabling environment that facilitate or hinder women’s participation and benefits.

Below is the guide to how to implement different steps.

Step 1: Map the product flow and the value chain actors in the core value chain

1. Define the target area and the value chain to be mapped.



2. Identify the different value chain nodes, write each node on a card, and put the cards on the board in a logical order (i.e., from production to consumption). Draw the links that connect all nodes (e.g., production, aggregation, processing, and distribution).
3. On a different set of cards, list the different actors operating in the value chain. They can include small producers, large/industrial producers, small-scale/artisanal processing units, wholesalers, and small retailers, etc.
4. Draw lines between actors to indicate how the product flows along the chain. What is the volume of product handled by each actor? Where is value addition taking place?
5. Identify the end market (e.g., local/export market)
6. Indicate the percentage/proportion of women and men for each actor/activity mapped. Identify the actors who contract hired labor and determine if the hired workers are men or women. Identify the businesses that are owned by women and men. Differences can be highlighted using symbols of different colors and sizes. Depending on the scope of the analysis, it may be worthwhile to further disaggregate the analysis, for example, by taking age into consideration. This helps to visualize whether the chain involves young people or provides new opportunities to engage them.
7. Highlight where women provide unpaid family labor, with little or no control over the income generated.

**Step 2: Map the support services in the extended value chain (input providers, financial and non-financial services)**

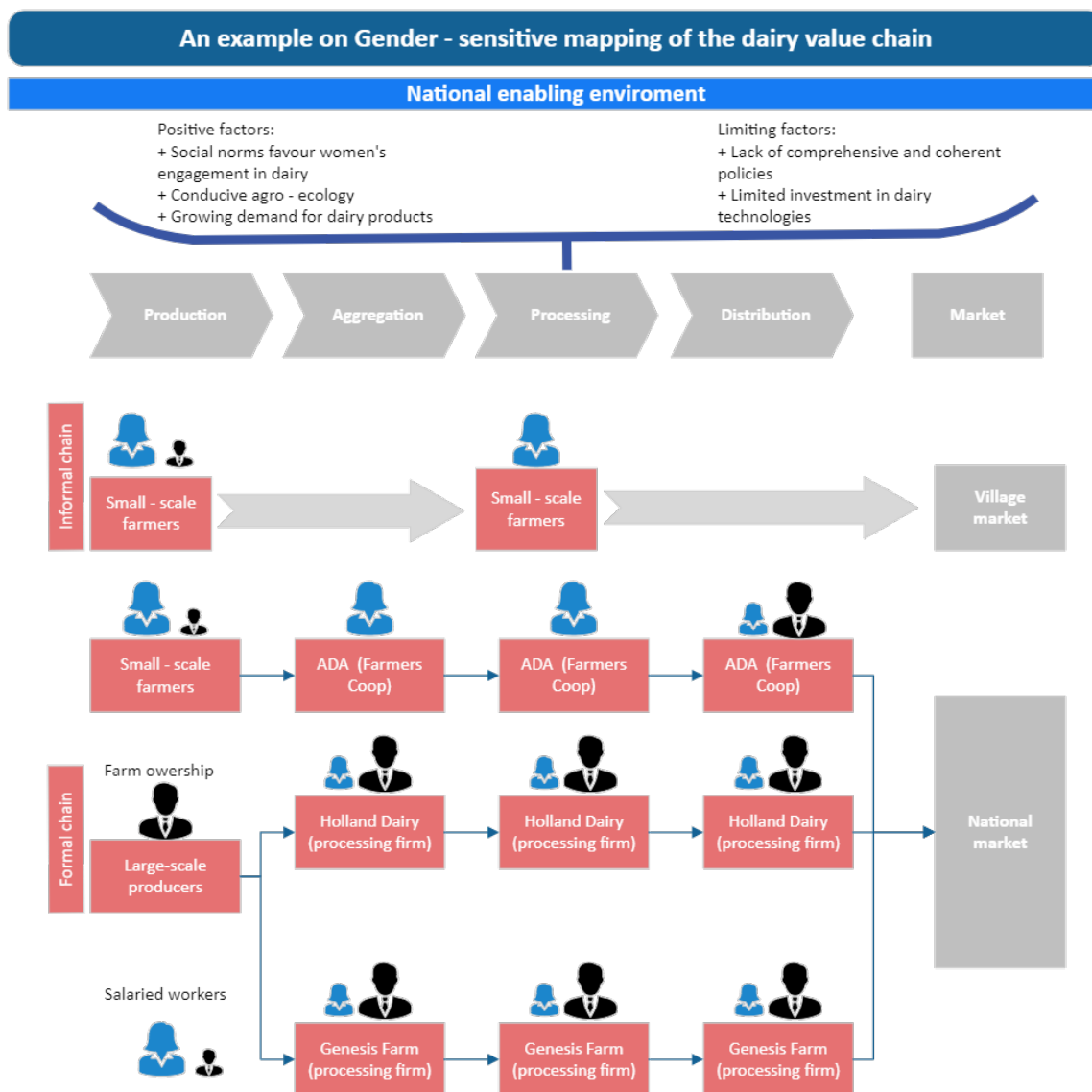
1. On cards of different colors, list the support services available for the identified actors. These can cover input and service providers, including extension, certification, financial and business development services...
2. On separate cards, identify the opportunities and constraints that women face in accessing and benefitting from these support services. Key questions to stimulate discussion and facilitate the analysis may include:
  - What percentage of women and men have access to these services? Indicate this on the card using different symbols/colors.
  - Do women face specific or additional challenges compared to men in accessing these services? If so, list them on separate cards (marking them with a ‘-’ sign).
  - Are services designed with men’s and women’s specific needs and interests in the value chain? If so, list them on separate cards (marking them with a ‘+’ sign).

**Step 3: Identify factors in the enabling environment that facilitate or hinder women’s participation and benefits.**

- Examine the broader environment and identify the factors that affect the role and position of women and men of different ages and socioeconomic status in the value chain. These can include legal frameworks or customary rights regarding the ownership of land and other assets; public policies on employment or rural finance; consumers trends; certification standards.

**FAQs at this step include:**

- Do women and men have equal access to productive resources and assets (e.g., land, livestock, equipment)? Do current policies and laws promote and protect women’s rights and opportunities?
- Do social norms affect women’s and men’s participation in the labor market? Do they influence how labor is distributed along the chain and in the different nodes?



**Tool 5: Gender-based constraints and opportunities**

**Purpose:** To identify gender-based constraints and opportunities to improve participation of men and women in the selected value chain.

When developing an intervention for value chain-upgrading, you are dealing with a variety of actors, e.g., farmers, organizations, and enterprises. It is important to be aware that these actors are typically composed of both men and women. However, men and women often play different roles and have different responsibilities in the activities involved in a production process. They face different constraints in accessing and controlling the resources needed to carry out their activities. These constraints have an impact on the value chain because they can affect the volumes and quality of the produce. By gaining insight into these different constraints, this tool helps to think of actions to address each of these constraints (disaggregated by gender) and to contribute to a successful value chain-upgrading intervention.

**How to use this tool?**

- To gain insight in the division of work (activities for men, women, youth) within different nodes of a value chain

- To gain insight into constraints faced by different gender groups in undertaking their activities in different nodes of the value chain Support to define actions to address these constraints.

#### Who applies this tool and for whom?

- This tool can best be facilitated by SAFEGRO staff, project partner staff.
- It is best used with the target population, initially with separate focus groups of men and women, followed by validation with both groups.

#### How does it work?

Steps	Notes
Step 0: Preparation	<p>This tool can be used to analyze gender-based constraints in a specific value chain, well-known by participants.</p> <p>The tool needs at least 3 hours to fill in; longer if you work with your target populations in separate focus groups (men/women). For group work, it can be useful to draw the tables on a flipchart. In order to save time, the facilitators can fill in sections pertaining to actors, chain nodes and activities prior to using the tool in focus groups.</p>
Step 1: Identify the actors in the different nodes of the value chain	<p>Use the table below to identify gender-based constraints per actor and activity in the value chain.</p> <p>Adapt the first column to your context by listing each actor (e.g., small-scale producer, processor, and vendor) of each node of your value chain.</p>
Step 2: Activity mapping and degree of responsibility of activities.	<p>Identify and analyze activities carried out by the different actors identified in step 1 and mark who is responsible and the degree of responsibility per gender (male and female; you could add categories, e.g., male and female youth). Use X: a little active; XX: active and XXX: very active.</p>
Step 3: Identify constraints per activity	<p>Identify constraints faced per activity for male and female that limit access and control of resources to carry out the activity.</p>
Step 4: Analyze the constraints	<p>Fill in table below identify of potential actor to address gender-based constraints. Move the identified constraints from table 1 and put them in column 1. Specify to which target group (male, female) the constraint applies.</p> <p>Analyze the consequences of the constraints on the efficiency of the value chain (column 2) and the causes of the constraints (column 3). Add as many rows as needed.</p>
Step 5: Formulate actions to address the constraints	<p>Identify potential actions pertaining to the factors causing the gender-based constraints that were identified in steps 4.</p>



Example: Identification of potential actions to address gender-based constraints

Actors by Value chain Nodes	Description of activities under each node of the Value Chain	Responsibilities/ roles and level of implication by gender		Which constraints are faced that limit access and control of resources for the activity carried out, by gender	
		Male	Female	Male	Female
Input supply					
Production					
Processing					

Example: Identification of potential actions to address gender-based constraints

Gender based constraint(s)	Consequence	Cause/Factor leading to Gender based constraint.	Actions to address Gender based constraints.
Input supply			
Production			
Processing			

#### Tool 6: Matrix for gender-sensitive value chain selection

**Purpose:** This is also a participatory tool and is used to define value chains based on the needs and interests of different stakeholders. The participatory process allows the views and opinions of the parties to be gathered. The aim is to have clear, transparent decisions or strategies.

Selecting a value chain or sub-sector based on superficial observation bears the risk of choosing a sector with little potential for either upgrading or achieving gender objectives. For this reason, it is important to base the selection of the value chain on the objectives of the project. The selected value chain(s) must have the potential to contribute to increased women’s empowerment and gender equality, the chain must work for women.

A participatory process is required to ensure that the choice is made based on a balance of the needs and interests of a variety of stakeholders; a participatory process ensures that opinions are collected from different perspectives. Aim for consensus on strategies and transparency in decision-making and accountability.

#### *What do you gain from using it?*

- Compare several value chains based on growth potential and gender advancement criteria.
- Reach consensus on the selection of the value chains to be upgraded.

#### How does it work?

- Step 1: Information gathering on potential value chains.
- Step 2: Participatory workshop for gender-sensitive value chain selection
- Step 3: Drafting of a report with the final selection.

This tool focuses particularly on step two, participatory discussions to select gender-sensitive value chains. The Checklist below<sup>15</sup> provides guiding questions to assess the potential of the value chain to advance gender equality and women’s economic empowerment.

- Is the share of women involved in the value chain relatively high compared to men?
- How many female entrepreneurs/farmers are already active along the value chain compared to men?
- What is the average size of existing women-led enterprises? Male-led enterprises? Which ones are formal? Which ones are informal businesses?
- Does the value chain offer new employment or entrepreneurial opportunities for women? For men? In which specific functions/nodes? Throughout the chain?
- Do women usually own, and control equipment and assets used in their work? Or are they owned primarily by men?
- Do women have (or can they acquire easily) the skills needed to upscale their business, for example through processing or product diversification?
- Do women usually control the income earned through their business/economic activity?
- Can the work be performed close to home? Do workers (male and female) have to travel far from their household/community?
- Is this a value chain with low entry barriers for poor male and/or female entrepreneurs (small scale of production, low start-up costs not requiring major capital investment, using low technological skills)?
- Is this a value chain with low entry barriers for women in particular? Is the work compatible with women’s common time and mobility constraints? Is the activity or business acceptable for women according to prevailing cultural norms?

As the exercise combines different sets of criteria, it may reveal a trade-off between the economic growth and women’s empowerment potential of the value chain. The final selection of the value chain to be targeted will depend on the overall objective of the intervention (poverty reduction, job creation, food security). However, the findings of a gender-sensitive selection process help to **anticipate the impact that an intervention in a specific sector or commodity is likely to have on both men and women**. This will support the design of the most effective and socially sustainable upgrading strategy.

**Selection Criteria:** The following criteria should be evaluated in groups, using a scale of 1 - 5 (1: lowest; 5: highest) and filled in an excel sheet.

Table: The criteria to be considered in value chain selection

Criteria	Group 1	Group 2	Group 3
	Score	Score	Score
<b>Participation</b>			
# Women involved in the value chain: # of men			
How many female entrepreneurs/farmers are already active along the value chain? How many men?			
What is the average size of existing women-led enterprises? Male enterprises?			

<sup>15</sup> Source: Adapted from Royal Tropical Institute, Agri-Pro Focus and International Institute of Rural Reconstruction, 2012).

Criteria	Group 1	Group 2	Group 3
	Score	Score	Score
The value chain offers new employment or entrepreneurial opportunities for women			
-----			
<b>Control and Access</b>			
Women usually own and control equipment and assets used in their work.			
Women have (or can they acquire easily) the skills needed to upscale their business or product diversification.			
Women usually control the income earned through their business/economic activity			
Workers (male and female) must travel far from their household/community			
<b>Potential constraints and opportunities</b>			
The value chain with low entry barriers for poor entrepreneurs			
The value chain with low entry barriers for women			
Work compatible with women's common time and mobility constraints			
The activity or business acceptable for women according to prevailing cultural norms			
<b>Total</b>			

# ANNEX

## Appendix 1: Gender mainstreaming in the training on vegetable VC

It is necessary to understand and clearly identify which stages of the value chain of the vegetable and fruit industry are involved in the value chain before assessing where gender mainstreaming can be incorporated, by determining the roles and responsibilities of men and women in each stage and proposing appropriate measures and interventions for each object. Below provides some guidance on gender mainstreaming in the fruit and vegetable chain:

[Gender mainstreaming in training/instructing workers/employees in good production practices, preliminary processing, and packaging of fresh fruit and vegetable products.](#)

Timing: 10 minutes: Brief introduction to:

Purpose, requirements, expected results, program content,

Basic concepts of gender, gender equality,

Tools used in gender mainstreaming.

### Content:

Gender issues are integrated into the technical content of the industry. Trainers need to analyze and clarify the following content in the training program. Standard Codes of Practice (SOPs) in the pre-processing and packaging areas will be implemented in the pilot model, specifically as follows:

Content	Gender mainstreaming
SOP 1P: Water used in the Preliminary House.	Both male and female stakeholders are informed about the use of clean water that meets Vietnamese standards to reduce the risk of microbial and chemical contamination of fresh fruits and vegetables.
SOP 2P: Cleaning and maintenance at the Prep House.	Is the person in charge of this stage male or female? Workers (both men and women) need to be trained in workshop maintenance and instructions on the use of labor protection equipment. Differences in health impacts on male and female workers should be considered. Men and women may require important support at different stages of labor (e.g., labor protection, and working conditions). Female workers during pregnancy should be considered when working at this stage. Workers need information about the risks that may affect their health in specific circumstances.
SOP 3P: Cleaning and disinfecting fresh fruits and vegetables	Is a man or a woman usually in charge of this step? Male and female workers need to be trained on instructions on the use of cleaning and disinfecting chemicals.
SOP 4P: Waste management and treatment at the primary processing house	Is the person in charge of this stage usually male or female? Male and female workers need to be trained on the effects of waste management and treatment in primary processing houses. It is necessary to consider the effects of different stages of waste management and treatment at primary processing houses on the health of workers (men and women)

Content	Gender mainstreaming
	It is necessary to provide support for each person at each stage of labor action.
SOP 5P: Cooling fresh fruits and vegetables at processing house	Is the person in charge of this stage usually male or female? It is necessary to regularly provide technical knowledge for both men and women. SOP consultation should be conducted regularly for both men and women. Acknowledge the different opinions of both men and women.
SOP 6P: Insect and pest control in the pre-processing house	Is the person in charge of this stage usually male or female? Were stakeholders, both men and women, trained and updated their knowledge on insect and pest control at primary processing plants?
SOP 7P: Training to ensure suitable working conditions Male and female workers should be equally trained in good manufacturing practices and principles of personal hygiene.	Male and female employees need to have annual medical examination. Male and female direct workers should be consulted regularly on the appropriateness of the SOP on personal hygiene practices. Gender disaggregated data after training should be recorded to ensure that both men and women are trained and are consulted equally.
SOP 8P: Receiving fresh fruits and vegetables at the pre-processing house.	Both male and female stakeholders are trained in the reception, preservation, production and sale of fresh fruits and vegetables at the pre-processor.
SOP 9P: Preservation and production of fresh vegetables at the processing house	Consultations and references on the appropriateness of SOPs should be conducted regularly. ask not only technical staff but also male and female workers.

### Gender mainstreaming in training/instructing farmers/workers on the practice of applying VietGAP on vegetables in farm/field areas.

Timing: 10 minutes: Brief introduction to:

- Purpose, requirements, expected results, program content,
- Basic concepts of gender, gender equality,
- Tools used in gender mainstreaming.

#### Content

Gender content is integrated with technical content, trainers need to analyze and clarify the following contents in the training program.

Content	Gender mainstreaming
SOP 1: Standard Code of Practice on Evaluation and Selection of Production Areas	<p>Producers, male and female workers are all trained on Standard Codes of Practice.</p> <p>It is necessary to seek opinions of both men and women on the application of standard codes of practice.</p>
SOP 2: Standard Code of Practice on Fertilizers and Supplements.	<p>Is the person performing this stage usually male or female?</p> <p>Managers and technical staff men and women are trained on codes of practice on fertilizers and supplements.</p> <p>The development of fertilizer and supplement records and the establishment of records on the use of agricultural inputs should be equally disseminated to male and female producer owners.</p>
SOP 3: Standard Code of Practice on Farming Organic Fertilizers	<p>Both male and female producers are fully informed about the organic fertilizer composting process on the farm.</p> <p>Activities on SOP application are recorded by the manager and technical staff (regardless of whether the recorder is male or female).</p> <p>Producers, male and female workers are trained on how to composting organic fertilizers on the farm.</p>
SOP 4: Standard Code of Practice on Seeds and Rootstocks	<p>Consultations and consultations on the appropriateness of SOPs should be conducted regularly. It is important to include male and female workers in addition to technical staff when undertaking a consultation.</p>
SOP 5: Standard Code of Practice for Water in Vegetable Production..	<p>Both male and female stakeholders must be informed about the use of clean water that meets Vietnamese standards for use in vegetable production.</p>
SOP 6: Code of Practice on Pesticides	<p>Both male and female producers are fully informed about the process of purchasing and receiving pesticides.</p> <p>Producers, male and female workers are trained in the use of chemicals and safe drug use measures.</p> <p>Consultations and consultations on the appropriateness of SOPs should be conducted regularly. It is important to include male and female workers in addition to technical staff when undertaking a consultation.</p>
SOP 7: Code of Practice for Harvesting, Packing, Handling and Storing Fresh Vegetables on the Farm	<p>Is the person in charge of this stage usually male or female?.</p> <p>This stage needs to be regularly discussed about the technology being used.</p> <p>Men and women working on the farm should have equal access to training on harvesting, packing, loading and storing fresh fruit and vegetables on the farm.</p> <p>Commenting on the appropriateness of SOPs should be conducted for both men and women at this stage.</p>

Content	Gender mainstreaming
<p>SOP 8: Standard Code of Practice on Sanitizing tools, equipment, containers and loading and unloading areas.</p>	<p>Is the person in charge of this stage usually male or female? Both male and female employees should be equipped with occupational safety knowledge. It is necessary to consider the level of impact on workers' health in cleaning tools, equipment, containers and loading and unloading areas. Assess the suitability for men and women at each stage to arrange suitable implementers</p>
<p>SOP 9: Standard Code of Practice on Waste Management and Treatment</p>	<p>Is the person in charge of this stage usually male or female? Male and female workers need to be trained in waste management and treatment. Consider the impact on the health of male and female workers in waste management and treatment stages. Assess the degree of influence on each subject male and female. Corpse. Determine the necessary objects to support at this stage of labor. Female workers during pregnancy should be considered when working in this stage. Information is needed about the risks that may affect their health in specific circumstances.</p>
<p>SOP 10: Standard Code of Practice on Training to ensure proper working conditions on the farm.</p>	<p>Male and female workers are guaranteed safe working conditions on the farm and are trained in occupational safety and health. At each stage, including production stages, male and female workers should participate in whichever stage is suitable for their health and physical condition. Identify the object that needs the necessary support at this stage. Female workers during pregnancy and lactation need special attention. Working conditions must be safe and suitable for both men and women. Men and women should be provided with suitable protective clothing when working. Both male and female workers are entitled to equal social benefits. Salary, allowances and compensation for employees must be reasonable, ensure gender equality, and comply with Vietnam's regulations. Both male and female employees are trained in the fields related to the work they are doing: methods of using equipment and tools; first aid instructions for occupational accidents; safe use of chemicals; occupational safety and hygiene.</p>
<p>SOP 10: Standard Code of Practice on Land Management</p>	<p>Men and women working at this stage have access to standard practice codes on land management; were consulted on the appropriateness of this regulation. Managers must keep all gender-disaggregated data, records of consultation, training of male and female workers, and other related activities.</p>



## Appendix 2: Gender mainstreaming in the training on Pork VC

Good practices in pig production (on the farm)

It is necessary to find out the participation of women and men in all stages of pork production. This is an important point to determine who has the main role in each stage of production, from which appropriate interventions can be made. Some notes below for technical trainers before training on good practicing and processing in livestock production

Timing: 10 minutes

Introduction:

- Training objectives,
- Introduction to gender equality, concept, purpose, requirements to be achieved.
- Summary of tools used in gender mainstreaming.

Content

It is necessary to add to the lecture for each technical training content and during the training and lecture it is necessary to analyze and emphasize the following contents:

Content	Gender mainstreaming
<b>Food safety hazards in pork processing.</b>	All women and men involved in processing must understand food safety hazards. Managers of business establishments are responsible for informing workers, women and men.
<b>Guidelines for good cooking practices</b>	
SOP 1: Infrastructure, equipment and maintenance	In each SOP, who is the main performer - male or female workers?  The working conditions at the establishment should take into account the specific needs of women, for example toilets, suitable labor protection, changing rooms, etc.  Training and information for employees about SOP need to choose the right male and female trainees - those who directly perform this job.  The implementation of standard processes increases labor at which stage of production related to male or female workers? From this data, we need to think about the solutions and any measures to support and compensate male and female employees appropriately.  Regularly consult men and women about the suitability of
SOP 2: Water Quality Monitoring	
SOP3: Cleaning and Disinfection	
SOP 4; Pest and Pest Control	
SOP 5: Training	
SOP 6: Shipping	
SOP 7: Visceral peeling	
SOP 8: Wash your body for the last time	

Content	Gender mainstreaming
SOP 9: Receiving products	SOPs – do not only ask technical staff but also male and female workers directly.
SOP 10: Meat cutting	
SOP 11: Waste management	
SOP 12: Slaughter Control	
<b>HR management</b>	<p>In training, It is necessary to add a column on the gender of trained and trained workers.</p> <p>Ensure social welfare, remuneration and salary are equal for male and female employees.</p> <p>It is necessary to take into account the specific needs of female workers in terms of working conditions (facilities, working time when having small children, ...)</p> <p>Need to keep records on employee training; gender disaggregated data (male, female) to ensure that male and female workers receive equal and appropriate training for the work they are doing on the farm/facility.</p>
<b>Record keeping, record keeping, traceability and product recalls</b>	<p>Determine what tasks male or female workers perform in the recording and tracking of information Profile form? (production diaries, books to record livestock productivity, monitoring the use of feed ingredients).</p> <p>Taking notes often takes time, does it affect men or women differently? Is there any way to compensate males and female workers equitably for their labor (remuneration, salary, etc.) based on assessment of the labor performed.</p> <p>Regularly ask for advice on the suitability of forms, tables and records (if complicated, how can it be changed? Ask the person – male or female - who does this work directly).</p>

Check, evaluate, monitor the application of good manufacturing practices (GPPs) and take samples for testing in the pork industry chain.

General information to be collected before developing an inspection, evaluation and monitoring plan

- In each SOP, who is the main performer? Who is responsible for recording logbooks? Male or female workers?
- Number of male and female employees and labor characteristics for each farm or business/processing facility?
- Who (male or female) would be suitable to participate in the inspection and sampling process.
- Notes on the methods of conducting inspection, monitoring and evaluation

Content	Gender mainstreaming
Steps of check/evaluation	
Preparation	Members of the inspection team, including both men and women, should ensure the time and process of meeting and interviewing will be convenient for male and female employees.
Meeting with grassroots representatives	Ask employers to provide basic information about male and female employees at the establishment.
Reality check	<p>Determining gender considerations will depend on the type of facility, scale and production characteristics.</p> <p>For example, if the establishment has many female employees, it is necessary to consider the working conditions, training policies, etc. Is there any difference between male and female employees? Why?</p> <p>Need to meet with both male and female workers - acknowledge the different opinions of men and women.</p>
Inspection team meeting	Consider any problems related to female and male workers - share findings on the difficulties faced by female or male workers in the practice of standards.
Announcement of test results	<p>The establishment representative participating in the announcement of the inspection results should include some key workers (male and female) in the implementation of the codes of practice.</p> <p>The establishment's test results will include both men and women</p>
Guidelines for testing and evaluating the application of good husbandry practices for safe pig production	<p>It is necessary to interview both male and female workers - directly involved in SOPs. Avoid representative interviews by ensuring discussion with employees actually doing the work.</p> <p>In case there is a step in the process with both male and female employees, both should be interviewed for complete information.</p> <p>Actual inspection of the washing area, changing rooms of male and female workers is separate, to ensure personal privacy.</p> <p>Check records, notebooks, diaries and discuss directly with the person responsible for recording the suitability and complexity of the criteria.</p> <p>Need to check if the scribe is the one doing the job itself?</p> <p>Need to check whether there is any discrimination in terms of social welfare, wages, training policies for male and female employees?</p>

## Appendix 3: Basic Principles of Gender mainstreaming in the SAFEGRO Project

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### A. INTRODUCTION

#### Who is this document designed for?

- All SAFEGRO's staff and consultants
- SAFEGRO's Food Safety and Gender Working Groups
- SAFEGRO's counterparts at different levels

#### What is the purpose of the document?

- To provide the principles of gender-sensitive communication, data collection, and analysis
- To assist readers to develop a clear understanding of gender equality in the context of the project

#### What is in the document?

- Introduction
- Principles of Gender Mainstreaming in the project
  - Six principles for gender-sensitive communications
  - Gender-sensitive data collection and monitoring
  - Gender-sensitive analysis
- Understanding Gender Equality – Questions and Answers
- Definitions of Gender Concepts

#### How was the document developed and used?

- The document was developed by the Project's Gender Advisors<sup>16</sup>, based on related principles of UNDP and other organizations, with modifications to suit the project context in implementation process. The document also had the participatory contribution from related participants to ensure practical application;
- The principles in the document align with the current gender regulations/policy of the Vietnam and Canada Governments, and the Alinea's Code of Conduct which follows the guidelines of the Organization of Economic Co-operation and Development (OECD) and the Ten Principles of the UN Global Compact (UNGC)<sup>17</sup>.
- The document will be officially introduced by the Project Office to all of the project's participants and partners and will request that they apply these principles when working/cooperating with the Project. The Gender Consultant will also have in-person/in-person orientation and mentoring sessions for key members.

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<sup>16</sup> This document is separate from but complements the Gender Toolkit which will provide tools for gender mainstreaming in the selected value chains and food safety system of the project, and is being developed by the Project's Gender Advisors.

<sup>17</sup> Source: 2022 Global Compact Report, Alinea International.

### Why are these principles important?

- Although women make up over 50% of the workforce in agriculture in Vietnam and are considered the mainstay of the rural economy, they face more constraints than men in terms of decision-making power, access to resources, services, and opportunities. Studies have shown that ignoring gender characteristics will not only reduce the effectiveness of project interventions but also exacerbate gender inequality.
- The SAFEGRO Gender Equality and Women's Empowerment (GEWE) Strategy with its objectives of: a) promote GEWE along the selected value chains, b) strengthen the integration of gender equality (GE) into all SAFEGRO's interventions, and c) enhance the relevance, efficiency, effectiveness, impacts and project sustainability for both women and men – is the commitment of the Project to the Canada's Feminist International Assistant Policy (FIAP, Action Areas 1 and 3; contributes to the UN Sustainable Development Goals (SDG 5) and the implementation of Vietnam's key gender efforts (e.g., the Law on Gender Equality – 2006; Law on Prevention and Control of Domestic Violence - 2007, and the National Strategy on Gender Equality - NSGE period 2021 – 2030).
- Ensuring SAFEGRO's gender mainstreaming goal requires all project interventions and activities to pay attention to gender-related issues. SAFEGRO's participants (staff, consultants, working groups, and counterparts) need to adhere to the project's basic principles of gender mainstreaming in their day-to-day work.

## B. PRINCIPLES OF GENDER MAINSTREAMING IN THE PROJECT

Gender equality is achieved when women and men, girls and boys, have equal rights, life prospects, opportunities, and the power to shape their own lives and contribute to society. Equality between the sexes is a question of a fair and equitable distribution of power, influence, and resources in everyday life and in society as a whole. A gender-equal society safeguards and makes use of every individual's experiences, skills, and competence.

Gender mainstreaming is a process of assessing the implications for women and men of any planned action, policy, or program, in all areas and all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension in the design, implementation, monitoring, and evaluation of policies and programs so that both women and men benefit and inequality is not perpetuated. Gender mainstreaming is not a goal in itself but an approach for promoting gender equality<sup>18</sup>.

The principles outlined in this document include:

- Gender-sensitive communication (6 principles for language and 2 principles for audio and visual material)
- Gender-sensitive data collection and monitoring
- Gender-sensitive analysis (4 principles)

### 1. Gender-sensitive communications

Using gender-sensitive communications can:

- Make it easier to see important differences between the needs of women and men;

<sup>18</sup> Source: Gender Analysis Principles and Elements, UN 2020

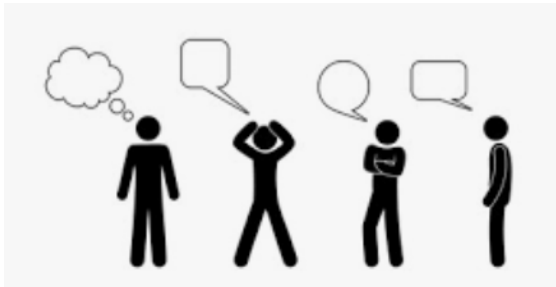

- ❑ Challenge unconscious assumptions people have about gender roles in society;
- ❑ Lay the foundation for greater gender equality throughout society;
- ❑ Raise awareness of how language and communications affect our behavior;
- ❑ Make people more comfortable with expressing themselves and behaving in ways that were once not considered ‘typical’ of their gender.

**1.1. Six principles of gender-sensitive language**

Language plays a critical role in how we interpret the world, including how we think and behave. Word choices often reflect unconscious assumptions about values, gender roles, and the abilities of women and men. Gendered language is still commonplace in both the workplace and everyday life. Imprecise word choices can be interpreted as discriminatory, demeaning, or biased, regardless of how they are intended. Such language hinders efforts to promote gender equality and women's empowerment, and does not follow SAFEGRO's goals.

**Principle 1 - Ensure that women and men are represented**

As SAFEGRO’s partners and beneficiaries include both women and men, both should be seen, heard, and treated equally in media products, messages, stories, and other communications. It is important to ensure that quotes from both men and women are included in press releases, stories, and other communications. Additionally, presenting female voices in traditionally male roles and vice versa contributes to deconstructing stereotypes and gender norms. Such messages, including visuals and written messages, can have a positive impact on people's attitudes over time. When preparing press releases, stories, and other materials it is important to plan and clarify how women's and men's voices can be captured.

<b>Gender-biased</b> 😞😞😞 Should be avoid	<b>Gender-sensitive</b> 😊😊😊 Should be applied
	

*Illustrations of gender-biased and gender-equality quotes*

**Principle 2 - Challenge gender stereotypes**

Our use of language reinforces gender stereotypes and assumptions about women and men and is often formed through such gender stereotypes. It is important to avoid using these, as gender stereotypes limit and trivialize both women and men, presenting inaccurate images.

In SAFEGRO it is important to refrain from representing vocations or roles as only appropriate for, or held by women and/or men; do not use phrases that stereotype women’s or men’s behavior or thought processes.

Gender-biased 😞😞😞 Should be avoid	Gender-sensitive 😊😊😊 Should be applied
She's as active <del>as a man</del>	She is <b>an active woman</b>
<del>Women should do housework and light chores. Men should earn money, do heavy work and be the breadwinner</del>	Both men and women can be breadwinners, can work to generate income, and equally share housework
He always <del>helps</del> his wife with the housework.	He and his wife always <b>share</b> the housework
The cooperative members and <del>their wives</del> are invited	The cooperative members and <b>their husbands or wives</b> are invited.
Entrepreneurs' leaders are often busy and have little time for their <del>wives and children</del>	Entrepreneurs' leaders are often busy and have little time for their <b>families</b>
This advertisement is for the <del>housewives</del>	The advertisement is for the <b>consumers</b>

*Examples of gender-stereotyped and non-stereotyped sentences*

### Principle 3 - Avoid exclusionary forms

Exclusionary forms of language indicate the use of “he”/“his” when referring to both a female and male, which excludes females. One can use “he” and “she” to be inclusive, or use the plural ‘they’ to avoid using any gendered pronouns.

When using gendered pronouns, it is important not to confuse your audience by using she in one paragraph and he in the next. In these situations, it is good practice to stick to one pronoun, use a plural, or eliminate the use of pronouns by rewording the sentence. In addition, when used sparingly, using he or she in a sentence can be a good way to include both sexes.

Gender biased 😞😞😞 Should be avoid	Gender-sensitive 😊😊😊 Should be applied
Each participant should have <b>his</b> voice	Each participant should have <b>their (or his/her)</b> voice
Ensuring that the <del>housewife</del> can buy products	Ensuring that the <b>customers</b> can buy the products
Everyone must complete <b>his</b> tasks.	Everyone must complete <b>his/her (or their)</b> tasks.

*Examples of gender-biased and gender-sensitive sentences*

### Principle 4 - Use equal forms of address

Addressing women by their marital status is an old practice. Women (in the West) were often called by their husband’s full name, for example: ‘Mrs. John Smith’. Today, the ‘Ms.’ form is universally accepted and a good practice to adopt.

In the same way, women are often referred to as someone's partner, instead of an individual in their own right. This creates an imbalance for them in public life. It is good practice to avoid referring to women as somebody's wife, widow, or mother unless necessary. For example, instead of calling a woman Mr. A's wife or Uncle B's mother, or the wife of house-head C, call the woman’s name.

Overall, however, it is important to be mindful and respectful of how individual women prefer to be addressed. For example, if a woman refers to herself as ‘Mrs.’, or adopts her husband’s name in

correspondence, it is important to respect this choice and subsequently refer to her with the name of her choosing.

Gender biased ☹️☹️☹️ Should be avoid	Gender-sensitive 😊😊😊 Should be applied
Miss/Mrs.	Ms.
Men and ladies	Men and women/women and men
Man and wife	Wife and husband/husband and wife/married couple
Ed Schmidt and his wife	Mr. and Ms. Schmidt

*Examples of gender-biased and gender-sensitive sentences*

**Principle 5 - Create a gender balance:**

In written and oral communications, it is important to be mindful of the gender implications of generic terms. Generics are nouns and pronouns intended to be used for both women and men. For example, the terms 'fatherland' or 'mankind' describe concepts that encompass men and women but both terms are male-dominated. It is best to avoid such generics, to create a more gender-inclusive language.

Similarly, word order can often give the assumption that one sex is superior to the other, or that the latter sex is an afterthought. For example, using the phrases men and women, or ladies and gentlemen may give this impression. Instead, it is better to address groups of people with generic terms. For example, addressing a group as colleagues or members of the delegation avoids using any gender bias.

Gender biased ☹️☹️☹️ Should be avoid	Gender-sensitive 😊😊😊 Should be applied
Fatherland, Mother's tongue	Native land, Native tongue
manpower	Workforce, employees
mothering	Caring, nurturing
Man-day	Working day
Mankind	Humanity, human beings, people

*Examples of gender-biased and gender-sensitive sentences in English*

**Principle 6 - Promote gender equity through titles, labels, and names**

Some titles for people and occupations reflect inequitable assumptions about males and females; gender-sensitive language promotes more inclusive and equitable representations for both females and males. It is best to use generic terms to promote a more inclusive and equal representation of both men and women.



Gender biased ☹️☹️☹️ Should be avoid	Gender-sensitive 😊😊😊 Should be applied
Chairman;	Chairperson;
Salesman/ Saleswomen	Salesperson
<del>Career women</del>	Professional; executive; a business person
<del>Male nurse</del>	Nurse
Spokesman	Spokesperson
<del>Actress or stewardess</del>	Flight attendant
<del>actress or stewardess</del>	Actors
Fireman	Firefighter
Policeman	Police officer, public safety officer
Postman	Postal carrier, postal worker

*Examples of gender-biased and gender-sensitive sentences*

## 1.2. Principles for audio & visual materials

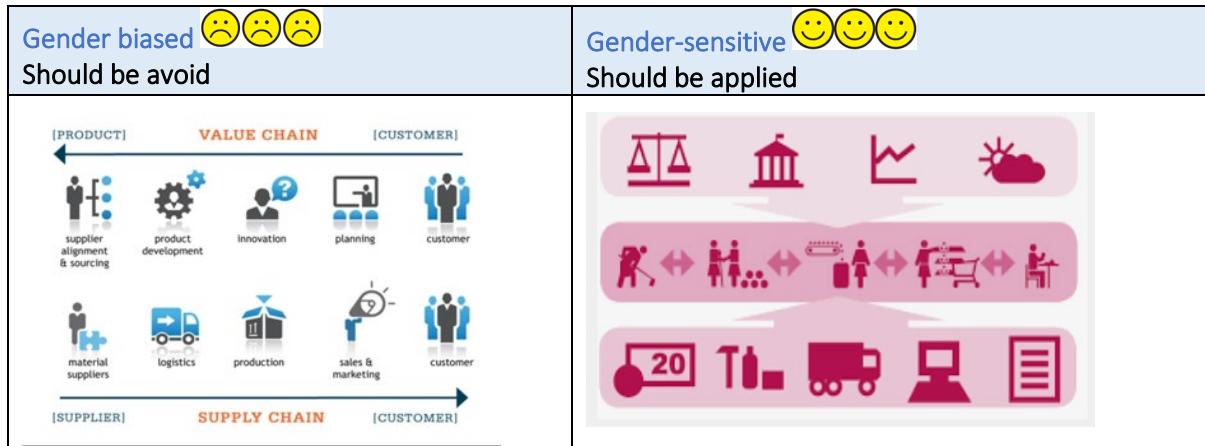
Pictures, graphics, video, and audio materials are powerful communication tools to influence perceptions, attitudes, and eventually social change. The principles for gender-inclusive written and oral communications above also apply to audio and visual materials i.e. videos, photographs, and infographics

As SAFEGRO uses many of these communication products regularly, it is important to apply principles of gender-sensitive communications for these products as well and to avoid any stereotypical portrayal of men and women in terms of social beliefs, norms of expected behavior, sexual division of labor, access, and control to resources decision-making and power differentials.

### Principle 1 - Ensure women and men are represented equally

When preparing written, audio and visual materials including voice-overs, please remember to include women as interviewers, interviewees, and speakers at events as well as combine female and male voices in voice-overs. This should be done regardless of the topic and should ensure that the style of expression and messages convey equal status and authority when alternating between male and female voices.

While it may not be possible to have an equal number of women and men in every photograph, illustration, cartoon, or video segment, it is important that in the total presentation in these media, the presence of women in the society be demonstrated as balanced, not as exceptional or sporadic. Generally, women should be portrayed as equal and active participants in all aspects of life: in the workplace, in manual labor positions and white-collar professions; at home; at educational institutions; in politics and civil society; in public life and in the community.

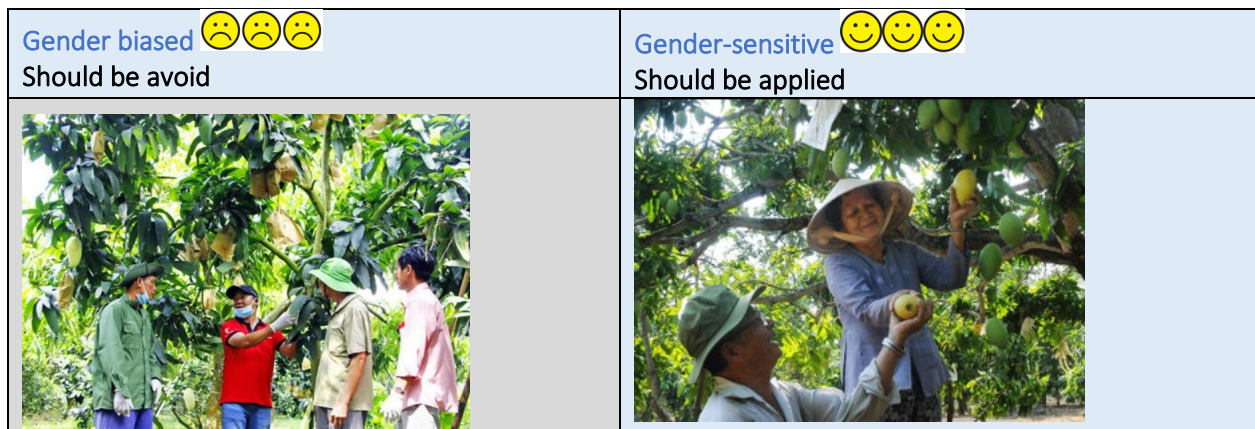


Examples of gender-inequality and gender-equality images

**Principle 2. Challenge gender stereotypes with images**

In the same way as written materials, the depiction of women and men should attempt to break with notions of gender roles that perpetuate gender inequalities. Women and men should be portrayed as equals, rather than having roles and characteristics traditionally assigned based on dominant gender norms. Women should be depicted as being able to leverage opportunities or as having equal opportunities; being in positions of power and in professions that are not usually linked to women such as professors, doctors, or heads of state. Equally, men should be depicted as undertaking non-traditional caring roles and activities.

In addition to choosing images that show women and men in non-traditional and non-stereotypical roles and professions and ensuring equal numbers of women and men, it is important to be mindful of messages that eliminate gender norms and gender stereotypes. For example, it is recommended to choose images in which postures, expressions, gestures, and clothing convey equal status and authority of women and men.





Examples of gender-stereotype and non-stereotypical images/photos

## 2. Principles of gender-sensitive data collection and monitoring

Gender-sensitive data collection means that gender is systematically included as a variable at the moment of collecting data on individuals. It is also known as "gender-disaggregated" data. Without it, it is impossible to assess the status of gender equality in a given context for a particular indicator. Once the assessment on that indicator is done, and gender inequality is found, different types of measures can be applied to improve such inequality. During the monitoring phase, data is collected and analyzed once again on that particular indicator to assess if the measures taken had led to progress in gender-related terms (and if so, to which extent).

### Key points:



- Data collection methods that have not been designed in a gender-sensitive way are unlikely to effectively collect evidence around gender issues.
- Gender-sensitive data collection requires mixed methods, both quantitative and qualitative
- 21 gender indicators need to be collected and monitored within the framework of SAFEGRO as in the Annex

**Principles:** Data must be collected, analyzed, and presented by gender. Social dimensions, such as age, ethnicity, income, and level of education should also be reflected where possible.

Gender-neutral/gender blank 😞😞😞 Should be avoid					Gender-sensitive 😊😊😊 Should be applied					
DANH SÁCH THÀNH VIÊN   PARTICIPANT LIST					DANH SÁCH THÀNH VIÊN   PARTICIPANT LIST					
No	Họ và Tên Full name	Đơn vị Organization	Chức danh Position	Địa chỉ Contact	No	Họ và Tên Full name	Gới tính   Gender Female/Nữ   Male/Name	Đơn vị Organization	Chức danh Position	Địa chỉ Contact
1					1					
2					2					
3					3					
4					4					
5					5					

*Example of gender-blank and gender-sensitive template for gender disaggregated data collection*

<b>THÔNG TIN HƯỚNG DẪN PHỎNG VẤN SÂU   INDEPTH INTERVIEW</b> <b>Tác nhân: Nông dân   Farmer Actor</b>		
<b>Chủ đề chính</b> <b>Main topic</b>	<b>Thông tin cần hỏi   Information Checklist</b>	<b>Kiểm tra</b> <b>thông tin</b> <b> Verify</b>
<b>Thông tin chung   General Infor</b>	Giới tính   Gender Tuổi   Age Dân tộc   Ethnicity Trình độ học vấn   Education Địa chỉ   Address	
	<ul style="list-style-type: none"> <li>Ông/Bà có kinh nghiệm trồng rau được bao nhiêu năm?   How many years of experience do you have in growing vegetables?</li> </ul>	
	<ul style="list-style-type: none"> <li>Có bao nhiêu lao động nam, nữ tham gia sản xuất rau trong gia đình?   How many male and female workers are involved in vegetable production in the family?</li> </ul>	
	<ul style="list-style-type: none"> <li>Những khó khăn của phụ nữ và nam giới khi áp dụng công nghệ mới vào sản xuất rau là gì?   What are the difficulties faced by women and men when applying new technology to vegetable production?</li> </ul>	

*Example of checklist collecting both gender qualitative and quantitative data*

**Note:** Guidelines for gender-based value chain data collection and analysis will be presented in the SAFEGRO's Gender Toolkit which is being prepared separately from this document.

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### **Circular/Decree**

8. National Strategy on Gender Equality 2011-2020, Decision 2351, QD-TTg dated December 24, 2010;
9. Investment policy for special development period 2011-2020, Decision No. 24/2012/QD-TTg issued on June 1, 2012.



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