



FEED THE FUTURE


The U.S. Government's Global Hunger & Food Security Initiative

TOOLKIT TO ADDRESS GENDER- BASED VIOLENCE IN AGRICULTURE AND MARKET SYSTEMS DEVELOPMENT

FEED THE FUTURE ADVANCING WOMEN'S
EMPOWERMENT PROGRAM



USAID
FROM THE AMERICAN PEOPLE



This publication was made possible through support provided by the Bureau for Resilience and Food Security, U.S. Agency for International Development (USAID), under the terms of Contract No. 7200AA18A00010, Call Order No. 7200AA19F50025. The opinions expressed herein are those of the authors and do not necessarily reflect the views of USAID or the U.S. Government.

Advancing Women's Empowerment



The Advancing Women's Empowerment (AWE) Program provides consulting services for the Bureau for Resilience and Food Security, Feed the Future Focus and Aligned Missions, and Global Food Security Strategy Target and Aligned Missions worldwide in the areas of gender integration, gender-sensitive design, implementation of agricultural programming, building gender capacity of personnel and programming, and knowledge management and learning. AWE enhances gender equality and women's empowerment in agriculture projects by providing targeted technical assistance to missions, implementing partners, the Bureau for Resilience and Food Security, and other USAID operating units to increase women's participation, productivity, profit, and benefit in agricultural systems. AWE is implemented by EnCompass LLC with ACDI/VOCA, MarketShare Associates, and FHI 360.



At its inception, the AWE Program prioritized a learning and research agenda to generate new knowledge and synthesize evidence around effectively preventing, mitigating, and responding to GBV in the agriculture sector. The Toolkit to Address Gender-Based Violence in Agriculture and Market Systems Development is a product of this learning agenda and was developed under [AWE Call Order 4](#) (CO4), contract no. 7200AA19F50025, Good Practices for Gender-Based Violence (GBV) in Agriculture and Women's Empowerment Beyond Production, which was funded October 1, 2019–August 22, 2022. Call Order 4 is implemented by a consortium of partners led by prime contractor EnCompass and subcontractors ACDI/VOCA, MarketShare Associates, and FHI360.

Recommended Citation

Eckman, A.K., J. Williamson, K. Cheney, Z. Mesfin. "Toolkit to Address Gender-Based Violence in Agriculture and Market Systems Development." Prepared by EnCompass LLC for the United States Agency for International Development, 2022.

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ACKNOWLEDGMENTS

The Toolkit to Address Gender-Based Violence in Agriculture and Market Systems Development was written by GBV Technical Lead Anne K. Eckman, with design, writing, and revision support from AWE CO4 Team Lead Katie Cheney (EnCompass), AWE Gender and Agriculture Systems Advisor Jenn Williamson (ACDI/VOCA), and Gender and Agriculture Specialist II Zenebech Mesfin (EnCompass). We are grateful for additional review, design, and other support from Samantha Croasdaile, Julie Harris, Jamie Holbrook, Natalie Petrulla, Nicole Scotti (EnCompass), and Meghan Bolden (MSA).

For their input to the design and ongoing guidance and support throughout toolkit development, the authors wish to thank Aslihan Kes, AWE's Contracting Officer's Representative (COR) and USAID Bureau for Resilience and Food Security Gender Advisor; Chaitra Shenoy, USAID Senior Gender-Based Violence Advisor; and Susan Pologruto and Krista Jacobs, former AWE CORs.

Pilot testing of this toolkit (captured in a [learning brief](#)) was implemented by AWE CO4 partner MarketShare Associates (MSA) under the leadership of Julia Hakspiel (October 2019–February 2021), Friederike Strub (March–October 2021), and Felicity Butler (November 2021–February 2022) as the Pilot Testing Technical Leads. We also acknowledge the ongoing leadership and support from AWE MEL Manager, Meghan Bolden, throughout the pilot testing phase and throughout toolkit development. The authors also wish to thank Erin Markel (MSA) for her ongoing input and guidance to this Activity.

The authors would also like to thank the many individuals and organizations that provided input to the toolkit design at various stages, including participation in key informant interviews, focus group discussions, and a technical advisory group workshop. Represented organizations include: USAID staff representing the Missions of Cambodia, Kenya/East Africa, Ghana, Guatemala, and Colombia, Abt Associates, ACDI/VOCA, Care USA, Chemonics International, DAI, Fedecoagua, Land O'Lakes, Making Cents International, NCBA CLUSA, Palladium, Agropecuaria Popoyán, S.A., Resonance, Root Capital, Tetra Tech, Winrock International, WorldFish, and World Vision. AWE would also like to thank the USAID-funded Collective Action to Reduce Gender-Based Violence (CARE-GBV) Activity, which developed a sector-specific brief on this toolkit as part of the [Foundational Elements for GBV Programming in Development](#).

Lastly, AWE would like to thank FHI 360, namely Jennifer Arney and Elise Young, who led development of the [Gender-Based Violence Resource List and Good Practices in Agriculture and Other Sectors](#) that provided a landscape of GBV resources at the outset of this call order and identified key resources that could inform toolkit development and from which some components of this toolkit were adapted.

ACRONYMS AND ABBREVIATIONS

AWE	Advancing Women's Empowerment Program
CARE-GBV	Collective Action to Reduce Gender-Based Violence
CLA	Collaborating, learning, and adapting
FAO	United Nations Food and Agriculture Organization
GBV	Gender-based violence
GESI	Gender equality and social inclusion
IASC	Inter-Agency Standing Committee
IPV	Intimate partner violence
LGBTQI+	Lesbian, gay, bisexual, transgender, queer/questioning, intersex, plus other sexual and gender identities
MEL	Monitoring, evaluation, and learning
MSD	Market systems development
RFS	Bureau for Resilience and Food Security
USAID	United States Agency for International Development
WEAI	Women's Empowerment in Agriculture Index

RESOURCES ADAPTED FOR THIS TOOLKIT

This toolkit seeks to build on existing resources. Core material presented in this toolkit draws from and adapts three predominant resources:

- CARE USA's [*Guidance for gender-based violence \(GBV\) monitoring and mitigation within non-GBV focused sectoral programming*](#) (Bloom, ScD et al. 2014)
- The Food and Agriculture Organization (FAO)'s [*How can we protect men, women and children from gender-based violence? Addressing GBV in the food security and agriculture sector*](#) (FAO 2018)
- USAID's [*Toolkit for integrating GBV prevention and response into economic growth projects*](#) (Schulte et al. 2014)

The [*AWE Program*](#) captures a range of resources to prevent, mitigate, and respond to GBV in agriculture and other sectors in a [*Resource Compendium: Gender-Based Violence in Agriculture and Other Sectors*](#). The compendium includes these listed resources from which the toolkit was adapted.

Other key resource materials that informed this toolkit include the following:

- FAO's [*Developing gender-sensitive value chains: Guidelines for practitioners*](#) (FAO 2018b)
- [*Women's Refugee Commission's Preventing gender-based violence, building livelihoods: Guidance and tools for improved programming*](#) (Krause-Vilmar 2011)
- [*USAID's Promoting gender equitable opportunities in agricultural value chains: A handbook*](#) (Rubin, Manfre, and Barrett 2009)

The toolkit's authors also gratefully acknowledge the Inter-Agency Standing Committee (IASC) for its [*How to Support Survivors of Gender-Based Violence When a GBV Actor Is Not Available in Your Area: A Step-by-Step Pocket Guide for Humanitarian Practitioners*](#) (IASC 2018).

GLOSSARY OF RELEVANT TERMS TO GBV IN AGRICULTURE AND MSD PROJECTS

TERM	DEFINITION	WHAT DOES THIS LOOK LIKE IN AGRICULTURE AND MSD CONTEXTS?
Do no harm	The “do no harm” principle is an ethical obligation and minimum standard that should guide all development interventions. It means that at a minimum, development interventions have an obligation to analyze and consider all the possible negative unintended consequences (i.e., exacerbating gender-based violence) that an intervention may have and take steps to prevent harm (FIDH n.d.).	In the context of an agriculture and market systems development (MSD) project context, applying the “do no harm” principle might include conducting a gender analysis during project start-up that includes understanding the cultural context, norms, and risks around gender-based violence, and integrating gender analysis findings into project design, taking careful consideration of possible negative unintended consequences of project activities.
Economic violence	A form of gender-based violence, economic violence is the denial of rightful access to or control over productive and financial resources, livelihood opportunities, information, education, health, or other social services. Examples include preventing a widow from receiving an inheritance, land grabbing, earnings forcibly taken by an intimate partner or family member, and preventing a partner from achieving self-sufficiency and gaining financial independence (NCADV n.d.; GBVIMS 2010).	In the agriculture and MSD context, economic violence can manifest as male partners taking over the negotiation and sale of, and income from, agriculture products and making decisions over how that income is used regardless of whether those products were produced jointly as a couple/family or even independently by a woman. This technical brief provides examples of how economic violence manifested in the context of land and property rights in Zambia (Bessa and Malasha 2020).
Emotional and psychological violence	Includes verbal abuse and humiliation, cruel and degrading treatment, and placing restrictions on freedom of movement or behavior, thus causing increased dependency and fear (GBVIMS 2010).	<p>In the context of agriculture and MSD, women sales agents, traders, or women working in or purchasing in markets may experience harassment, intimidation, and aggression. Examples can be found in Exhibit 5.</p> <p>Restrictions on freedom of movement or mobility constraints in the agriculture and MSD contexts might include women being unable to travel to access financial services, access markets, participate in training, or participate in farmer’s group meetings or other resource groups like village savings and loan associations. Mobility constraints can result from the burden of unpaid care and domestic work and underlying gender norms around women’s mobility, as well as coercion and intimidation, making women fearful of leaving the home to engage in business because of potential repercussions.</p>

TERM	DEFINITION	WHAT DOES THIS LOOK LIKE IN AGRICULTURE AND MSD CONTEXTS?
Gender-based violence	Gender-based violence (GBV) is an umbrella term for any harmful threat or act directed at an individual or group based on actual or perceived biological sex, gender identity and/or expression, sexual orientation, and/or lack of adherence to varying socially constructed norms around masculinity and femininity. It is rooted in structural gender inequalities, patriarchy, and power imbalances. GBV is typically characterized by the use or threat of physical, psychological, sexual, economic, legal, political, social, and other forms of control and/or abuse. GBV affects individuals across the life course and has direct and indirect costs to families, communities, economies, global public health, and development (USAID 2016).	GBV, in all its forms, can manifest in multiple places and spaces within the context of agriculture and MSD projects. See Annex I for illustrative examples.
GBV Mitigation	Refers to actions taken to reduce the risk of exacerbating or causing GBV. In the context of development programming, this refers to proactively taking measures to reduce the risk of GBV—related to the “do no harm” principle defined above (IASC 2020).	Some specific GBV mitigation measures that an agriculture or MSD project may take include: developing a sexual harassment policy and related training, conducting outreach to promote buy-in and support from households and communities for women’s participation, ensuring project facilities consider the different needs of men and women, and ensuring project activities are held early enough in the day/and in easily accessible community locations that women do not have to travel after dark, travel far, or travel to/through unsafe locations.
GBV Integration	Refers to the process of integrating GBV risk mitigation, prevention, and response strategies throughout project design, implementation, monitoring, evaluation, and learning, including protocols for responding to disclosures and processes for referring survivors to services (IASC 2020; USAID 2016).	The steps or measures an agriculture or MSD project may take to integrate GBV risk mitigation in their work can be found in Annex 2 . Broadly, these steps include conducting gender and GBV formative studies, incorporating study findings into project strategies and work plans, and identifying ways to incorporate GBV into MEL plans to monitor how programming may or may not be preventing or exacerbating GBV.
GBV Prevention	Refers to interventions that aim to eradicate GBV, i.e., addressing gender inequality and the underlying social and gender norms and beliefs that justify or promote GBV. These interventions might include things like working with communities, working with couples, engaging men and boys (IASC 2020).	The steps or measures an agriculture or MSD project may take to prevent GBV might include: <ul style="list-style-type: none"> • Facilitating household-level or couples dialogues around topics related to decision-making, mobility, access to and control over resources, etc. • Programming specifically for men and boys that challenges harmful gender norms that may permit or justify GBV. • If the project is specifically focused on women’s economic empowerment, the project may consider gaining the buy-in of traditional leaders and men in the community and demonstrating how women’s economic empowerment can lead to benefits for households, couples, and the broader community. See the “Talking about Talking” example provided in Exhibit 7 for a specific example from an IRC intervention in Burundi.

TERM	DEFINITION	WHAT DOES THIS LOOK LIKE IN AGRICULTURE AND MSD CONTEXTS?
GBV Response	Refers to actions taken after GBV has occurred, e.g., medical care, psychosocial support, legal services (IASC 2020).	<p>In the agriculture and MSD contexts, GBV response means staff respond to disclosures of GBV with an empathetic ear and non-judgmental attitude, maintain confidentiality and privacy, and share and connect the survivor with community resources and referrals to GBV services.</p> <p>See Exhibit 7 for a specific example from the Sierra Leone Options for Business Action (SOBA) project.</p>
Honor-based violence	Acts of violence committed by male family members against female family members who are perceived to have brought dishonor upon the family (Gender-Based Violence Glossary, n.d.).	<p>An agriculture or MSD project may inadvertently trigger honor-based violence if:</p> <ul style="list-style-type: none"> • The project places women in situations where they are in predominantly male dominated spaces • Women have to stay out late or travel long distances to and from project-related activities • Women's access to and use of resources provided by the project violates social norms that are seen as bringing dishonor on the family (for example: a project that facilitates access to extension services and interactions with men who are not relatives may be perceived as an indication of infidelity).
Intimate partner violence	A sub-set of GBV, intimate partner violence (IPV) is physical, sexual, emotional, or economic violence committed by a current or former intimate partner. Intimate partners include married couples, domestic partners, or dating relationships (regardless of whether they are domestic or sexually intimate) (Gender-Based Violence Glossary, n.d.).	IPV can be triggered in several places and spaces within the context of agriculture and MSD projects. At the production level this might manifest as conflicts over productive decision-making, time use, use of income, leadership or decision-making in producer groups, participation in activities that are outside of prescribed social and gender norms, and crop failures and subsequent household stresses. See Annex 1 for more examples of how IPV can manifest at various nodes of a value chain, beyond production.
Sexual exploitation, abuse, and harassment	Sexual exploitation is any actual or attempted abuse by aid workers or a person in a position of relative vulnerability for sexual purposes, including profiting monetarily, socially, or politically. Sexual abuse is any actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions (USAID 2020). Sexual harassment is any unwanted and/or offensive physical or verbal advance of a sexual nature (UNOPS 2020).	Sexual exploitation and abuse can show up in multiple ways in the context of agriculture and MSD projects. See Annex 1 for how sexual exploitation, abuse, and harassment can show up along various nodes of agriculture and MSD projects.
Survivor-centered approach	A survivor-centered approach prioritizes the rights, needs, concerns, and wishes of individuals who have experienced GBV, often referred to as “survivors of violence.” Those using a survivor-centered approach should prioritize the safety of survivors, ensure confidentiality, and take measures to not re-traumatize survivors (FIDH n.d.). Related to the “do no harm” principle (above).	<p>In the event of a GBV disclosure by a project participant or even staff, a survivor-centered approach may look like:</p> <ul style="list-style-type: none"> • Listening with empathy and validating the experience of the survivor • Asking for permission to connect the survivor with a local organization that provides GBV services • Maintaining confidentiality and respecting the wishes of the survivor on whether they would like to report or not <p>See Annex 7 or here for tips on how to respond to disclosure of GBV (The Nature Conservancy 2022).</p>

TERM	DEFINITION	WHAT DOES THIS LOOK LIKE IN AGRICULTURE AND MSD CONTEXTS?
Time poverty	Can be understood as not having enough time in the day for paid and unpaid labor, leisure, and sleep. Time poverty is disproportionately experienced by women and girls because of the underlying social and gender norms around unpaid care and domestic work. Project interventions may place additional time burdens, exacerbating women's already unequal workloads. In addition, when women's time is diverted from what may be viewed as "women's" roles and responsibilities, this can cause conflict at the household level and trigger increased GBV.	In the context of agriculture and MSD projects, participation in project activities may inadvertently exacerbate women's time poverty. Male partners or relatives may view participation in project activities as conflicting with household duties and, as a result, may trigger GBV. For example, respondents in a gender analysis of the cocoa value chain in Ghana said that a husband would be justified in "punishing" his wife for making dinner late (Bessa et al. 2021).
Transactional sex	Refers to sexual relations in exchange for employment, goods, services, or access to resources (Glossary on Sexual Exploitation and Abuse 2017).	Potential risks of transactional sex as a result of engagement in agriculture and MSD projects may include: <ul style="list-style-type: none"> • Sexual exploitation, abuse, and harassment by input providers and land holders as a condition of access to resources • Women may be forced to exchange sex for water, food, fish, and other resources • If credit cannot be repaid, women may be forced to engage in transactional sex • Transactional sex may be requested in exchange for postharvest handling services
Workplace violence	Describes any act or threats of GBV and harassment that occur in the workplace (Ending Violence and Harassment in the World of Work 2019).	Like other sectors, agriculture is not exempt from violence in the workplace. Workplace violence can be perpetrated by managers, supervisors, and co-workers, especially in workplaces where GBV and harassment may be tolerated. Examples of GBV in the workplace may include (Nordehn 2018): <ul style="list-style-type: none"> • Male managers or supervisors abusing their positions of power. Survivors may be compliant out of fear of losing their jobs or experiencing pay cuts. • Sexual harassment or advances from co-workers. • Casual workers may be at increased risk of sexual exploitation and abuse in the absence of employment contracts. • Performing tasks in isolated locations may be at increased risk of experiencing violence.

A USER'S GUIDE TO THE GBV IN AG TOOLKIT

The Toolkit to Address Gender-Based Violence in Agriculture and Market Systems Development provides practical guidance to help agriculture and MSD project staff address GBV in their work. Recognizing that different project staff may access this toolkit with distinct priorities and needs, below are some questions common users of the toolkit may have, and where to find answers.

A Snapshot of the GBV in Ag Toolkit:

Chapters 1 and 2 build a basic understanding of how and where GBV affects agriculture and MSD projects. **Chapter 3** introduces principles and pathways for agriculture and MSD projects to follow in addressing GBV. **Chapters 4 and 5** offer “how to” steps to plan and implement actions to address GBV within a project, designed to link to common processes projects may already engage in throughout the project life cycle. **Chapter 6** outlines key steps to prepare project staff with the referral resources and basic protocol for linking survivors with support in the course of ongoing agriculture and MSD activities. **Annexes** offer worksheets, tools, and job aids, many of which are designed as pull-out resources that staff can directly apply in their work.

FREQUENTLY ASKED QUESTIONS

IF YOU ARE...	QUESTIONS	RELEVANT SECTIONS
... a MEL Specialist	What are the ethical considerations for gathering GBV data?	Box: Ethical Guidelines , p. 17
	How should an ag/MSD project prioritize what to measure and monitor related to GBV?	Chapter 5, Step 10 , pp. 52–55
	What are some methods/approaches our project can take to detect GBV proactively? Are there early warning signs or potential GBV-related triggers we can identify and look out for (e.g., spending/income patterns)?	
... a Gender and Social Inclusion Specialist	Are there any examples of how an ag/MSD project started to see GBV and took steps to evolve its response?	Exhibit 7 , p. 20 NAFAKA II Case Study , pp. 42–44
	How can we strengthen our staff, partner, and community awareness of GBV, because this will be key to detecting and helping mitigate or prevent GBV risks?	Chapter 5, Steps 7, 8, 9 , pp. 50–52
	What type of GBV training for agriculture and MSD staff might be helpful? What materials are available for this?	Chapter 5, Step 7 , p. 50
... an Extension Agent	What is a GBV “disclosure” and why is it important for all staff in an agriculture or MSD project to be prepared?	Chapter 6 , p. 57
	What are tips for staff to best respond to a GBV disclosure?	Chapter 6 , p. 58–59
... a Project Manager/ Officer	Why does addressing GBV matter for project outcomes, i.e., how does it fit within our agriculture or MSD-focused project to address GBV?	Chapter 1 , pp. 1–2 Chapter 2 , pp. 7–13
	GBV is not a programmatic component of our project, nor do we have the staffing expertise; how can our agriculture or MSD project ethically and practically address GBV?	Chapter 3 , pp. 16–19
	We have limited scope to adjust our activities, and/or we are already midway into the project. Are there ways to integrate GBV into ongoing agriculture and MSD activities?	Chapter 3 , p. 21

I. INTRODUCTION

The United States' Strategy to Prevent and Respond to Gender-Based Violence (GBV) Globally states that “unless women, girls, men and boys fully enjoy their human rights and are free from violence, progress towards development will fall short” (United States Government 2012). This holds true in the context of agriculture and market systems development (MSD) projects¹. These projects may come face to face with GBV and can take small, tangible actions to achieve an immediate difference in reducing GBV risk. The Toolkit to Address Gender-Based Violence in Agriculture and Market Systems Development seeks to prepare agriculture and MSD project staff to better identify and implement actions to address GBV where it arises in their projects.

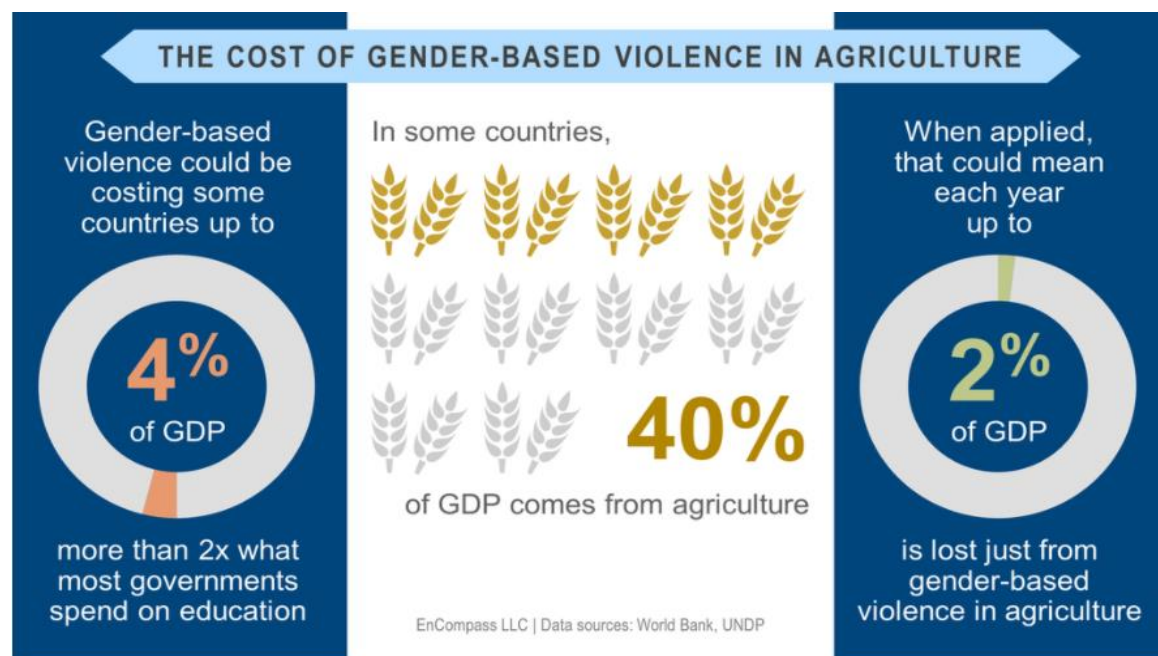
WHY THIS TOOLKIT? WHY NOW?

GBV affects the physical, emotional, social, and economic well-being of women, their families, the community, and other individuals at risk of GBV. Not only does GBV negatively affect the health and well-being of those who experience it, it also negatively affects the function of agriculture and market systems by reducing agricultural productivity, workplace and worker productivity, workforce readiness, and market competitiveness, stability, and resilience. At the national level, estimates suggest that GBV in agriculture could cost some countries up to 2 percent of their gross domestic product (Chmielewski and Alnouri 2018). According to recent studies from the International Finance Corporation, company “staff may lose around 10 work days per year due to domestic and sexual violence, including four days to presentism, two to absenteeism, and four to assisting others experiencing domestic and sexual violence” (IFC 2020).

While on the surface it may appear that addressing GBV is outside the purview of an agriculture or MSD project, in fact, GBV can manifest within the day-to-day activities of many actors across all levels of the agricultural market system. Depending on the country, women supply 30–80 percent of agricultural labor, and the United Nations estimates that 1 in 3 women experiences GBV (Chmielewski and Alnouri 2018). Although agriculture and MSD projects have great potential to strengthen and be strengthened by women's empowerment, projects may also introduce women to new roles, challenge social and gender norms, and shift power relations that can increase women's risk of GBV in the household, community, and workplace. The workplaces, workspaces, and supporting institutions that make up agricultural market systems can also expose women and other at-risk workers to sexual exploitation, abuse, and harassment. In this way, agriculture and MSD activities may unintentionally increase the risk of GBV unless projects are aware of how to identify and mitigate GBV risks. Agriculture and MSD projects, when equipped with the tools to do so, can enhance both productivity goals and women's empowerment in ways that improve productivity, safety, and resilience.

¹ The term “project” in this toolkit refers to an implementing mechanism that carries out an intervention or set of interventions to advance identified development result(s) in a given country or region. “Project” may be used interchangeably with “program” or “Activity” based on the implementing context or donor. The term “programming” in this toolkit refers to the project's planned intervention or set of interventions.

Exhibit I. The cost of GBV in agriculture (Chmielewski and Alnouri 2018)



Preventing, mitigating, and responding to GBV in the agriculture sector help achieve development priorities more effectively by helping enhance project implementation and outcomes; complement, reinforce, and magnify women's empowerment and gender equality; and promote more inclusive and sustainable development. In partnership with the United States Agency for International Development (USAID) Bureau for Resilience and Food Security and other USAID stakeholders, the Feed the Future Advancing Women's Empowerment (AWE) Program developed this toolkit—drawing on and adapting existing GBV resources—to respond to the need for tailored resources to expand awareness, evidence-based solutions, and strategies to address GBV in agriculture-centric projects.

WHAT IS THE PURPOSE OF THIS TOOLKIT?

This [toolkit](#) is intended to provide practical, how-to guidance for agriculture and MSD project technical staff and gender and social inclusion advisors. It specifically focuses on GBV within the context of day-to-day agriculture programming and aims to:

1. Make it easier to identify how and where GBV manifests within the context of agriculture and MSD programming
2. Enable project staff to think through entry points to integrate GBV prevention, mitigation, and response into project activities

Recognizing projects' potential budgetary and human resource constraints, this toolkit outlines ways in which agriculture and MSD projects can integrate GBV prevention and mitigation into ongoing activities and processes. For agriculture and MSD projects that may have additional budget and human resources to address GBV, this tool also includes suggested activities and interventions outside of routine agriculture and MSD interventions.

In addition, recognizing that project staff often feel unprepared to respond to a GBV survivor that discloses their experience, this toolkit also provides suggested first steps and actions for frontline project staff to respond to and refer the survivor to local resources.

WHO IS IT FOR?

This toolkit's primary audience and specific uses include:

Exhibit 2. Toolkit primary audience

PRIMARY AUDIENCE

Implementing partner agriculture and MSD technical staff focused on developing and implementing food security, agriculture, and MSD programming²



Gender equality and social inclusion (GESI) advisors, where there is a dedicated GESI advisor to support technical teams on projects



THIS TOOLKIT WILL HELP STAFF TO:

- Understand specific types of GBV and see how GBV intersects with agriculture and MSD activities
 - Identify concrete “first actions” projects can take to:
 - **Mitigate** potential GBV-related harm they may unintentionally cause
 - Consider potential actions they could take to **prevent** GBV
 - Prepare field staff to be able to **respond** effectively, and within the project's scope, if a GBV survivor discloses
 - Be aware of key steps to take within their project work to:
 - Integrate GBV into planned assessments, activity design, and work plans across the project life cycle
 - Plan for needed time, budget, and additional technical support, when needed, from a gender equality and social inclusion or GBV specialist
 - Access further key reference resources
-
- Use the toolkit to help agriculture and MSD technical staff become oriented to GBV, its impact on project activities, and potential first steps that project activities can take
 - Provide targeted technical support when GBV integration efforts would benefit from GESI/GBV specialist input
 - Know where to find key additional information to support technical assistance on GBV in agriculture

² See [Annex 7](#) for a pull-out job aid intended for project staff to use in the course of their ongoing interactions with the community should a GBV survivor seek their support.

The background features a large, abstract geometric design on the left side. It consists of several overlapping triangles in shades of green and grey. A dark green triangle is at the top left, overlapping a lighter green triangle, which in turn overlaps a grey triangle at the bottom left. The rest of the background is white.

PART ONE.

SEEING THE LINKS

2. GENDER-BASED VIOLENCE IN AGRICULTURE AND MARKET SYSTEMS DEVELOPMENT

A. WHAT IS GENDER-BASED VIOLENCE?

1. DEFINITION

GBV is one of the most widespread but least recognized human rights abuses in the world, affecting individuals and communities everywhere (Bloom, ScD et al. 2014). The U.S. Government draws on the following international definition of GBV per the United States Strategy to Prevent and Respond to GBV Globally:

***Gender-based Violence (GBV)** is an umbrella term for any harmful threat or act directed at an individual or group based on actual or perceived biological sex, gender identity and/or expression, sexual orientation, and/or lack of adherence to varying socially constructed norms around masculinity and femininity. It is rooted in structural gender inequalities, patriarchy, and power imbalances. GBV is typically characterized by the use or threat of physical, psychological, sexual, economic, legal, political, social and other forms of control and/or abuse. GBV impacts individuals across the life course and has direct and indirect costs to families, communities, economies, global public health, and development. (USAID 2016).*

Ultimately, GBV is a result of differences in power between people, often (but not always) women and men and other individuals who do not conform to socially constructed gender norms. It is rooted in societal norms regarding masculinity and femininity, male honor, female chastity and obedience, and male entitlement that support the idea that women are considered to be subordinate to men. Men are

often positioned to have “power over” family members and resources and are seen as the ones who should be providers and agents in public spaces. These same social and gender norms permit and often reinforce GBV (Harper et al. 2020). Social and gender norms may permit GBV through the normalization of intimate partner violence (IPV) under certain conditions (e.g., if a wife is disobedient or not submissive to her husband or other male relatives). Power-holders can use GBV to reinforce social and gender norms; for example, when someone behaves outside of the acceptable norms for men and women (i.e., women participating in roles that are typically held by men, or men and boys participating in roles typically performed by women) (Harper et al. 2020). Social and gender norms also influence gendered roles in agriculture and division of labor (e.g., who is responsible for fetching water) that can make women and girls especially vulnerable to GBV.



Tip:

If socializing the toolkit with a project team, consider holding an introductory workshop to unpack foundational concepts related to gender, GBV, and power.

2. WHO EXPERIENCES GBV?

Women and girls make up the overwhelming number of people who have experienced GBV (FAO 2018). In fact, 35 percent of women worldwide have experienced either physical and/or sexual intimate partner violence or non-partner sexual violence (www.worldbank.org).

Though less frequent, **boys and men** also experience GBV, especially if they are seen to be living outside of specific definitions

and cultural expectations of masculinity. Global studies indicate that sexual violence against men and boys is even more under-reported than for women and girls.

Lesbian, gay, bisexual, transgender, questioning/queer, and intersex (LGBTQI+) individuals are also commonly targeted for violence. LGBTQI+ individuals are often not protected by domestic laws or government action, a reality that reinforces patterns of violence and abuse (FAO 2018).

GBV and Intersectionality

Because GBV is rooted in power inequalities, it is critical to recognize how different types of inequality intersect—including inequalities related to race, ethnicity, ability, displacement, migration, health status, sexual orientation and gender identity, and age—and create increased, distinct vulnerabilities to GBV. For example, global data indicate that women living with disabilities are 2–4 times more likely to experience IPV than women without disabilities (Dunkle et al. 2018). The unique, intersecting vulnerabilities of different groups to GBV need to be explicitly identified and responded to in programming.

3. WHAT TYPES OF GBV DOES THIS TOOLKIT ADDRESS?

GBV takes many forms, the nature and extent of which vary across cultures, countries, and regions. Patterns of GBV may also differ depending on other environmental contexts such as forced displacement or seasons during the year (and related, increased

stressors, including food shortages). As societies change, patterns of violence alter, and new forms emerge (Schulte et al. 2014).

[Exhibit 3](#) shows the types of GBV identified as most relevant for this toolkit. Until recently, economic violence (e.g., denial of resources, opportunities, or services) had not received much attention at the international level. In the context of agriculture and MSD, however, this form of violence is highly relevant (FAO 2018). The economic growth

Child, early, and forced marriage is another form of GBV that is highly prevalent in rural contexts. Child, early, and forced marriage is a harmful cultural practice that exists in many of the contexts where agriculture and MSD projects operate, and can be exacerbated in times of scarcity. It is a complex social issue requiring coordinated, targeted interventions that are considered beyond the scope of this toolkit.

objectives of agriculture and MSD projects include inherent GBV risks because of unequal (and changing) power dynamics within households and communities related to access and decision-making about economic resources. Projects have the potential to mitigate and build resilience to economic stress and enable more equitable economic decision-making and access. Yet, without attention to social and power dynamics, interventions can also catalyze changes within households or communities that intensify conflict or GBV (Bessa and Malasha 2020). While the resulting GBV is often a backlash to perceived challenges to existing gender roles, some projects have identified concerns about men taking over women's production gains as a form of economic violence that may also occur (Isinika and Jeckoniah 2021; Njuki et al. 2011).

Exhibit 3. Types of GBV prioritized in this toolkit



B. WHERE AND HOW DOES GBV SHOW UP IN AGRICULTURE AND MARKET SYSTEMS?

GBV is a global problem, existing in all countries and contexts. It is highly unlikely that any project will implement activities in an area where GBV does not exist. While addressing various forms of GBV may not be in the purview of agriculture and MSD projects, it is critical that agriculture and MSD projects understand local gender and social norms and monitor shifts in power dynamics, the impacts of which may potentially lead to GBV. Projects must work to avoid and mitigate these unintended consequences and, where possible, consider measures that could prevent GBV in the first place.

I. GBV LIMITS THE OVERALL IMPACT AND QUALITY AIMS OF AGRICULTURE AND MARKET SYSTEMS ACTIVITIES

GBV intersects with agriculture and MSD in two primary ways:

- **GBV can be a barrier to achieving agriculture and market systems project goals**, as well as broader women's economic empowerment and GESI aims. Along with other gender-related constraints, GBV can present barriers to women's *participation in, performance, and benefit from* agriculture and market systems (Rubin, Boonabaana, and Manfre 2019). If women cannot safely negotiate time and resources within their households, or if they face harassment in public spaces, markets, agricultural institutions, and organizations, they may not fully participate in or benefit from agricultural activities. Unless women are reached and can benefit, agriculture and MSD projects will fail to be inclusive and sustainable and achieve impact.

Addressing GBV, gender equality, and women's empowerment is therefore a key consideration in promoting food security and making markets more inclusive. When agriculture and market systems are inclusive, the structures within them enable and facilitate equal access to resources. These structures also catalyze women's ability to make decisions and

act on those resources and influence the systems in which they live. This process creates a dynamic cycle, reducing overall gender inequalities throughout the system and enabling people of all genders to engage in and benefit from food and market systems on a level playing field (Markel and Jones 2014).

- **GBV can also be an unintended consequence of project activities** if they inadvertently put people at (increased) risk of GBV. For instance, many agriculture and MSD projects include inherent GBV risks because of unequal power dynamics within households and communities related to access and decision-making about economic resources. Projects have the potential to mitigate and build resilience to economic stress and enable more equitable economic decision-making and access. Yet, without attention to social and power dynamics, project activities can unintentionally introduce changes within households or communities that intensify conflict or GBV (FAO 2018). No one should ever experience physical, sexual, or emotional harm because of programming, and, in addition, if women or other at-risk individuals experience violence as a result of their involvement in projects, their participation may drop off or the harm they endure may outweigh benefits (economic, social, or otherwise) associated with project opportunities.



Tip:

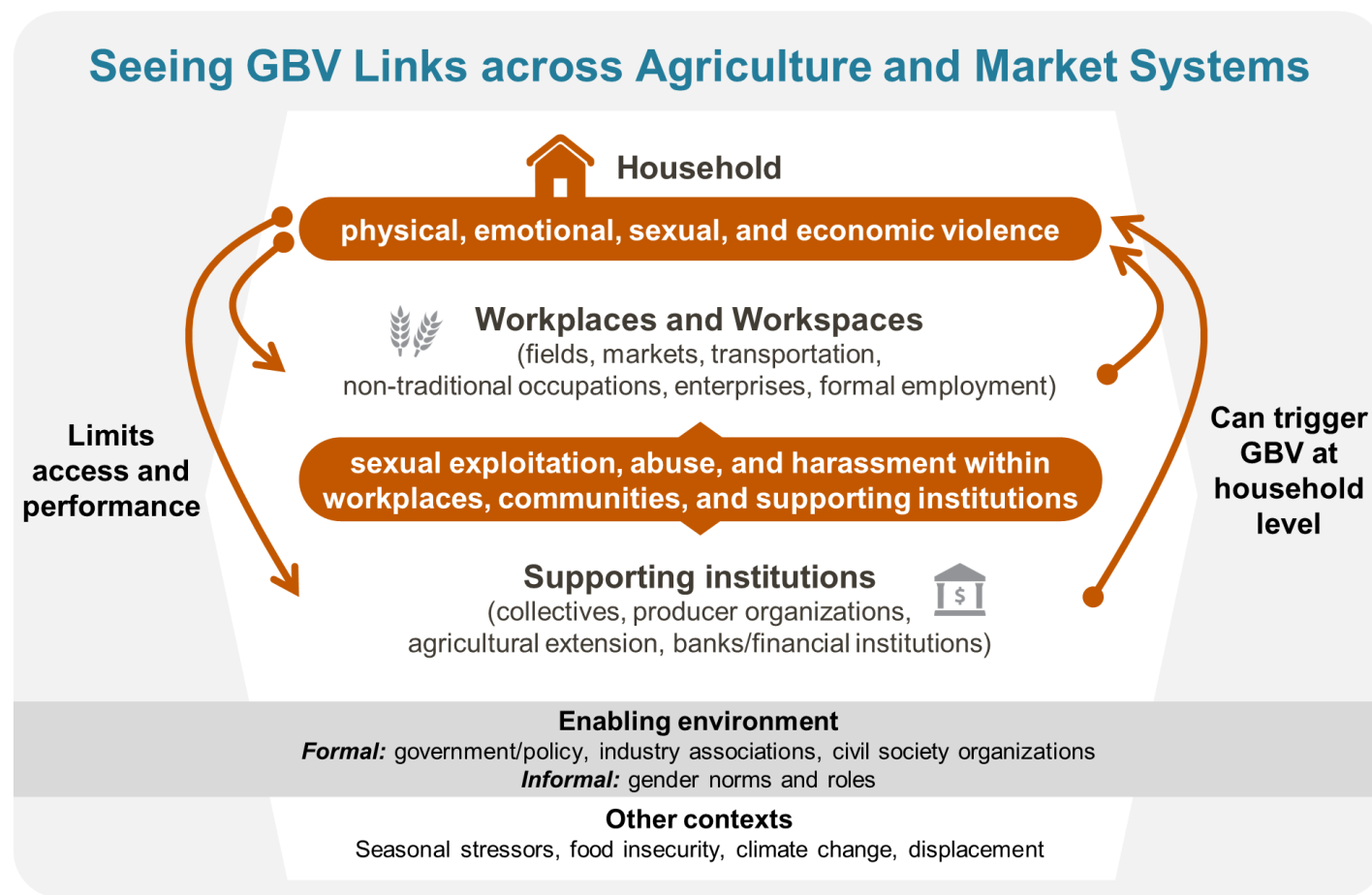
If socializing the toolkit with a project team, consider holding a workshop or training on how GBV can occur in the context of agriculture and MSD projects and the linkage between GBV and project outcomes. See [Annex I](#) for specific examples.

See [Annex I](#) for a comprehensive set of examples of the impacts of GBV across agriculture value chains and market systems.

2. PATTERNS OF GBV CUT ACROSS AGRICULTURE AND MARKET SYSTEM LEVELS

GBV occurs in multiple spaces and places within agriculture and market systems ([Exhibit 4](#)), similar to the socioecological model (IGWG 2017):

Exhibit 4. GBV links across agriculture and market system levels³



³ This framework, based on the socioecological model, visualizes how patterns of GBV span multiple levels and spaces within agriculture and market systems; it adapts Markel and Jones' (2014) graphic representation of market systems as the basis for this image.

One important space where GBV occurs is in the **household**, between spouses (as IPV) or between family members as domestic violence. Household GBV can be economic, such as limiting access to finances, or limiting mobility and information. It also includes the use of emotional, physical, and sexual violence or the threat of such violence.

Although IPV occurs in the household, its impact can limit women's participation in multiple workspaces and levels where agriculture and MSD projects occur, across the value chain and including training programs, accessing inputs and financial services, accessing extension and business development services, and women's ability to enter higher value commodities and positions in the value chain. IPV may also affect women's ability or willingness to expand their businesses or their ability to maintain control over their businesses and its finances. IPV may also limit women and other at-risk individuals from market activities, such as participating in public sales or price negotiations—particularly if contact with non-family members is disapproved—traveling or using transport, hiring labor, working in non-traditional occupations, or participating in professional or industry associations/groups and training.

Beyond IPV, GBV and harassment can also be experienced at the **community level**. Women and men can experience backlash from others in the community for women's participation in activities and roles that are seen as violating social and gender norms. For example, women participating in greater roles in agriculture and market systems may experience backlash from other women in the community or men might be shamed or ridiculed by other men and even other women for “allowing” their partners to participate in male-dominated roles or for their partners out-earning them, challenging their role as “breadwinner.” The potential for experiencing backlash from others in the community can deter women from expanding their businesses or participating in non-traditional roles, or lead men to discourage their partners from doing so.

At the same time, women's increased access to benefits and resources from participating in **agricultural workspaces and supporting institutions** can challenge power relations in intimate partnerships and, where GBV is used to exert control, can potentially trigger increased incidences of IPV and gender-based violence and harassment from the broader community.



Seeing it in action: Some cross-border traders have reported increased IPV as a result of their trading activities. Female *eru* (non-timber forest product) traders on the Nigeria/Cameroon border reported verbal and physical abuse by spouses who perceive them as spending more time on their exporting and intermediary business activities than on their household responsibilities. For many women, this means having to give up their trading activities and getting their colleagues to sell their merchandise for them (Schulte et al. 2014).

Women's Economic Empowerment and IPV: Potential Triggers

Looking at the evidence on the relationship between women's economic empowerment and IPV, a recent analysis identified three probable overlapping pathways associated with IPV in households (Heise 2020).

Increased household tensions – often influenced by increased external causes of distress (e.g., food shortages, displacement, other stressors)

Increased frequency of occasions for conflict – often linked to an increase in instances that may cause conflict to arise (e.g., when women return with income and there is conflict over its use)

Threats to male power and control – which can be triggered when a man perceives that his authority has been challenged by changes in a woman's role

Being aware of these triggers can, for example, help a food security project consider the dynamics of when and how GBV could potentially increase. External events such as drought or supply disruptions that cause food shortages may increase overall tensions at the household level, which in turn may exacerbate GBV where there has been an existing pattern of GBV. Food security projects that expand or strengthen women's participation in agricultural production may increase the frequency with which a woman needs to negotiate with her partner for use of certain resources (such as land, time use, inputs such as water or a shared farming technology, or money earned). Participation in food security programming might also involve shifts in what communities or families view as "appropriate" roles for specific genders; in these cases, GBV can occur as a corrective or punishment in response to perceived challenges to those roles. These pathways can and do often overlap. At the same time, understanding these dynamics can help projects identify where GBV risk might occur and target actions to mitigate risks.

Non-intimate partner sexual violence, including sexual harassment, exploitation, and abuse, also occurs in **multiple workspaces and levels** across agriculture and market systems. This violence is pervasive, occurring in fields, pack houses, aggregation centers, processing centers, trade routes, markets, business centers, factories, offices, and other sites, and ranges from harassment to threats to actual incidents of sexual violence and sexual abuse and exploitation.

Workplace Violence in Agriculture and MSD

A recent compilation of data documents how pervasive workplace violence can be (Rubin, Boonabaana, and Manfre 2019):

- In Kenya, out of 40 women cut flower industry workers, 90 percent perceived sexual violence and harassment as the biggest challenge they face (Jacobs et al. 2015).
- In Ethiopia, of 160 women sampled, 137 said they had experienced some form of sexual violence and harassment themselves, while in Tanzania, 89 percent of women workers across 20 farms had personally witnessed one or more incidents, mainly perpetrated by managers (Mylanska, Amoding, and Wass 2015).
- Research conducted in the commercial agriculture context in Africa, Latin America, and Asia found that the combination of social norms that tolerate harassment and little accountability from supervisors and other staff led to conditions where sexual violence and harassment frequently occurred in commercial agriculture (Henry and Adams 2018).
- In Mexico, women reported that if they refused their supervisors' sexual advances, they would be denied a bus ride to the farm, leaving them without transport to work (Arellano Galvez 2014).
- In Kenya, women reported that they would be dismissed from their positions if they refused sexual advances from their supervisors (Dolan, Opondo, and Smith 2004).

When women have limited ability to access and control resources—and local norms support men’s use of sexual coercion to exert power and control—they are vulnerable to sexual exploitation, harassment, and abuse. Furthermore, many women lack resources and services for safe reporting. Many women also perceive that their complaints would not be taken seriously by business leadership or government officials—or worse, that reporting their experiences would result in further backlash or abuse. Therefore, many women remain silent about this violence or modify where they work or travel to avoid it, limiting their ability to access livelihood opportunities.

“There are plenty of women who endure sexual harassment in work and remain silent for the same need [to keep the job] and we must avoid that ... that’s what we are exposed to as women, in all areas, any work you do.” – Woman respondent, La Paz (ACDI/VOCA 2018)

Exhibit 5. Examples of sexual violence and harassment and consequences in commercial agriculture settings (Henry and Adams 2018)

EXAMPLES OF VIOLENCE/HARASSMENT	EXAMPLES OF CONSEQUENCES FOR RESISTING OR REPORTING HARASSMENT
<ul style="list-style-type: none"> • Calling women by referring to their bodies/body parts • Insinuations expressed through a form of gaze • Intentionally blocking a woman’s path • Invitations to go out together • Invitations with the offer of an advantage at work • Not giving women privacy • Obscene gestures • Patting and pinching • Purposeful bumping or brushing against a woman’s body • Rape or attempted rape • Sexual violence or physical attack • Sexual or sexist jokes • Spreading rumors or stories with sexual content • Standing very close • Unwanted touching • Verbal insults such as “whore” • Whistling 	<ul style="list-style-type: none"> • Appraise performance unfairly • Assigned less desirable or more difficult work • Calculate payment or productivity incorrectly • Changed locations • Changed schedule • Deny raises, promotions, bonuses • Deny transportation to work • Fired or removed from the work roll • Increased harassment • Moved to an isolated work location • Reduced pay, hours, shifts • Refused requested leave or time off • Threats

The fact that women are often concentrated in positions with limited power in the informal and formal workforce, including in small and medium enterprises, increases women's vulnerability to sexual exploitation, abuse, and harassment. Women are often in lower-paid, casual labor roles and have less relative power to other workers and their supervisors or managers. This creates conditions where supervisors and managers can more readily perpetrate sexual exploitation, abuse, and harassment. Furthermore, community norms that blame women for the abuse they endure (rather than hold perpetrators accountable) make it difficult for women to speak out about sexual exploitation, abuse, and harassment they may experience.

It is important to keep in mind that these vulnerabilities are often exacerbated for people with disabilities, LGBTQI+ people, and other at-risk groups. These groups are often even more vulnerable to the risks of speaking out or protesting any exploitation or abuse directed at them. While evidence on the impact of GBV on individuals with diverse sexual orientation, gender identity, gender expression, and sex characteristics is nascent, a 2018 Gender and Social Inclusion Analysis for the USAID/Honduras Transforming Market Systems Activity found that LGBTQI+ individuals faced difficulties securing employment because of their sexual and gender identities. LGBTQI+ individuals frequently described being kicked out of their homes and denied access to housing, food, and work and facing harassment and physical violence. LGBTQI+ respondents also reported that persons with more “visible features” (that mark their identity) experience more discrimination than those with less “visible features” who can hide their identities. Often, employer discrimination against LGBTQI+ individuals leads them to remain in the informal sector (ACDI/VOCA 2018).

In some environments, sexual exploitation, abuse, and harassment is more likely to happen when women and other at-risk individuals are isolated—such as when working in a field away from other workers, traveling to a destination, in a storehouse with few other workers around, or alone in a meeting room with a supervisor or colleague. However, isolation is not required for violence or harassment to

occur and may also be a public occurrence perpetrated in front of colleagues.

When women take on non-traditional roles in occupations and in community leadership positions, they also often face sexual harassment if male workers or employees are not sensitized to working with women workers or

colleagues. Women may be subject to other forms of violence if families and communities disapprove of women taking on work roles outside of what is considered “appropriate” for women. However, these sectors or opportunities may provide lucrative livelihoods and fill a significant market gap by expanding the workforce for a growing industry or providing services to reach an untapped consumer market. As women challenge perceptions and social norms, it is necessary to work with households, communities, and market actors to support these expanded opportunities and reduce potential conflict. Please see [Annex I](#) for more information.

The **broader enabling environment** within agricultural market systems also shapes vulnerability to, or protection from, GBV. For instance, statutory and customary laws that support women's land ownership can profoundly shape whether a woman can access this key asset and, in turn, her relative power to access credit and reduce vulnerability to sexual exploitation in gaining access to land. It is important to note that women's rights to land and other protections under statutory law (including legal protections in the event of GBV) can sometimes be at odds with customary law. Civil society organizations and community groups, traditional leaders, and faith-based organizations also play a strong role in shaping the resources available to help end GBV, including by influencing existing cultural and social norms that play a powerful role in shifting (or reinforcing) GBV in communities.



Seeing it in action: In north-western Mexico, co-workers have been reported to be the perpetrators ... Men who work alongside women farmworkers in the furrows were reported to sexually harass them (Henry and Adams 2018).

In contexts with dual legal systems (statutory and customary), women may have equal protections under statutory law in rights to land and legal protections in the event of GBV. However, in practice, under customary law and because of social and gender norms, **women's access to and rights to land can be limited.** Engaging traditional leaders as champions of gender equality can address the barriers that women face in land access, control, and ownership.

Seasonal and larger environmental contexts shape GBV as well. Seasonal agricultural financial pressures and food insecurity can exacerbate GBV. For example, physical violence can increase in the lean months when households experience food shortages (Schulte et al. 2014). However, households may also experience increased violence during periods of bounty. A Plan International study carried out in Zambia showed that GBV, in which women suffered high levels of IPV, increased markedly after harvesting and marketing because of marital conflicts over how to divide income (Farnsworth 2011). Extreme fluctuations in household income and food security may trigger conflicts as scarce resources become unavailable or are suddenly available only for limited periods of time (Schulte et al. 2014).

See [Annex I](#) for further examples of how GBV affects access, performance, and productivity across multiple nodes of agriculture value chains.

3. GENDER-BASED VIOLENCE IS ROOTED IN UNDERLYING POWER INEQUALITIES

GBV is a form of abuse of power and control that is rooted in underlying gender inequalities. It is important to recognize these roots to understand why GBV occurs and, by extension, opportunities for where and how to end violence.

In food security, agriculture, and market systems contexts, it is important to prioritize understanding key areas of gender inequality that are relevant as drivers, root causes, constraints, and potential opportunities for empowerment and improved project outcomes. These may include:

- Decision-making in household or community processes, particularly related to agriculture or economic activities
- Access to or control over resources, particularly related to agriculture
- Control over use of income
- Group participation, networks, and leadership
- Time allocation and work burdens
- Skills and knowledge in economically profitable or socially beneficial activities
- Access to and use of technology
- Social and gender norms

The box below offers an illustration of the links between the domain of time poverty and GBV within agriculture and market systems. By examining the links in this one domain, the box demonstrates how underlying gender inequalities can connect to GBV vulnerability; similar links exist for other domains of gender inequality.

Time Poverty and the Link to GBV in Agriculture and MSD Projects

In most of the world, women carry a disproportionate responsibility for unpaid care and domestic work (UCDW), which includes household and reproductive tasks. When these tasks are taken into account, women on average work nearly an hour or more than men a day (The World's Women 2015: Chapter 4, Work 2015). In rural and low-income settings, women spend significantly more time on UCDW in the absence of labor-saving technologies and services (Bolis et al 2020). For example, in rural areas of Zimbabwe, women on average spend more than four times as many hours as men on UCDW. In Uganda, women spend an average of 32 hours per week on UCDW, in comparison to men, who spend about two hours on UCDW per week. When both paid and unpaid labor are taken together, women and girls are working more and longer hours than men and boys (Oxfam 2020). Recent focus group discussions conducted by the AWE Program with agricultural implementing partners for the development of this toolkit found time poverty and household-level conflict over women's use of their time to be consistently named, underlying gender-based dynamics linked to GBV in agriculture and market systems projects.

Barrier to access and performance: Time poverty often limits women's capacity to enter new markets or engage in strategies to upgrade their businesses that require additional time investments.

Impact on gender inequality and GBV: When project activities place additional burdens on women's time, they add to women's already unequal workloads. In addition, diverting women's time from what may be viewed as "women's" roles and responsibilities can cause conflict in the household and trigger or exacerbate GBV.

Illustrative actions projects can take: Efforts to reduce women's time and labor (e.g., related to time-saving technological inputs) have multiple positive impacts, including increasing women's available time and their well-being and empowerment. Reduced time poverty can also help mitigate risks of household conflict.

In addition, projects may have opportunities to engage male partners, family members, and communities to explore roles and division of labor and find ways to redistribute time and labor equally. Where such shifts occur, communities often report greater gender equality and harmony, reduced GBV, and improved agricultural outputs (see [Chapter 3](#) for further details).

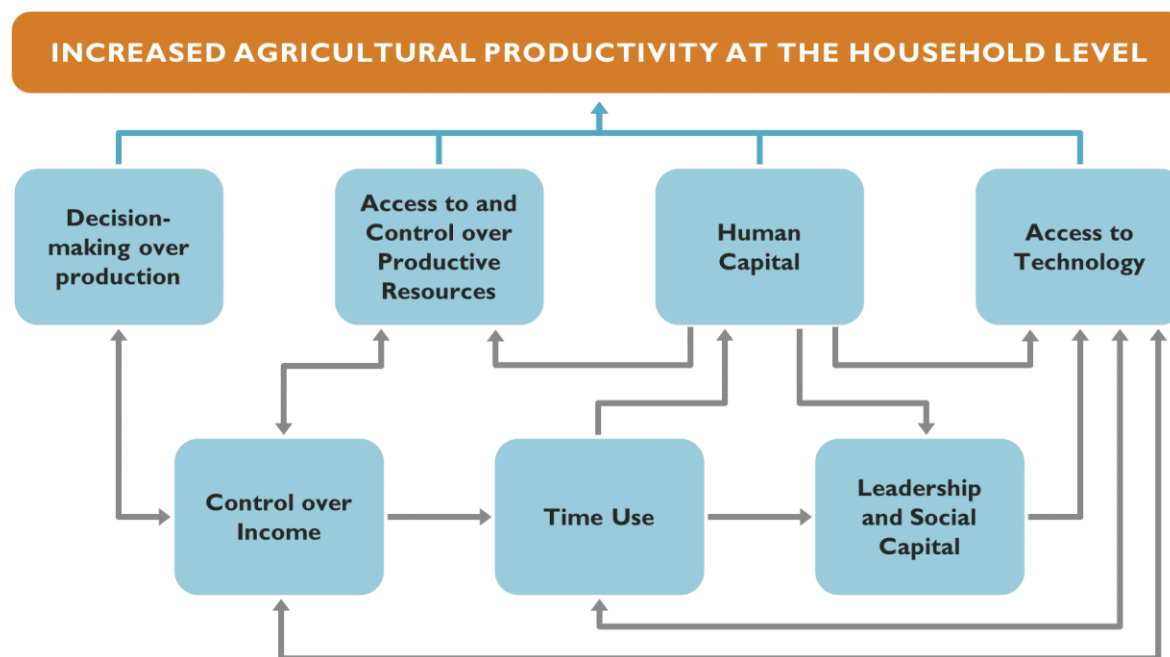
4. ADDRESSING GENDER INEQUALITIES IS CORE TO ADDRESSING GBV

Given the central role of underlying gender inequalities in GBV, it is important to highlight that programming efforts to promote GESI provide a critical foundation for addressing GBV. Programming efforts to promote GESI address many of the core factors that contribute to women's—and other groups'—vulnerability to GBV. As such, efforts to strengthen GESI also often help reduce GBV vulnerability.

Project staff may leverage analysis and measurement frameworks to understand inequalities. To identify underlying gender inequalities, gender analysis frameworks identify specific "domains" or areas to highlight key aspects of gender relations that most affect projects. USAID ADS Chapter 205 provides a gender analysis framework that identifies gender norms and power relations in specific contexts by focusing on five primary domains: laws, policies, regulations, and institutional practices; cultural norms and beliefs; gender roles, responsibilities, and time use; access to and control over assets and resources; and patterns of power and decision-making (USAID 2017).

Tools such as the [USAID project-level Women's Empowerment in Agriculture Index \(pro-WEAI\)](#) and the [Gender Integration Framework](#) (see [Exhibit 6](#)) offer frameworks to identify key areas of underlying gender inequality and women's ability to meaningfully participate in, perform optimally in, and equitably benefit from agriculture and market systems (see [Annex 9](#) for further resources).

Exhibit 6. Feed the Future Gender Integration Framework⁴



In the context of agriculture and market systems, each domain of gender inequality assessed through these frameworks contains conditions that make women more vulnerable to GBV and should be considered as part of reducing risk of GBV. (See [Annex I](#) for additional examples of how these different areas of gender inequality are tied to GBV within the value chain).

In the context of agriculture and market systems, each domain of gender inequality assessed through these frameworks contains conditions that make women more vulnerable to GBV and should be considered as part of reducing risk of GBV.

Throughout the guidance provided in the remainder of this toolkit, focused efforts to address GBV risks and reduce GBV build on and integrate with broader GESI efforts to ensure equitable access, performance, and benefit from agriculture and MSD projects.

⁴ This graphic was adapted from the Feed the Future [“Gender Integration Framework \(GIF\) 101 Workshop.”](#)

3. PRINCIPLES AND PATHWAYS FOR ADDRESSING GBV IN AGRICULTURE AND MARKET SYSTEMS

This chapter offers an overview of core principles that are critical to follow across all interventions to address GBV, and key pathways for addressing GBV as part of agriculture and MSD projects.

The next chapters of this toolkit guide projects to identify feasible actions to address GBV within the context of a project's existing agriculture and MSD activities ([Chapter 4](#)), and support projects to determine which actions to take and how to integrate them into their project life cycle ([Chapter 5](#)). The principles outlined in this chapter serve as a foundation for implementing guidance provided in the following chapters and should be integrated into all activities to prevent, mitigate, and respond to GBV.

A. CORE PRINCIPLES FOR INTEGRATING GBV RESPONSE INTO PROJECTS

There are well-developed global principles that guide efforts to address GBV. Efforts to address GBV by food security, agriculture, and MSD projects should be guided by the following core principles:

1) **Use a “do no harm” approach that prioritizes the safety and dignity of all participants and staff.** One of the most important guiding principles of addressing GBV, as with all development programming, is do no harm. As much as possible, prevent and minimize any unintended negative effects of an intervention that can increase people's risk of GBV. Be sure that the project recognizes and responds to the intersecting identities and vulnerabilities that can place people at greater risk for GBV and be sure the project is **survivor-centered**. [The Nature Conservancy's Responding to Disclosure of Gender-Based Violence](#) has helpful information on what to say or do (and what not to say and do) when a survivor discloses (The Nature Conservancy 2022). Additionally, CARE-GBV developed a resource on [how to implement a survivor-centered approach in GBV programming](#) (CARE-GBV 2021).

A survivor is a person who has experienced GBV. At all times, project and partner staff should apply a **survivor-centered approach** where the survivor's rights, needs, and wishes inform any action taken by the project. A survivor-centered approach prioritizes:

- Safety and security of the survivor and others, such as their children
- Respect for the choices, wishes, rights, and dignity of the survivor
- Confidentiality, where project staff do not disclose any information at any time to any party without the informed consent of the survivor
- Non-discrimination, ensuring all survivors receive equal and fair treatment regardless of their age, gender, race, religion, nationality, ethnicity, sexual orientation, or any other characteristic (UNFPA 2012)

Projects need to be aware of and follow ethical principles when learning about GBV in non-GBV-specific programming; key recommendations and resources are outlined below.

**Ethical Guidelines for Gathering Information
about GBV in the Community**
(WHO and PATH 2005)

Based on global guidelines, this toolkit strongly recommends that assessments take the following ethical and safety considerations into account:

- **Do not** seek out or target individuals or specific groups of GBV survivors. Research with survivors of GBV requires following additional, specific guidelines to ensure the rights and well-being of survivors and those interviewing them.
- **Do not** seek out individual experiences or examples of individuals who have experienced GBV.
- **Do** carefully frame the topic of interviews in the community, such as exploring well-being and safety (rather than violence), to avoid potentially stigmatizing participants.
- **Do** consult with others with experience addressing GBV in the community to ensure the framing and other aspects of engaging community members do not unintentionally create risk.

- 2) **Identify actions to address GBV that are feasible within the boundaries of the project's specific interventions and capacity.** Because GBV exists across multiple spaces, places, and levels of an agriculture or market system, there are multiple, overlapping opportunities to address GBV. Be sure to consider the project's scope and objectives of existing activities, core capacities, and key leverage points as essential criteria to determining feasible actions to address GBV. Staying within what is feasible for the project will make actions more doable and will help avoid potential harm of working beyond the limits of the project's capacity.

- 3) **Consult with local partners, including women's organizations and others with experience addressing GBV.** Draw on the knowledge and assets of local partners, preferably ones that are rooted in local systems. Identify groups with gender and GBV expertise to help facilitate knowledge sharing and ensure that the actions the project may take complement other ongoing efforts. Be sure to identify the full range of organizations with gender and GBV expertise, including those that run awareness campaigns and engage in advocacy, along with those involved in more direct services for survivors such as legal aid, psychosocial support, medical care, and safe shelter. Identifying organizations that provide direct services also forms a key part of mapping available resources to which an agriculture and market systems project can refer survivors.
- 4) **Respect local cultures and context but avoid perpetuating harmful norms and discrimination.** Agriculture and market systems are diverse and complex. Gender roles and social norms are expressed differently in different contexts, and affect access to and control over resources, decision-making, mobility, time use, and other key factors. Project interventions therefore need to consider the existing power relationships within a specific context or setting among men and women and within different population groups when determining activities. This helps ensure that interventions targeted at specific groups or people do not result in increased vulnerability to various forms of violence because of changes in power relations and division of tasks within a household or community.

At the same time, take care not to reinforce harmful norms or inequalities that already exist or to introduce them where they did not previously exist (e.g., placing women only in less-valued jobs or reinforcing discriminatory attitudes by not representing diverse groups in messaging about agriculture, nutrition, or work opportunities). Rather, seek to identify where there may be options to shift or transform social and gender norms to expand choices and options available to less powerful individuals and groups. Consultation with the community and other organizations is key in deciding what will be most appropriate within the implementing context (FAO 2010).

- 5) Combine explicit efforts to engage men and boys to challenge patriarchal norms with targeted activities to empower women and girls.** Effective and sustainable GBV approaches should address underlying gender norms and unequal power relations. Research and project learning has demonstrated that coordinating explicit efforts to engage men and boys as “stakeholders, change agents, and co-beneficiaries” (Greig 2020) along with targeted activities to promote women’s empowerment is key to changing the norms and power dynamics that lead to greater GBV risk. Beyond raising awareness, activities that seek to engage men and boys should work to challenge and shift harmful norms, attitudes, and behaviors related to masculinity and what it means to be a man or boy in a particular society or context. Engaging men and boys can help ensure that activities aiming to empower women and other at-risk groups do not put them at greater risk of violence. Failing to engage thoughtfully with men can not only potentially lead to GBV, it can also lead to negative unintended consequences in agricultural initiatives, such as co-option of women’s resources, assets, and other project benefits (Barker and Schulte 2010).

“Do we work with men and boys to challenge patriarchal systems for the sake of those most oppressed by gender injustices ... or should this work also be concerned with the harms men and boys suffer from patriarchal masculinities? A recent study undertaken by the International Center for Research on Women ... concludes that the ‘dilemma lies in avoiding the premise that men and boys ought to be engaged in women’s empowerment solely or predominantly from an instrumental perspective, serving only the interests of women and girls.’ Instead, the study found ‘[m]any participants independently express[ing] support for an alternative framing with a larger and more inclusive goal: engaging men as partners—stakeholders, co-beneficiaries, and change agents—in working towards gender equality and gender equity” (Greig 2020).

Engaging Men and Boys for Gender Equality

There are several reasons it is critical to engage men and boys. One is that men and women do not live mutually exclusive lives; they are intra-dependent. Changes in women's lives affect and change the lives around them. Including men in the process helps facilitate positive change—in their roles as partners and potential allies for greater equality and as agents supporting change in the community.

In many rural areas, the household functions as the primary economic unit, requiring meaningful contributions from all family members, regardless of gender. In such settings, engaging with only one gender neglects the actual economic realities and contributions of all household members, and could have negative implications on household economics and roles. Further, evidence shows that when a market system is inclusive, it shows more sustainable, resilient growth, with benefits that accrue to individuals, families, communities, and the entire market.

Key recommendations for engaging men in agriculture and market systems programming include:

- Help men identify and act as allies – show they have a powerful role to play in promoting gender equality.
- Address gender directly – transform male understanding and definitions of what it means to be a man, providing clear, empowering pathways to healthier, less violent, more cooperative definitions.
- Work through cooperation, not isolation – consider asking participants of all genders, ages, and roles to address shared issues.
- Amplify the influence of role models – consider the role of peer educators and gender equality champions who can resonate with agriculture and market actors.
- Do no harm – failing to engage men and boys in women's empowerment activities can itself be harmful. Furthermore, any effort to involve men in initiatives to help women must take place with local women's guidance, support, and safety considerations prioritized (Heilman and Meyers 2016).

It can also be helpful to consider how best to “synchronize” approaches to engaging men and boys with empowering women and girls. Careful consideration of which groups to engage first and how to coordinate efforts can help foster change in ways that best support the goals of greater inclusion and equality in project and community contexts (Greene and Levack 2010; Bartel and Greene 2018).

For more useful starting information on how to engage men and boys in interventions to promote gender equality and end GBV, see [Annex 9. Additional Resources](#).

Multiple strategies to empower women and girls exist and have been implemented across food security, agriculture, and market systems activities. Efforts to address empowerment factors such as access and control over resources, decision-making, mobility, and market opportunities are important. However, supporting women's access to women's groups and safe spaces that help build connection and solidarity and provide a base for strengthening women's skills and access to key resources for empowerment is crucial, as women's social connection can also be an important protective factor in helping prevent GBV (Schulte et al. 2014). Please see [Chapter 3](#) or further resources. As the project identifies potential actions to address GBV, consider if and when it may be possible to integrate these approaches.

The USAID-funded Collective Action to Reduce Gender-Based Violence (CARE-GBV) Activity developed the [Foundational Elements for GBV Programming in Development](#) to support USAID staff and implementing organizations to strengthen the quality and quantity of USAID's GBV programming in development contexts. The foundational elements include a [companion brief](#) to this toolkit (CARE-GBV 2022a, CARE-GBV 2022c).



B. PATHWAYS FOR ADDRESSING GBV IN PROJECTS


This section introduces how actions to address GBV can be viewed in terms of whether they help mitigate, respond to, or prevent GBV. It then reviews two practical pathways for what actions agriculture and market systems projects may consider and how to implement them. These pathways can help a project visualize its unique and tailored road map to address GBV.

I. BACKGROUND: PREVENT, MITIGATE, AND RESPOND TO GBV

Actions to address GBV often aim to mitigate, respond to, or prevent GBV. When considering the first steps that agriculture and market systems activities might take to address GBV, being aware of these approaches can help a project better focus its actions. Each approach is paired with an example in the table below.

Exhibit 7. Actions to address GBV: prevent, mitigate, and respond

APPROACH	EXAMPLE
<p>Prevent GBV from occurring in the first place</p> 	<p>Identify opportunities to shift perceptions on the acceptability of GBV by implementing gender transformative activities that facilitate support for greater gender equality and reduced conflict. Such activities could include messaging about the benefits of women's participation in non-traditional roles and engaging men and women in facilitated group reflections about gender roles and the potential benefits of redistribution of household tasks and decision-making authority (see Exhibit 9 for further information about group-based curricula).</p> <p>Talking about Talking. Results from an International Rescue Committee impact evaluation of the 2012 Economic and Social Empowerment for Women project in Burundi showed that adding a discussion series for couples, “Talking about Talking,” to a village savings and loan association intervention to foster women's economic recovery decreased incidences of IPV significantly. The discussion series also positively affected attitudes toward violence against women, household decision-making, and negotiation between couples over economic resources (IRC 2012).</p> <p>See the Economic and Social Empowerment (EASE) Program Implementation Manual and Curriculum used for this intervention.</p>
<p>Mitigate the potential for GBV linked to project activities</p> 	<p>Assess GBV risk as part of project formative assessments and prioritizing activities with less risk while still offering a valuable opportunity.</p> <p>Girl-centered value chain assessment shifts activities to safer settings. From 2008–2012, Cardno implemented the USAID and Nike Foundation co-funded “Value Girls” project aimed at developing a replicable and scalable model for economically empowering young women and girls through access to high-growth value chain opportunities in Kenya. When the project undertook a girl-centered value chain assessment of tilapia and omena fish and related value chains, the value chain assessment revealed major barriers to girls' increased participation, including issues of vulnerability to sexual coercion, social isolation, fierce competition for supply, cultural barriers, and safety issues. The practice of trading sex for access to fish illuminated the dangers of incorporating additional girls into the value chain. As a result, the project shifted its focus away from introducing new girls into the tilapia and omena fish chains. In addition, for girls already working in these value chains, the project worked on strengthening their capacity, negotiation skills, and bargaining power to mitigate the risks they faced (Schulte et al. 2014).</p>

APPROACH	EXAMPLE
<p>Respond by facilitating direct support for GBV survivors</p> 	<p>Refer participants in agriculture and market systems activities to community resources that can provide GBV services and support.</p> <p>Addressing IPV through the private sector in Sierra Leone. Working with Lion Mountain, a mid-size rice processor, Sierra Leone Options for Business Action, a UK-funded project, identified IPV experienced by women sales staff as the lead reason for high absenteeism. The company responded with low-cost prevention and mitigation initiatives, such as including employees' partners in staff inductions and referring staff to a professional counseling service. As a result, Lion Mountain was able to positively affect staff well-being and retain high-performing women sales staff. Management also reported less time spent on employees' "private" matters, allowing them to focus on business growth (Markel and Hakspiel 2019).</p>

To ensure that they do no harm, all agriculture and MSD projects should take actions to identify and mitigate potential GBV risks they may cause. Ideally, at a minimum, a project should be able to respond to GBV by providing referrals to community support for GBV, where it exists.

Depending on a project's scope of existing interventions, there may also be feasible opportunities to prevent GBV, although this may involve adding on more targeted efforts to address GBV (see [Pathway 2](#) below).

2. TWO PATHWAYS: EXISTING ACTIVITIES AND TARGETED INTERVENTIONS

Building on the principles and approaches outlined above, projects will likely follow one of two pathways as they consider how to address GBV in their agriculture and market systems projects:



PATHWAY 1: INTEGRATE GBV ACTIONS WITHIN EXISTING AGRICULTURE PROGRAMMING INTERVENTIONS

Where agriculture and market systems projects do not have a dedicated component or objective focused on the reduction of or response to GBV, potential actions to address GBV will often be most feasible if they can be integrated into existing activities. For most projects, this will mean identifying key instances where the project can take steps to mitigate risks and, potentially, provide an

initial response by offering referrals to other locally available GBV resources.



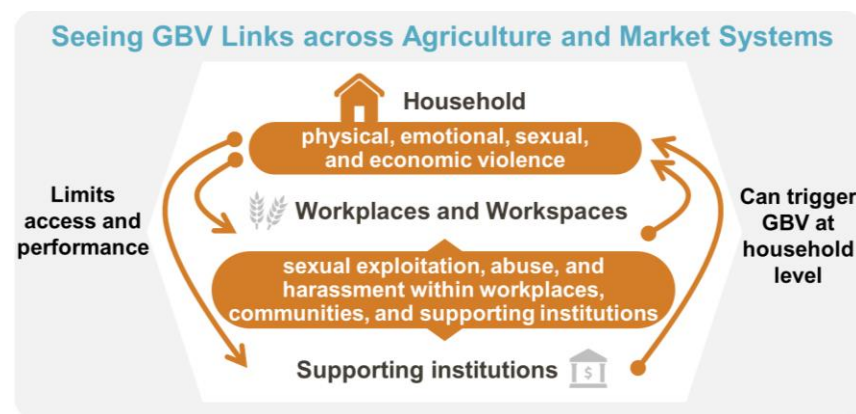
PATHWAY 2: DEVELOP TARGETED GBV-FOCUSED INTERVENTIONS TO COMPLEMENT EXISTING ACTIVITIES

Some food security, agriculture, and MSD activities may have a GBV component as part of their initial design or identify the need for more developed actions to address GBV as a result of their ongoing learning. For example, if a project encounters GBV as particularly prevalent in a target value chain, if GBV is a key constraint to women's participation in a non-traditional role, or if existence of sexual exploitation, abuse, and harassment is a significant finding in assessments of organizational practices or poor performance, then a project may want to design targeted interventions to address these challenges. Targeted interventions often involve more in-depth attention to engaging and transforming gender roles and norms as well as targeting specific structural issues related to the broader enabling environment (such as financial institution regulations, land tenure rights, policy reforms, or business operations and culture). Expanded efforts to address GBV often build on efforts already underway to integrate GESI into programming. As the next section shows, there are also several promising GBV-focused activities that can be fairly easily incorporated into ongoing food security, agriculture, and market systems interventions, such as group-based curricula (e.g., Nurturing Connections or the Gender Action Learning System [GALS]) to address gender roles and decision-making.

4. WHAT CAN BE DONE TO ADDRESS GBV IN AGRICULTURE AND MARKET SYSTEMS? PROJECT ACTIONS AND EXAMPLES

This chapter shares examples of actions that an agriculture or market systems project might implement to address GBV.⁵ It is organized according to [Exhibit 8](#) (see a more detailed version in [Chapter 2](#)), highlighting GBV risks and potential impacts across multiple places, spaces, and levels in agriculture and market systems.

Exhibit 8. Seeing GBV links (abbreviated, see Chapter 2)



For each of the market systems levels, examples provided follow either **Pathway 1** (integration into existing programming) or **Pathway 2** (adding targeted, GBV-focused interventions) are indicated with icons. These examples are offered as a starting point for projects to consider what might be appropriate for a particular project's implementation context and needs. Suggested steps for how to select specific actions suited to a project's context are included in [Chapter 5](#).



Tip:

Agriculture projects that “zoom in” within a market system to focus on specific nodes of a value chain may find it helpful to cross-reference this section with value chain node examples in [Annex I](#).

A. Household-Level Actions

If projects are planning to provide inputs, extension services, training, or financial services, then they should consider the consequences of potentially triggering GBV at the household level, as such activities may trigger IPV by influencing shifts in household roles and power relations. To mitigate such GBV risks, projects may choose to implement activities that comply with existing gender roles and norms, while identifying strategies to circumvent other gender-related restrictions (such as limited mobility) to reduce the risk of triggering household conflicts.

⁵ These examples have been drawn from current literature, especially the Resources Adapted for this Toolkit. To date, the authors of this guide do not know of any systematic review summarizing the evidence base for different GBV interventions across agriculture and market systems programming; these examples therefore need to be considered as reflective of emerging promising practices based on current studies, where available, and practice-based experience.

Alternatively, projects may seek to prevent the risk of GBV by working with men in the community and community leaders/influencers and by conducting messaging campaigns and other social and behavioral change activities to promote increased acceptance and support for women's participation in activities that may fall outside of currently accepted gender roles.



Integrating with Existing Programming

Mitigate GBV risks of increased access to resources and services by considering adjustments to inputs, extension services, and financial services.

Thoughtful adjustments to existing interventions can help reduce gender-related barriers to women and other at-risk individuals accessing these services and reduce potential unintended impacts such as triggering IPV at the household level.

Often, an effective entry point for projects to address GBV at one level (such as the household level) may in fact be at a different level (such as services, workplaces, or the enabling environment). For instance, IPV at the household level potentially can be reduced through changes in financial services programming to enable women's control of earnings or through educational groups that address gender roles and decision-making as part of extension services. Given the typical interventions for food security, agriculture, and MSD programming, actions at differing levels may be more feasible.

Often, an effective entry point for projects to address GBV at one level (such as at the household level) may in fact be at a different level (such as services, workplaces, or the enabling environment).

Illustrative actions that projects have taken include:

- Identifying the highest value commodities (e.g., crops, livestock, fisheries) for women and other at-risk individuals that will be acceptable within current gender and social roles, norms, and other mobility restrictions (and thereby less likely to trigger household-level conflict)
- Sensitizing input and service providers to schedule delivery at times and locations that accommodate the specific safety, mobility, and scheduling needs of women and at-risk individuals
- Conducting outreach and information-sharing sessions with households (particularly spouses) and community leaders to promote understanding of project activities and buy-in for participation of women and others who may transgress social or power norms

🔗 Lessons from Pilot Testing: Household-Level Actions to Address GBV Risk

During [pilot testing](#) of this toolkit with the Feed the Future Uganda IAM Activity, IAM discovered social norms that made women more reluctant to travel or purchase inputs in places where sexual exploitation, abuse, or harassment was a risk. The activity addressed this by increasing agent networks and ensuring last-mile distribution of agricultural inputs at the household level.

Alternative Financial Service Delivery and Payment Schemes

Carefully designed alternative service delivery and payment schemes can help promote safety. For example, agricultural buyers can set up automatic payment mechanisms that deposit money directly into a bank account rather than paying women or at-risk individuals in cash, which can be easily absconded with and which puts individuals at risk of sexual exploitation. Another practical strategy is to encourage buddy systems for acquiring payments or agricultural inputs to minimize the risk of sexual harassment (Schulte et al. 2014). Alternative payment schemes that increase women's autonomy and control over income (such as direct deposit into a woman's bank account) can also potentially decrease the risk of GBV triggered by household disputes over the existence of, or decisions on how to use, income. Further, alternative payment schemes may increase a women's control over income and the protection that control over income provides in multiple areas of her life. At the same time, increased autonomy (such as establishing a bank account independent of a spouse's knowledge) can also challenge hierarchical power relations and potentially trigger GBV. Agriculture and MSD projects need to be cognizant of these dynamics and consider strategies that both increase women's financial autonomy *and* engage in community sensitization to build support for the benefits of women's increased financial autonomy, along with deeper critical reflection processes that can support shifts toward more equitable gender norms and roles (ICRW 2017, Arnold and Gammage 2019).

See also [Box. Women's Economic Empowerment and IPV: Potential Triggers](#), [Box. Engaging Men and Boys for Gender Equality](#), along with this chapter's section on [Enabling Environment-Level Actions](#).



Prevent GBV by integrating gender-transformative, group-based training curricula into ongoing agriculture and MSD programming. Agriculture and MSD projects often implement curriculum-based group education as part of their technical service offerings. Group education may include nutrition programs, village savings and loans programs, farmer field schools, good agricultural practices training, organizational strengthening for agricultural associations and producer organizations, and business development services.

These agriculture and MSD group sessions can provide key opportunities to integrate learning and messages that promote reflection on women's contributions to agriculture and household economies, gender roles, social norms, collaborative decision-making, healthy conflict resolution, and other key topics that help prevent GBV and support project outcomes. Several gender-transformative curricula have now been implemented in agriculture and MSD programming contexts (nutrition, village savings and loan associations, and farmer field schools) with promising results. See [Exhibit 9](#) for examples of gender-transformative, group-based curricula focused on preventing GBV in agriculture contexts that a project may adopt.

Exhibit 9. Group-based curricula that can be added to existing programming, helping shift underlying gender inequalities and prevent GBV

Using well-developed curricula, facilitated group sessions offer women, men, and communities an opportunity to critically examine gender roles and decision-making, and consider the household benefits of redistributing roles and decision-making authority. Evidence from the following projects indicates promising approaches in shifting dynamics of control, reducing conflict, preventing GBV, and enhancing other project outcomes.

Helen Keller International Nurturing Connections

This participatory curriculum takes about four months to conduct and explores the impact of gender inequity on nutrition and health through facilitated discussions and exercises that help women and men jointly gain an understanding of women's rights and their ability to contribute on and off the farm. A recent evaluation found that this curriculum fosters significant increases in shared decision-making about childcare, nutrition, domestic work, and livestock rearing and smaller changes in household communication and views on gender equity.⁶

Journeys of Transformation: Engaging men in Rwanda as allies in women's economic empowerment and partners in caregiving

CARE International in Rwanda (2012) partnered with Promundo and MenCare to develop a strategy for engaging men in women's economic empowerment. The project developed a 17-session manual that includes training for men on business skills (including negotiation and decision-making between men and women), health and well-being (including general and reproductive health, sexuality, alcohol consumption, and stress management), and GBV laws and policies promoting gender equality in Rwanda.⁷

Facilitated rural community conversations

In North and North-Eastern Uganda, the FAO has integrated attention to gender and promoting joint decision-making at the household level into its Farmer Field and Life Schools.⁸

Gender Action Learning System

ECOM, a global commodity trading company, has adapted the GALS curriculum and integrated it into its existing good agriculture practices training program that it provides to coffee farmers in its supply chain in Kenya (Osorio et al 2019). This approach encourages couples to jointly create a vision for their household and work collaboratively to achieve those goals. As a result, some couples have opened joint bank accounts and redistributed household labor.

B. Workplaces and Workspaces-Level Actions

Projects should consider whether planned interventions will be implemented in workplaces and spaces that involve risks of GBV to women and other at-risk groups. These risks will vary widely based on context, activity, location, and organization, which is why projects will need to collect data in order to understand and respond to potential risks.

⁶ To access the Nurturing Connections curriculum and further information about its use and evidence of its impact, see <https://www.thecompassforsbc.org/project-examples/nurturing-connections>

⁷ To access the Journeys of Transformation curriculum and further information about its use and evidence of its impact, see <https://promundoglobal.org/programs/journeys-of-transformation/> (Pawlak, Slegh, and Barker 2012)

⁸ For additional information on approaches that integrate attention to underlying gender norms, including farmer field schools, see the Food and Agriculture Organization's *How can we protect men, women and children from gender-based violence? Addressing GBV in the food security and agriculture sector*, p. 48–51 (FAO 2018)



Integrating
with Existing
Programming

Assess and mitigate risks of sexual exploitation, abuse, and harassment by restructuring physical workplaces and workspaces and by raising workers' awareness of rights and market actors' awareness of responsibility for safety. Projects have

identified a number of actions to decrease risks of sexual exploitation, abuse, and harassment, ranging from mitigating GBV risks by physically structuring workplaces to lessen GBV risks to expanding coordinated efforts to prevent GBV in workplaces through policy changes, training, and infrastructure updates. Illustrative actions to mitigate GBV risks in workplaces and spaces include:

- Including GBV in value chain assessments and other formative research to identify particular risks of sexual violence and GBV within value chains and intervention areas
- Implementing safety measures to ensure that training and other supportive services are offered in safe, well-lit places and have start and end times that do not require travel in darkness (Schulte et al. 2014)
- Carrying out safety mapping of the physical areas and times women and other at-risk individuals are more vulnerable, often in isolated places (distant fields, solo interactions with managers) or in crowded places where there is little accountability (transport, markets)
- Facilitating opportunities for women and other at-risk groups collectively to know their rights, identify their risks (through actions such as safety mapping), and determine actions that can be taken to reduce their exposure to such risks
- Training staff and partners on organizational anti-harassment and anti-exploitation policies and providing clear, accessible information to staff and project participants on grievance processes



Seeing it in action: Establishing Women-only Markets in Bangladesh

The Agriculture Value Chain program implemented by DAI in Bangladesh set up women-only markets to increase safety. “When [the project] realized women were not able to safely market their produce at traditional markets in Bangladesh, Agriculture Value Chain supported the creation of separate women’s vegetable markets” (Stern and Matlock 2020).



Integrating
with Existing
Programming

Address risks of sexual exploitation, abuse, and harassment within formal employment, leveraging the opportunity for more comprehensive responses. Regardless of whether projects are

working directly with employers to build capacity or in partnership to facilitate market systems strengthening, projects have opportunities to build employer capacity to prevent and address GBV. Illustrative actions to facilitate changes to prevent sexual exploitation, abuse, and harassment include:

- Requiring employers as part of memorandums of understanding or grant agreements to maintain safe workplace environments free of harassment, exploitation, and violence and to adopt and implement policies that prohibit discrimination, exploitation, harassment, and violence
- Strengthening employer grievance procedures for sexual exploitation, abuse, and harassment
- Strengthening employee knowledge of and access to safe reporting procedures for sexual exploitation, abuse, and harassment
- Working with employers, industry, and community to examine and transform gendered, discriminatory, and stereotypical assumptions about occupations, employment opportunities, and leadership/management across multiple levels through

activities such as messaging, technical training programs, and workplaces human resources policies

- Supporting expanded opportunities for women and other at-risk groups to participate as members and leaders in trade unions and working with trade unions to further their commitments to addressing sexual exploitation, abuse, and harassment within the organization and the sector

Working with the Private Sector to Address GBV

Projects can work with private-sector partners to address sexual exploitation and harassment within their organizations and workplaces and to identify opportunities to mitigate and respond to IPV. Small, strategic actions in the private sector to address GBV as a core part of a business's mandate and services can help reduce GBV and enhance business productivity.

Addressing workplace sexual harassment in Egypt: [UN Women worked with 10 leading agribusinesses](#) to introduce a zero-tolerance policy and enforce rules against sexual harassment, alongside worker grievance mechanisms and awareness-raising activities. As a result of the intervention, retention rates improved by 25 percent, and absenteeism decreased by 9–31 percent. With lower turnover, the firms were better able to retain skilled and trained staff, improving their ability to comply with quality certifications and access higher-value markets in Europe (Markel and Hakspiel 2019).

For additional resources on how to engage businesses to assess, prevent, and respond to GBV, see [Annex 9](#).



Developing
Targeted
Interventions

Address risk of GBV in markets and when conducting business. Accessing public spaces can increase the risk of exposure to GBV, and when women and other at-risk groups participate in markets or conduct business they may be at higher risk if they are perceived as occupying a space or engaging in behaviors that are not traditionally open to them. It may be necessary to not only prevent GBV from occurring in these spaces, but also to strengthen women's and other at-risk groups' skills and confidence, which can be affected by experiences with GBV at home and in these spaces. Illustrative activities include:

- Asking women and at-risk groups (working with local organizations): what would increase your participation and safety in local markets?
- Working with local market management committees and other key influencers to implement safety improvements, such as improved lighting, locks on stalls, appropriate bathroom facilities, and locating women's stalls in safe locations
- Identifying key market actors—market management committees, village elders, agriculture association leaders, outgrower businesses, service providers—and engaging them as champions who support women's presence and participation in the marketplace
- Considering targeted training or capacity-strengthening for women and other at-risk groups to increase their confidence and negotiation skills in the marketplace



Seeing it in action: Advocating for safer infrastructure in markets

UN Women/AusAid's A Safe City for Women and Girls program works to create safe and equal participation of women in local economies. In Papua New Guinea, the program is working to make the public market safer. Data show that 55 percent of women and girls have experienced some type of violence, including rape and gang rape. As a result, female market vendors frequently pay cash for "protection." The Safe Cities project in Port Moresby plans to increase public safety for women in marketplaces through infrastructure and council policy improvements and through support to women vendor associations in advocating for better services at the market, including toilets, lighting, and police protection (AusAID 2013; Schulte et al. 2014).



Developing
Targeted
Interventions

Address women's access to safe transportation to and from worksites and markets. Projects may work with participants who must travel from their homes to fields, markets, workplaces, and meeting sites, including some, such as traders or service providers,

who may spend a large amount of time in transit. It is important to consider not only mobility restrictions but also GBV and sexual exploitation, abuse, and harassment risks of transport options, such as whether participants are accessing public transportation, relying on employers to provide transport, or sharing transport vehicles with others. Example actions to promote safe transportation include:

- Map GBV travel or transport risks, to inform choice of locations, transportation routes, transport types, travel times
- Work with government agencies to assess transport infrastructure and provide improvements, such as by ensuring adequate outdoor lighting of walkways above and below ground or more frequent bus stops
- Work with private-sector partners to provide safe transport options
- Conduct messaging campaigns to promote greater awareness of harassment and reduce public acceptance



Seeing it in action: Tea plantation workers in Malawi demand equitable and safe workspaces free from violence

Women working at a tea plantation in Malawi have reported "a systemic problem of male workers at plantations abusing their positions of power in relation to the women working under their supervision with rape, sexual assault, sexual harassment, sexual coercion and discriminatory behaviour. The claimants...often submit to the sexual harassment for fear of losing their employment... Several claimants allege that they lost their employment or suffered salary deductions as a direct result of the abuse. The majority of the claimants did not report the abuse for fear of losing their jobs or retaliation from their abuser" (Leigh Day 2021).

C. Supporting Institution-Level Actions

Agricultural extension service providers, producer organizations or cooperatives, financial institutions, and other supporting institutions can also offer important and effective entry points for projects to address GBV with broader systemic impact that reaches all the way to the household level.

For example, shifting attitudes and perceptions around social and gender norms is a key approach to promoting equitable decision-making in the household, reducing GBV risk. At the same time, increasing women's and other at-risk groups' access to financial services is another important way to increase their control over earnings. Similarly, increasing access to safe extension services broadens women's and at-risk individuals'

knowledge, skills, and social connection, which can also positively affect their household and productive decision-making. For additional discussion of dynamics to consider when implementing strategies to reduce potential GBV risk and increase women's empowerment, see the [box on alternative financial service delivery and payment schemes](#) in the Household-Level Actions section.



Integrating
with Existing
Programming

Address risks of sexual exploitation, abuse, and harassment within agriculture associations and groups.

Keep in mind that supporting institutions, including workplaces and workspaces, also carry potential GBV risks that should be assessed and understood to promote safe access and participation for women and at-risk groups. Illustrative actions include:

- Working with cooperatives, producer organizations, agriculture associations, business networks, and trade unions to expand women's participation and leadership
- Working with associations to examine and transform stereotypical assumptions about gender roles in the industry/sector as part of planned capacity-strengthening or as targeted training
- Requiring associations as part of memorandums of understanding or grant agreements to maintain safe environments free of harassment, exploitation, and violence and to adopt and implement policies that prohibit discrimination, exploitation, harassment, and violence against women



Integrating
with Existing
Programming

Work with agriculture associations and groups to respond to GBV.

Supporting institutions have the potential to provide access and opportunities that increase women's empowerment and lessen GBV risks. They also have the potential to affect broader, system-wide change by influencing changes within their organizations, within the industry, and within the communities or contexts in which they operate. In working with agricultural associations, identify and consult with women's organizations and others with experience addressing GBV. Draw on the knowledge and assets of local partners, which are rooted in local systems. Illustrative actions include:

- Building awareness and capacity within association or group partners on the negative impacts of sexual exploitation, abuse, harassment, and/or IPV on their organizational goals and work with them to develop a strategic plan
- Engage agriculture associations and groups as participants in GBV data collection efforts, such as safety mapping
- Engage with key associations or groups to address a key GBV risk factor that may also inhibit achieving project goals (e.g., working with producer organizations to increase women's access to land – see example under “[Enabling Environment-Level Actions](#)” below).
- Strengthen the capacity of extension service providers and other associations to incorporate GBV messaging within their training or messaging
- Link agriculture extension service providers, associations, and groups to members of a referral network to assist GBV survivors in accessing services



Seeing it in action: Community conversations through Dimitra Clubs support changes in community gender norms and land rights

The FAO highlights its experiences with Dimitra Clubs in Burundi, Democratic Republic of the Congo, Ghana, Niger, and Senegal that support participatory community dialogues and action among rural men and women. Results have included more equitable sharing of tasks at household, community, and institutional levels. In DRC, staff observed men collecting firewood and water, tasks that were previously done only by women and girls. In Niger, women participating in the clubs obtained a 99-year land lease from local landowners, thus “becoming the first women’s group in the region to obtain legal and secure access to land” (FAO 2018).



Developing Targeted Interventions

Reduce GBV risk by increasing women’s access to financial services.

Improving inequitable financial procedures and policies contributes to gender equality and reduces GBV risks. Increased access to financial services can also help women better withstand economic shocks and avoid risky behavior such as transactional sex (United Nations 2017). Illustrative actions include:

- Structuring financial services and direct payments to maximize women’s privacy, control, and safety, e.g., using alternative payment schemes such as setting up automatic payment mechanisms that deposit money directly into an individual’s bank accounts, or using a non-cash form of payment that is valued by the recipient and is more easily controlled without triggering conflict
- Working with financial institutions to equalize collateral requirements regardless of gender or other factors, decreasing the need for female borrowers to have a male co-signer (or at-risk individuals to rely on other family members) to open accounts, in turn mitigating the potential impact of economic violence, which can result from women’s limited access to

collateral. Moveable property registries are another alternative in creating collateral options.

- Working with banks to ensure that:
 - Loan service centers are accessible to women and other at-risk clients
 - Loan agents have been trained in equitable lending procedures
 - Centers are open at times men and women are able to enter
 - Women can be listed as sole owner on financial accounts
 - Gender, age, and other social differences are assessed in financial needs and preferences, and customized service offerings for women, youth, and other at-risk groups are provided
- Facilitating access to digital financial services such as mobile money and other services that increase privacy and access to and control over funds. Evidence from a recent AVE report found that increasing women’s access to digital financial services reduces risk of GBV because women do not have to travel outside the home or carry cash with them (Hohenberger et al. 2021). At the same time, access to digital financial services has the potential to increase risk of GBV if owning a cell phone and decision-making and control over finances violate social and gender norms (Hohenberger et al 2021).



Seeing it in action: GALS influence on women’s access to resources in Zimbabwe

Oxfam and GIZ piloted GALS with the Farmers Association of Community Self-help Investment Groups (FACHIG) in Zimbabwe. Using the GALS methodology, couples developed individual and joint visions for their futures. Before the pilot, there were reports of men controlling women’s income and assets from the project. After the pilot, couples reported greater shared decision-making over income and there has been a significant decline in incidences of IPV.

D. Enabling Environment-Level Actions

Many of the underlying inequalities that increase vulnerability to GBV exist at the level of the broader enabling environment within agricultural market systems. Depending on the boundaries of their programming, agriculture and MSD projects can support targeted actions at this level. These actions can contribute to changing underlying gender inequalities and to preventing GBV while improving other sector-related outcomes.



Developing
Targeted
Interventions

Reduce GBV risk by securing rights to land and property. Women and other at-risk groups can be at risk of property grabbing, which can involve violence and intimidation. The loss of assets and property makes them further vulnerable to economic violence and risky coping strategies, such as transactional sex. Protecting the rights of women and at-risk groups to access and control land and assets can not only provide security but may also reduce power imbalances which, consequently, reduce GBV. A study that collected data from 492 women in Nicaragua and Tanzania found that women in both countries connected owning property to increased power and status within their communities and to having greater control within their relationships, leading to decreased GBV incidence rates

(Grabe, Grose, and Dutt 2014). Projects can raise awareness of land ownership rights, advocate for equitable land distribution, and promote the inclusion of women's names on land titles. In many cases where gender-sensitive land policy and regulatory frameworks exist, there is no local implementation of the policy. In response, projects can support better implementation of existing legislative frameworks on land policy (Schulte et al. 2014). At the same time, the process of securing land rights and engaging in land documentation processes can trigger GBV not only between partners but within families and with neighbors (Bessa and Malasha 2020). For further information on land tenure and property rights, see [Annex 9](#).⁹



Seeing it in action: Increasing women's access to land in Ghana (ACDI/VOCA 2016)

The Feed the Future Agricultural Development and Value Chain Enhancement project in Ghana adopted three strategies to improve women's access to farmland: 1) working with outgrower business networks to raise awareness of the economic opportunities of female farmers to produce and achieve high yields, 2) collaborating with other Feed the Future projects to award land development grants to female producers, and 3) working with advocacy groups such as the Coalition for the Development of Western Corridor of Northern Region to convince traditional leaders and land owners to allocate land to women. As a result, more than 3,000 women accessed more than 5,000 acres of land that they would not have accessed otherwise. Activities included:

- The Coalition conducted research on the issue of women's access to land and shared its findings with local stakeholders. After holding a series of dialogues, 16 memorandums of understanding were signed by representatives of 1,000 female participants and traditional leaders committing the traditional leaders and landowners to release 1,600 acres of land over a 10-year freehold lease period.

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⁹ For guidance on the Dimitra Clubs' facilitation approach and other information about their use and evidence of their impact, see <http://www.fao.org/dimitra/dimitra-clubs/en/>.

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- An outgrower business owner in Chereponi District in the Northern Region successfully negotiated with traditional authorities and husbands of female farmers to secure 500 acres of fertile land for 500 women by demonstrating how investment in women yields greater returns.
- An outgrower business owner in Kongo in the Garu-Tempene district in the Upper East Region convinced local chiefs and opinion leaders to release land for 100 women to cultivate rice.
- After the Feed the Future Agricultural Development and Value Chain Enhancement project organized community sensitization and lobbied with male landlords, chiefs, husbands, and female leaders in the community, a woman farmer at Bussie in the Upper West Region was granted 10 acres of her deceased husband's land by his family.

"We are ready to hand over some of our fertile lands to our women, and support them with inputs to farm If women have access to fertile lands for production, there will be a sustainable food supply and the nutritional benefits of our foods in our homes will be enhanced to reduce malnutrition among our children." —Bussie Chief in the Upper West Region made this pledge in May 2016 during a forum on a land for women program organized by the Feed the Future Agricultural Development and Value Chain Enhancement project



Developing Targeted Interventions

Reduce GBV risk by shifting norms that shape perceptions of gender and violence. Expectations of men and women's gender roles and authority cut across many levels of market systems and people's lives. These norms shape many of the GBV risks

encountered in food security, agriculture, and market systems projects. Actions to engage communities to reflect on and shift inequitable gender norms can be an important component of preventing GBV. Such efforts often use social and behavior change approaches in engaging communities, with a focus on shifting gender norms.

For example, although women's increased leadership is key to helping prevent GBV, in the short-term women's increased leadership can be met with backlash. Targeted social and behavior change actions to shift community-level norms related to women's public leadership and less-traditional roles can help reduce the threat of sanctions, including GBV, that women may otherwise face.

Social and Behavior Change and Gender Social Norms Change

There is growing evidence and practical guidance about what works to shift unequal gender norms linked to GBV, including best practices in social and behavior change interventions. A project may want to consult with a specialist if it considers integrating actions to engage communities in shifting unequal gender norms.

For further information on how to integrate social and behavior change for gender norms change into a project, see [Annex 9](#) for a resource on agriculture-specific social and behavior change efforts targeting key gender norms and case studies of social and gender norms change programs and lessons learned.



Seeing it in action: Uplifting women's participation in water-related decision-making in Tanzania

(Eaton et al. 2021)

In Tanzania, the USAID-funded WARIDI project's initial gender assessment found that community-level norms restricted women's participation in water-related decision-making. Community norms included expectations that women should appear "shy" in public to show respect for men's authority, and that men whose wives are publicly outspoken are "controlled" or "bewitched" by their spouses.

To increase women's participation in household and community life within WARIDI water basin areas, with the ultimate goal of improving water resources management, WARIDI implemented the UPWARD intervention, which engaged rural communities in altering the gendered social norms that influence women's participation in water-related decision-making. In 2017, project gender advisors worked in close partnership with local government authorities and community facilitation teams of three men and three women to engage communities in facilitated education and reflection sessions. An evaluation conducted six months after these sessions found that residents reported substantial shifts in women's participation in village meetings among both men and women. As one woman said during the endline evaluation, "Men now expect women to stand up and speak their views."¹⁰



**Developing
Targeted
Interventions**

Reduce GBV risk by promoting policy reform.

Improving inequitable business regulations or inequitable implementation of policies that affect women's ability to control businesses or access market opportunities, for example, by working with government agencies to ensure women business owners are able to register businesses in their own names, contributes to gender equality and reduce GBV risks.

¹⁰ For more detail on the UPWARD intervention and endline evaluation, see the *UPWARD Gendered Social Norms Change Intervention Evaluation Report* (Eaton et al. 2019).



PART TWO.

**“HOW-TO” INTEGRATE
GBV RESPONSE WITHIN
EXISTING AGRICULTURE
PROGRAMMING**

5. STEPS AND TOOLS TO INTEGRATE GBV RESPONSE THROUGHOUT THE PROJECT LIFE CYCLE

This chapter of the toolkit provides practical “how-to” steps that agriculture and market systems projects can take throughout the project life cycle to identify and integrate initial actions to address GBV. As indicated in [Chapter 3](#), this toolkit is primarily intended to support projects that do not have a dedicated component or objective focused on GBV response. Therefore, the steps and tools offered in this chapter will assist projects seeking to integrate GBV response within existing interventions, primarily by mitigating risks and providing initial response through referrals to local available GBV resources (refer to Pathway I in [Chapter 3](#) and [Chapter 4](#)). Where a project identifies the need to develop targeted interventions to specifically address GBV concerns ([Pathway 2](#)), we recommend engaging with GBV specialists to review the findings and support the design of proposed GBV response activities.

This chapter organizes these steps and tools according to the project life cycle.¹¹ It introduces **common entry points** within the

agriculture and market systems project life cycle where GBV might be integrated. It also highlights **three core guiding questions** to serve as a roadmap for a project’s integration of GBV, from seeing it to identifying potential priority actions.

The toolkit then provides key steps, potential tools to consider, and illustrative examples for **“how to” integrate actions to address GBV in each phase of the project life cycle** and into any given programming context. [Annexes 3–8](#) provide worksheets and priority tools a project can use to help integrate these steps into ongoing programming. Note that the toolkit mainly focuses on the first three steps of the project life cycle, as these lay the foundation for GBV integration in other phases. Throughout the chapter, the toolkit provides links to other resources for further background and guidance.

A. INTEGRATING GBV ACTIONS: AN OVERVIEW

I. IDENTIFY POTENTIAL “ENTRY POINTS” ACROSS THE PROJECT LIFE CYCLE

To begin to address GBV, reflect on potential “entry points” where a project can start to consider GBV *within* ongoing or planned project activities.

Projects can integrate attention to GBV into several typical agriculture and market systems project activities *across* different phases of a project’s life cycle. As a project team considers first steps to address GBV, they may want to look for and identify possible entry points based on the relevant project life cycle phase depicted in [Exhibit 10](#).

It is important to note that actions to integrate GBV can be initiated at any point in a project’s life, not just at its start.

¹¹ The term “project” in this toolkit refers to an implementing mechanism that carries out an intervention or set of interventions to advance identified development result(s) in a given country or region. “Project” may be used interchangeably with program or Activity based on the implementing context or donor. The term “programming” in this toolkit refers to the project’s planned intervention or set of interventions.

Exhibit 10. Entry points for integrating GBV across the agriculture and MSD project life cycle



Planned formative assessment studies, activity and project-level gender analyses (per [USAID ADS Chapter 205](#) and the [Women's Entrepreneurship and Women's Entrepreneurship and Economic Empowerment Act of 2018](#)), and annual or mid-term review processes offer a strategic opportunity to learn about GBV risks and identify entry points for addressing it in a given context. These touchpoints allow projects to consider how GBV may affect project participants and outcomes and how projects may unintentionally exacerbate GBV in the areas where they work (see more on do no harm principles in [Chapter 3](#)). As projects collect and review monitoring, evaluation, and learning (MEL) data and learning studies to guide project implementation through pause and reflect or other adaptive management and collaborating, learning, and adapting (CLA)

activities, incorporating learning about GBV helps staff become aware of the impact of GBV and can prompt further learning and adjustments a project can make to help mitigate it. At whatever point a project decides to learn about GBV, it can then identify what GBV issues are significant and prioritize actions it can take within planned or ongoing activities.

It is important to note that actions to integrate GBV can be initiated at any point in a project's life, not just at its start. Annual project planning, mid-term reviews, and other points when there is a chance to reassess barriers to project performance all offer important opportunities to “see” and take first steps to address GBV.

“Regardless of the starting point, plans for mitigating can be made in small phases that are feasible to implement and that build up to what seems logical within the context of the program” (Bloom, ScD et al. 2014).

A reminder about scope: aim for what is feasible within a project’s objectives, goals, and budget. Once projects begin to collect data and learn about GBV, the challenges may be overwhelming if they seem large, deeply rooted, or have many elements. It may also be tempting to tackle many aspects at once. As a project team prepares to begin integrating GBV response into ongoing project planning and activities, the team can and should remember the importance of focusing on what is evidence-based, contextually relevant, and most feasible within the project scope, objectives, and resources. Although attention to GBV can be integrated across multiple points of a project life cycle, and in almost all typical agriculture and market systems activities, the project should identify where it seems most logical to focus and what will have the most impactful or systemic change.



Tip

Consider holding a series of spaced workshops or training sessions to provide real-time, practical, and ongoing safe spaces for learning. Tailor each session to where the project is in implementation, (i.e., plan sessions around imminent or upcoming project activities). Planning sessions around upcoming activities allows for the information to be better digested. Reference examples that are relevant to upcoming activities from other projects featured in this toolkit.

As a project team prepares to begin integrating GBV response into ongoing project planning and activities, the team can and should remember the importance of focusing on what is most feasible and what is most relevant within the project scope, objectives, and resources.



Seeing it in action: Limited control over income earned affects supply chain efficiency

In Eldoret, Kenya, Mace Foods processes African Bird’s Eye chili for sale in Kenyan and European markets. Smallholder farms provide Mace Foods with raw material. Women cultivate the chilies in small gardens, while men deliver the crop to the processing plant and collect payment. Shortly after the purchase of the first crop, decreasing supplies of African Bird’s Eye chili led Mace Foods to inquire about on-farm production methods to assess any constraints. They found that married women farmers had abandoned chili production because they were not receiving returns for their labor; spouses were often retaining the proceeds and using them for personal expenses. This pattern of economic violence, where spouses took their wives’ income, caused women to leave chili production, jeopardizing Mace Foods’s ability to meet the buyer’s demand. To mitigate the impact of these dynamics and create incentives for women to continue producing chili, Mace Foods, with the USAID Kenya Horticulture Development Program, designed a payment system that included both cash and noncash rewards: Mace Foods distributed a pound of sugar, a desirable household commodity, along with the cash payments (Rubin, Manfre, and Barrett 2009).

2. REFER TO THREE GUIDING QUESTIONS

The following three guiding questions can help a project team focus on *what* they will want to learn and *how* they plan to use this learning to adjust the project's activities. These questions can be adapted to help guide action at whatever entry point a project identifies to consider GBV, ranging from the level of overall project planning, such as the selection of particular value chains, to the level of how specific project activities are implemented.

Global research shows that GBV takes place almost everywhere. It is safe to assume that some level of GBV exists in any given intended project area (Bloom, ScD et al. 2014). Therefore, the purpose of these questions is not to determine whether GBV is happening but, rather, to help a project team see how and where GBV intersects with their project, so that they can then identify what potential steps to take to address GBV (FAO 2018).

Exhibit 11. GBV guiding questions (FAO 2018)

I How are GBV risks linked to this project's activities (current and planned)?

First, begin to see GBV and how it links with the project's activities.

- a. Which GBV risks are men, women, boys, and girls exposed to? Where does the threat of risk come from (e.g., society, [institutional] community, or family level)?**

As the project team (or others who are helping carry out assessments or project reviews) answers this question, refer to [Exhibit 4](#) in Chapter 2 to help prompt discovery of different potential places and spaces at different levels of market systems where GBV may be occurring.

- b. In what ways does GBV undermine this project's specific nutrition and food security, agriculture, and MSD outcomes?**

Be sure to try to link GBV risks as concretely as possible with their specific impact on the project's activities and outcomes and, in particular, how GBV may be a barrier to participants' access, performance, or benefits from planned activities and anticipated outcomes.

- c. How are GBV risks unintentionally created or exacerbated by this project's interventions?**

Identify any concrete GBV risks the project may be creating. For example: Is there evidence that household tensions are increasing? Are activities and services causing people to travel through risky areas? Is engaging in any work as part of these initiatives exposing people to sexual/physical harassment or abuse?

WHEN? A project can answer Question I at whatever point it begins to consider GBV, whether that is at the project's start by integrating these questions into planned **formative assessments**, at a later point such as **annual or mid-term reviews**, or in the course of **planning or re-assessing an existing activity**.

2

What are the existing local capacities to prevent and mitigate GBV risks?

Second, learn more about existing strategies and resources within the community for addressing GBV to help inform specific actions the project might take by asking...

- a. **What are the capacities and protection strategies of people and communities for facing existing risks?**

Examples of protection strategies include traveling during the day on safer routes, working from home, or traveling and selling in groups. Capacities may include cultural, religious, or social strengths; local agencies (e.g., psychosocial or health services and women's groups) and community responses; national and government ministries and traditional community structures; and national laws that protect men and women from violence.

- b. **What are the referral pathways and resources for survivors of GBV?**

It can be helpful to start identifying key referral resources and relevant contact information while engaging in learning about GBV in the community. If there is a local GBV partner in the community, they may also already have a local referral directory. Note: see [Chapter 4](#) (along with [Annex 8](#)) for tips on how to develop a list of referral resources to be used by the project.

WHEN? This information often can be gathered at the same time as [Question 1](#) above, during planned **formative studies** or **annual or mid-term review processes**. Sometimes projects also gather additional, more specific information about community resources (for instance, to finalize a referral list) in the course of other **activity planning** or **implementation** activities when consulting with communities.

3

How might the project's activities help address GBV given how GBV is intersecting with the project, the broader capacity and efforts of current partners in the community, and the project's scope?

Third, analyze the implications of what the project has learned to identify potential first actions for the project to begin addressing GBV.

Keep this question in mind from the start for two reasons: it can help to ask community members and GBV partners what they see as a project's particular opportunity to address GBV risks. It is also a question to focus the project team's analysis of priority issues and potential actions. See the [Strategic Planning and Design section](#) below for further questions about how to prioritize a project's response.

WHEN? This question can often be included along with [Questions 1 and 2](#) above and integrated into **ongoing assessments or reviews**. In addition, this question can be used by project teams to synthesize their learning and plan for actions during **strategic planning and design (or re-design)** of project activities.

B. CORE STEPS TO INTEGRATE GBV ACTIONS ACROSS THE PROJECT LIFE CYCLE

This section offers steps a project can take to integrate GBV response in each phase of the project life cycle. These steps may be applied at identified entry points and within the scope of action that make sense for the project's implementation and context.

FORMATIVE RESEARCH: See GBV in Existing or Planned Activities

STEP 1: LEARN ABOUT AND IDENTIFY GBV IN PROJECT ACTIVITIES ([WORKSHEET](#))

Identify potential initial entry points for learning about GBV in relation to project activities. Most projects have a range of planned formative assessment activities and studies at their start. According to the Women's Entrepreneurship and Economic Empowerment Act, all USAID-funded projects are required to be informed by a gender analysis (U.S. Congress 2018). Other assessment activities may be planned at regular project review intervals (annual or mid-term). In addition, as projects develop and implement specific planned activities, other assessment and re-assessment occurs. All offer potential entry points to learn about GBV.



Tip

Focus opportunities to assess GBV risk at the level of core day-to-day program activities. It is often most helpful to understand the impact of GBV at the level of specific interventions and intended outcomes of a project. This means that learning about GBV and opportunities to respond should directly link to the day-to-day activities of a project.

Select specific assessment processes to integrate intentional analysis of gender and GBV. When possible, it can be powerful to integrate specific, intentional questions to assess GBV risk into already-planned assessments that will form the foundation of project activities, such as value chain and market systems analyses. Some illustrative examples of common entry points to learn about GBV in agricultural and market systems programming are:

- *Value chain assessments with intentional gender and GBV analysis integrated.* A gendered value chain analysis identifies individuals' roles and relationships within the value chain along with gender-related barriers that value chain actors face in maximizing their productivity, labor, and bargaining position. A gender value chain assessment offers an excellent opportunity to learn about how GBV may affect day-to-day project activities by identifying GBV risks and survivor support resources and services at specific value chain nodes (Farnsworth 2011; Schulte et al. 2014).
- *Project gender and social inclusion analyses and assessments, with explicit attention to GBV.* For this to be as useful as possible, be sure to include specific analysis of GBV in the scope of work and identify concrete risks and impacts at the output and intermediate result levels and core activities to be implemented.
- *Annual project planning.* Annual project work planning or reviews can offer an important opportunity to look at project data and identify gendered differences in participation and outcome and their potential underlying causes, such as GBV. Annual project reviews can also offer staff and partners an opportunity for structured, collective reflection on experiences during the year, and how and where they may notice GBV concerns arising.
- *Review of ongoing project monitoring to surface disparities that may point to gender-based barriers, including GBV.* Remember, important opportunities to see and respond to GBV often occur as projects are implemented. USAID's CLA framework

lends itself to projects being able to take stock of GBV impacts during the course of programming, propose activities to support needed redesign, and seek approval for such changes (USAID 2017). It is important to intentionally raise questions about whether and how GBV is being identified and addressed during implementation. If not intentionally monitored, it is unlikely that changes will be promoted or noticed. For more information on monitoring activities and GBV, see [Step 12](#) below.

- *Other planned project assessments* can also benefit from intentional analysis of gender and GBV include market actor studies, social network analyses, technology use surveys, food environment analysis studies, and knowledge, attitudes, and practices studies.

Lessons from Pilot Testing: Understanding GBV and Social Norms through a GBV Assessment

When the Feed the Future Uganda IAM Activity finished [pilot testing](#) this toolkit, it began a GBV assessment to better understand GBV and social norms across four regions of Uganda where IAM implements activities: Northern Uganda, Mt. Elgon, South Western Region, and Karamoja. The assessment will collect primary data in each of the four regions and seeks to identify the areas of agricultural market systems where GBV occurs and how it affects the project's outcomes and to identify entry points to integrate GBV prevention, mitigation, and response in project activities. Preliminary findings from the assessment indicate a high risk of violence at firm and farm levels as well as in the household and community, which has limited the level of productivity for some farmers as they spend time accessing health and psychosocial support services. IAM plans to develop a program prevention and mitigation plan based on outcomes of the assessment.

Determine what and where to collect GBV-specific information once opportunities to learn about GBV risks have been prioritized. Project teams and any additional data collectors should become familiar with guiding ethical principles that must be followed when

learning about GBV in non-GBV-specific programming (see [Chapter 2](#)). In whatever form, data collection plans must be clear and incorporate ethical, do no harm principles and practices, and project teams should be careful to ensure data collection is included in scopes of work for existing or new assessment activities. A brief overview of key topics to consider is provided below. Additional resources are available in [Annex 9](#).



Tip

Guided reflections *among* project staff (and with partners) are a key opportunity to see how GBV intersects with a project. Building on some basic shared knowledge of gender and GBV, staff can lay important groundwork for identifying how and where GBV may be intersecting with their project. These critical reflections can be held at multiple points during the project.

As described in *Planning to Learn About and Identify GBV in Project Activities* ([Annex 3](#)), plan to collect and analyze the following GBV-related information:

- Data by sex and age and according to other demographic variables as feasible (e.g., disability, single head of household, Indigenous or other minority groups)
- Main types of GBV risks in the project context, and how these risks affect food security, agriculture, and market systems activities (FAO 2018)
- Existing community-level capacity to respond to GBV (among community organizations and within formal and informal services and support) and specific referral resources if available

As noted above, projects can gather information about GBV within ongoing food security, agriculture, and MSD project activities in a variety of ways. Previously planned assessments and project reviews and planning may already include sources of information and methodologies to answer GBV-specific questions. At the same time, additional assessments may be needed to identify GBV-specific sources and collect focused GBV data. [Exhibit 12](#) summarizes sources of information that a project could use (FAO 2018).

Exhibit 12. Potential sources of GBV-related information (Bloom, ScD et al. 2014)

TYPE OF INFORMATION	SOURCE
Prevalence of GBV	<ul style="list-style-type: none"> • Demographic and Health Survey • World Health Organization Multi-Country Study • The United Nations Global Database on Violence Against Women • The Food and Agriculture Organization's Gender and Land Rights Database • Qualitative and quantitative studies
GBV risks and impact on project activities (and underlying gender roles and norms that shape GBV)	<ul style="list-style-type: none"> • Demographic and Health Survey • CDC Violence Against Children and Youth Surveys • International Men and Gender Equality Survey (IMAGES) • Quantitative and qualitative studies • Policy and legal context data • Qualitative data from non-governmental organizations • Local women's organizations and key informants • Focus group discussions with community members that are age, gender, and culturally appropriate (e.g., participatory assessments held in consultation with men, women, girls, and boys separately are recommended) • Participatory data collection activities related to gender (e.g., daily time clocks, roles and responsibilities; safety mapping, vignettes)
Services and supportive responses available for GBV survivors	<ul style="list-style-type: none"> • Qualitative data from non-governmental organizations • Local women's organizations and key informants



Seeing it in action: Integrating GBV into an ongoing agricultural project – NAFKA II in Tanzania

(Abed 2019)

"We would let our husbands know about all the money we get out of a business. However, he decides what should be done with it. If we ask about the money, we would be beaten or cursed at." – Female farmer, Tanzania

The case study below of the USAID-funded Feed the Future NAFKA II project in Tanzania offers an example of how one project took small but meaningful steps to increase its awareness of GBV and adjust its ongoing project activities to respond. The headers in the case study highlight key integration steps in NAFKA's process. The case study was excerpted from a 2019 blog post, "Time diaries: How a methodology change empowered a community and sparked a fight against GBV" (Abed 2019).

Case study – Entry point: Project assessment of impact of mechanization as part of project's ongoing learning"

When the USAID-funded Feed the Future NAFKA II project, led by ACDI/VOCA, embarked on a time-use study of its mechanization grants to members of a producer organization in Tanzania's Southern Highlands, our staff did not expect to receive feedback about GBV. Yet, when we began working with the 30 couples who had agreed to track their time in diaries, such stories began to emerge. We had set out to measure the effect of an agricultural intervention, but now found ourselves with an important question: How should an MSD project address the issue of GBV?

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Mechanization levels are low in Tanzania, particularly among rural women, who constitute an estimated 52 percent of the country's agricultural labor. For two years, NAFKA has been providing mechanization grants to producer organizations, with specific targets among women producers, as part of a strategy to increase overall agriculture productivity, narrow the agriculture productivity gender gap, and reduce women's drudgery.

Assessment questions asked about gender differences in time-use patterns in agricultural households, using the participatory community-based method of time diaries

In 2017, NAFKA increased its emphasis on evidence-based learning and adaptation, using research to assess whether interventions were having the desired effect. As part of this approach, in 2018 we conducted a study to measure the impact of the mechanization grants on time saved and income generated. To do so, we [focused] an in-depth assessment of the impact on one producer organization ... and, as the methodology developed, we saw an opportunity to also assess the gender gap in time allocation (intra-household dynamics) [using the time diaries approach].

NAFKA selected a producer organization that had received a rice thresher and planned to involve project staff in long-term data collection. We worked with participants to record their activities over a full agriculture year (we conducted four rounds of data collection, selecting specific seasons) to determine how much time was saved as a result of using the machine.

In learning to complete the diaries for the study, the participating couples became our enumerators. We asked farmers to record their time-use data for a seven-day period and taught them to categorize their daily activities into specific categories (e.g., household chores, social activities, farming activities, etc.).

Assessment process built trust and community women began sharing instances of IPV

Something unexpected happened during the study. The close interaction between the members of the producer organization and NAFKA staff generated increased trust. Women began sharing personal information, such as instances of IPV and gender-specific inequalities. They saw the exercise as an opportunity to share information with outsiders—people they trusted but were not members of their community structure—who could help them. They said they did not discuss these issues in their villages because sharing these concerns were embarrassing and frowned upon, and, importantly, because women were not believed over men:

"We have tried to get help from the village government. Men normally would pay off the people who are supposed to help, so some women don't report these cases anymore. It is also embarrassing to sue your husband, since he might be a prominent figure in the community." – Female farmer, Tanzania

The study produced helpful findings about gender gaps, such as that depending on the agricultural season, women work 2–3 additional hours per day compared to their male counterparts, and that the largest portion of their working time is dedicated to domestic and care work (60 percent), while men spend 23 percent of their time on the same tasks. Gender and social norms about the perception of men's and women's roles in society perpetuate these gaps:

"If a man is seen helping his wife with household chores, he would be perceived as weak by others [men and women] who would tell him that his wife is controlling him." – Female farmer, Tanzania

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Project staff took a small, immediate step to respond to GBV by connecting those affected to local support for GBV

For a project whose staff's expertise is deeply rooted in agriculture and market systems, it came as quite a surprise to hear about GBV and other gender issues. Our first step was to seek support by connecting those affected with projects that directly work to address GBV and provide support services ...

Project staff reflected on underlying causes of GBV and identified additional priority actions to help prevent GBV by addressing underlying gender norms and increasing women's meaningful participation in project activities

We also reflected on what we could do as a project. We realized that GBV occurs, to a large extent, because of gender and social norms that can also be addressed within agriculture projects. In areas where NAFKA is working, women are perceived as less capable of doing certain activities, they are confined to reproductive and non-remunerated work, and their decision-making ability is restricted, particularly over income. A combination of activities and approaches are necessary to tackle this problem, so NAFKA is implementing a three-stage approach:

- Providing women's empowerment training (including for men) to challenge the pre-established roles in society
- Increasing the number of women in capacity-building training
- Promoting greater participation of women in leadership positions in producer organizations

Couples are reporting greater awareness of time use, more equitable division of labor, and increased collaboration, which reduces conflict and lessens risk of IPV

... The time diaries and close engagement with project staff had an unintended consequence that is leading the way to a paradigm shift. Farmers are now aware of how they use their time. This, in itself, has empowered them. Male household heads are recognizing the amount of activity women do and have begun to assist in sharing responsibilities. Moreover, couples are reporting to staff that they are discussing time management in their households, which has reportedly brought families closer and increased joint decision making and collaboration in the household.

STEP 2. CONSIDER A MAPPING ACTIVITY TO SEE GBV RISK WITHIN A PROJECT'S CORE ACTIVITIES ([TOOL](#))

Mapping is a visual approach that can be useful to compile and summarize what a project learns about GBV and engage directly with people (staff, partner organizations, community members, etc.) to explore their experience of GBV in the community and how it links to project activities. Mapping can also offer a useful way to share findings and facilitate planning with the community on proposed actions and can help a project team see GBV in the spaces and places where activities are implemented. [Annex 4. GBV Mapping Tools](#) provides a selection of GBV mapping tools that projects may use to this end.

Conduct safety mapping within specific project-related spaces and places. Safety mapping is used to assess the varied perception of risks faced by women, men, boys, girls, and other at-risk individuals while participating in a project or when earning their living. Using a map that highlights areas important to a project's activities, individuals from the community work together to identify safety risks, indicating where they feel safe or not (FAO 2018). The following questions can help guide gender and age-disaggregated focus groups in safety mapping (Krause-Vilmar 2011):

- ☐ When and where do women and other vulnerable groups feel safe and unsafe?
- ☐ Which forms of harm and violence (psychological, physical, sexual, economic, or socio-cultural) are they exposed to?
- ☐ Which situations bring greater risk (e.g., in a field by oneself, negotiating to sell something, carrying cash, traveling with goods to sell), and how can those risks be reduced?
- ☐ How would respondents characterize relationships with other market actors, employers, and other employees? Others in the community?
- ☐ What actions do women and other vulnerable groups currently take to increase their safety?

Lessons from Pilot Testing: Identifying GBV Risks by Sector

During [pilot testing](#) of this toolkit, Feed the Future Uganda IAM staff used [Annex I](#) of this Toolkit to identify GBV risks in three technical areas of focus:

- In the agricultural inputs sector, recruitment and retention of female staff and agents can be affected by GBV concerns, given the time burden economically active women face, economic and emotional violence following an increase in income, and negative perceptions of being an “assertive woman”
- In the financial services sector, women taking out loans without disclosing it to their husbands or without repaying the loans has been linked with domestic violence
- In value addition and trade work, women are more likely to be in vulnerable employment roles (like sorting grain or cleaning) where the likelihood of suffering physical and sexual violence is high, on top of potential exploitation and economic violence

Conduct GBV mapping across the value chain. For projects to identify GBV risks, it can be helpful to first identify risks related to *each* intervention or activity (and related actors and places) that a project will implement. Gender analysis paired with mapping of agricultural value chains can offer an important way to map and identify specific gender-related barriers at different points in value chains. GBV mapping can be “layered” onto this process, by asking specific questions about safety and risks linked to GBV. See [Annex 4A](#) for more details.

Projects can begin by mapping out the value chain/nodes a project will be working with, including related interaction with inputs, financial services, extension services, etc. At each key node or step, projects may identify:

- Who participates (separated by different at-risk groups) in specific activities—by percentages if possible—and any other division of labor related to those activities
- Specific gender-related barriers to access, performance, or benefits in value chain operations
- Specific safety risks, especially related to forms of GBV (being sure to also ask about how these vary by time, season, and other factors). Be sure to explore which specific groups may disproportionately experience more vulnerability.
- Any actions that have been found to be protective/increase safety

Data used to inform value chain mapping may include quantitative information collected from project records and survey data. To assess underlying barriers and safety risks, qualitative information, including consultation with the community, is important. This process can be facilitated as a participatory, visual mapping activity. To do so, different symbols can be layered onto the value chain map to depict each of the above types of information. Note: it will be important to save these maps by taking pictures of them when possible and saving notes about key discussion points.

Consider other mapping tools that are relevant to the project.

For projects to develop an understanding of local actors, especially related to responding to GBV in the community, it may be helpful to undertake a stakeholder mapping exercise. Stakeholder mapping is the visual process of laying out all the stakeholders of a product, project, or idea. The main benefit of developing a stakeholder map is a visual representation of all the people who can influence a project

and how they are connected. Completing a stakeholder map of local actors who may influence or respond to GBV in a community may help projects prioritize key actions and stakeholders who may provide support services or partner in survivor-centered GBV response (Schulte et al. 2014). The box below includes an example of value chain mapping as part of implementing the GALS.

Using the Gender Action Learning System for equitable value chain development

(Farnsworth 2011; Schulte et al. 2014)

For projects that have scope to carry out a full participatory, community-based process, the Gender Action Learning System (GALS) includes a facilitated process to help overcome gender and GBV barriers. It consists of several phases: (1) preliminary mapping of the selected value chain, (2) action research with different stakeholder groups, and (3) identification of strategies to address gender barriers through multi-stakeholder workshops.

In Uganda, a coffee value chain project applied the Gender Action Learning System. Before the project, intra-household conflicts reduced the quality of coffee because both women and men were picking and selling unripe beans to sell them before their partner could do so. Premature selling of beans meant that middlemen could not guarantee good quality coffee to final buyers. Through the GALS value chain development process, “the project has seen significant changes in gender relations, including increased land ownership by women and some women reporting that their husbands now contribute more to farming activities and household-related tasks. Some households known to have exhibited strong gender inequalities and high incidences of domestic violence have also become more equitable. The quality of coffee has improved, which in turn has led to increased income and improved trust between different value chain actors” (Reemer and Makanza 2014). For more resources on how to integrate gender into value chain development, see [Annex 9](#).

STEP 3. ENGAGE THE COMMUNITY AND PARTNER ORGANIZATIONS IN FORMATIVE RESEARCH (BLOOM, SCD ET AL. 2014)

It is good practice in all development sectors to engage the community and partner organizations as part of project planning. Consulting with local partners is a core principle (see [Chapter 3, section A](#)) and is especially important as part of GBV prevention or mitigation efforts that might emerge in a project.

Consult with different at-risk groups that may be connected to the project’s activities. This step enables the community to learn about how the project will operate and offer their perspective on

how the project may positively and/or negatively affect community norms and existing gender roles and inequalities.

Identify and involve existing community groups. For example, male and female members from existing producer groups, cooperatives, and village savings and loan associations can offer valuable information based on their own experiences about the potential unintended effects of a project and the gender and GBV-related barriers that need to be taken into account for implementation.

Engage men and gatekeepers in the community. If a project plans to invite women, girls, or other at-risk individuals to participate in meetings or groups, perpetrators of violence can become suspicious if they lack information about the content or purpose of the activities. To reduce the risk of violence that may result from this suspicion, it is important to inform the men and other gatekeepers of the community at the outset of the project's goals and expectations for project participation. Doing so can go a long way in reducing the risk of violence from the start. When women or girls are invited to predominately male-dominated meetings or groups, take a similar approach to sensitize male group members.

Engage key individuals and organizations who are already working in the community, especially those with prior gender awareness or GBV experience. Reach out to extension workers, market management committee leaders, health workers, the local government "gender desk officer," and other existing development actors who might have already received gender and social inclusion training or might have experience with some aspects of gender and development. Think about who will be allies in all the various levels at which the project work will take place and who can partner with the project to mitigate or prevent any potential unintended GBV effects. Some of the organizations or individuals could potentially be appropriate for the referral list outlined in [Annex 8](#).

STRATEGIC PLANNING AND DESIGN: Identify Priority GBV Concerns and Potential Actions

Below are suggested steps (and corresponding worksheets) within the strategic planning and design/re-design project life cycle phases to help prioritize GBV concerns and identify and select potential actions.

STEP 4. PRIORITIZE GBV CONCERNS IN THE PROJECT CONTEXT ([TOOL](#))

Any instance of GBV is a human rights violation and affects not only those experiencing violence but also the well-being and security of their families and communities. As a project begins to think about how to address GBV in the context of their agriculture and market systems programming, it can be helpful to prioritize what types and contexts of GBV most affect the project's core activities. The project team will want to consider the core question, **what are priority GBV concerns, given the project's context?**

Analyze what GBV concerns most intersection with the project's planned or ongoing activities, based on what a project has learned about GBV risks during the formative research phase. To do so, the project may identify nodes in the value chain, key market functions/dynamics, or other elements of project activities that have intersecting GBV risks. For each of these areas of intersecting risk, the

project team can explore the degree to which identified GBV risks may:

- Be exacerbated (increased) by the project's activities?
- Limit the project's ability to achieve project objectives?
- Limit supporting women's economic advancement and empowerment?
- Limit building efficient and competitive value chains? (Rubin, Manfre, and Barrett 2009)
- Limit facilitation of inclusive, resilient, or competitive market systems?

Prioritize GBV consequences. Using the tool provided in [Annex 5](#), consider and prioritize the GBV concerns identified above and potential consequences of GBV in agriculture value chains based on:

- Identified GBV risks and their link to project objectives/activities
- Anticipated risk of a project activity increasing GBV
- Anticipated impact of GBV on achieving project objectives
- Anticipated impact of GBV on achieving women's economic empowerment goals

STEP 5. IDENTIFY POTENTIAL ACTIONS THE PROJECT CAN TAKE TO ADDRESS GBV

Based on priority GBV concerns, the project team can consider and identify feasible entry points for responding to GBV by considering the question, **what are priority actions the project can take to address GBV, based on criteria such as project scope, impact, project capacity, and community context?**

Additional questions to help project teams explore potential entry points are included in the box below. In-depth guidance is provided as a worksheet in [Annex 6](#) (FAO 2018).

Questions to Prioritize Potential Actions a Project Can Take to Address GBV

- ☐ Is there a **clear entry point** to address GBV within existing project activities?
- ☐ Is there a **clear intervention** that might make a difference?
- ☐ How much potential does the intervention have **to address root causes**?
- ☐ How much potential does the action have **to affect outcomes**, including:
 - Project objectives?
 - Improving women's economic empowerment through access to productive resources, inputs, services, technologies, training, information, and employment opportunities?
 - Efficient, equitable value chains and/or facilitating resilient market systems?
- ☐ How well does the potential action identify and influence a **key systemic leverage point** (i.e., places in the system where small shifts might deliver large effects)?
- ☐ How **cost-effective** is the potential action for the resources invested?
- ☐ Does the project have the **needed commitment, capacity, and budget** to undertake this potential action and/or **ability to partner** with others who have this capacity?
- ☐ How well does the potential intervention **meet the community needs and desires**, including the priorities of those most at risk and key community leaders and other power holders in the community?

In considering entry points, keep in mind: if the project is increasing the risk of GBV, it has an obligation to take steps to mitigate that risk.¹² At a minimum, from a do no harm perspective, a project must identify steps it will take to mitigate potential GBV risks. Ideally, these steps will be defined in project planning and strategy documents and revisited and updated on an annual basis.

If the project is increasing the risk of GBV, it has an obligation to take steps to mitigate that risk.

STEP 6. SELECT PRIORITY ACTIONS TO ADDRESS GBV AND CONSULT KEY RESOURCES

As the project team chooses GBV actions to integrate in their agriculture and market systems projects, it should consider and advocate for the necessary resources and budget to implement those actions (see [Step 12](#) below). For suggestions and examples of potential project actions, refer to the mitigation, prevention, and response approaches to GBV ([Chapter 3](#)) and illustrative actions ([Chapter 4](#)). When selecting priority actions to address GBV, consider the following:

Consider activities that have the potential to *prevent* GBV.

Determine whether the project has the scope to add or modify activities that may potentially address unequal gender roles and power relations that influence project participants' GBV experiences. Remember that:

- *Group training curricula* for agriculture and market systems projects have helped facilitate change in gender roles and power relations at the household level. Such training curricula are often integrated into group meetings already taking place for other core project areas (such as nutritional education, village savings and loan associations, or farmer field schools). The training helps promote understanding and support for increased gender equality in mobility, education, economic

control, and household decision-making, as well as decreased tolerance for violent behavior. See [Chapter 4](#) for further detail.

- *Partnering with organizations* that have GBV expertise is a way to provide GBV-related “integrated” training to groups a project is already going to work with (e.g., producer groups, mothers' groups, village savings and loan associations). Consider linking with local organizations that have expertise in facilitating safe spaces for critical reflection on personal experiences of gender and social norms and expectations followed by opportunities for mixed group dialogue and reflection, as such approaches are often key to GBV prevention efforts that seek to help shift gender and social roles and norms (Bloom, ScD et al. 2014).

Plan to take needed actions to *mitigate* potential harm. As described in [Chapter 3](#), it is critical that a project mitigate any impact that programming may have on increasing GBV risks by adjusting project design choices (such as selection of value chains, target participation groups, or conducting sensitization prior to implementation) and other project-related activities.

Identify how to prepare staff (project and partner) to offer front-line, non-specialist *response*. Global experience addressing GBV suggests that practitioners feel better able to address GBV when they are equipped to respond directly to GBV survivors, should violence be disclosed. This toolkit recommends preparing project staff with basic, non-specialist first response skills and having a referral list of what GBV resources, formal and informal, are available in the project zone of influence or implementation area. [Chapter 4](#) provides key steps and resources to prepare project and partner staff to offer first-line response.

¹² Mitigating unintended consequences is not only the right thing to but also a requirement according to the USAID ADS Chapter 205.

Consult key resources. The project team should also consult other key resources to consider and refine potential actions for a project to address GBV. Key resources include:

- Community members and leaders
- GBV-focused organizations and other organizations with experience related to proposed actions
- GBV and/or GESI specialists, if available
- Published resources on recommended approaches, lessons learned, and practice-based experience (for a starting place, see [Annex 9. Additional Resources](#))

Integrate GBV concerns and actions into project strategic and work planning documents. Most agriculture and market systems projects have a range of strategic planning and work planning processes and corresponding documents (such as work plans, MEL plans, strategies, and action plans) that help guide ongoing project activities (see [Annex 2](#)). As a project starts prioritizing GBV concerns and potential actions, strategic and other work planning documents may benefit from incorporating focused GBV information, including an assessment of priority GBV risks, noting how the project plans to mitigate those risks or address GBV and a description of prioritized GBV prevention, mitigation, or response actions that a project plans to take.

IMPLEMENTATION: Take Actions to Address GBV

STEP 7. PLAN AND IMPLEMENT STAFF TRAINING

Ideally, staff capacity-strengthening on GBV will be integrated throughout project implementation, from onboarding to targeted training throughout employment, so that staff consistently implement interventions safely.

Identify the needed level of GBV orientation and/or training appropriate to the project scope and needed to carry out prioritized GBV actions. Depending on staff and partner roles in a project, it may be important to plan specific GBV capacity-strengthening activities tied to different project intervention areas. Projects should examine prioritized GBV concerns and actions and align them with targeted orientation and capacity-strengthening needs.

Consider whether GBV capacity-strengthening activities will be standalone or integrated into other activities. Depending on prioritized GBV actions, existing staff capacity, and existing planned activities, assess the appropriateness of integrating GBV into capacity-strengthening on basic gender concepts about social norms, roles, and inequalities and how these affect project participants and outcomes. It may also be appropriate to include GBV and sexual exploitation, abuse, and harassment concepts in training on

compliance, budgeting and resource management, organizational capacity building, and MSD. For example, projects may consider a tiered approach, where project staff are first introduced to gender and GBV concepts, are then trained on responding to survivors within the realm of their daily work, and, finally, receive focused capacity-strengthening for specific GBV activities the project plans to carry out. See [Annex 2](#) for a list of potential entry points where capacity-strengthening may be helpful.

Determine necessary resources and make plans for when and where capacity-strengthening will occur. Whether the project is able to engage a GBV specialist or works with a local GBV organization, it is important to identify facilitators with the skills to design and implement training on basic GBV concepts or advise on the integration of GBV into other capacity-strengthening activities (www.endvawnow.org/en/). Implementing any capacity-strengthening effort requires assessing available resources and ensuring there is available budget and staff (beyond the gender advisor or point of contact) to implement the training. For more guidance on budgeting for capacity-strengthening activities, see [Step 12](#).

GBV Training Resources for Project Use

The following resources include training agendas and curricula on GBV that may be adapted by projects:

- IASC's [How to Support a Survivor of Gender-Based Violence When There Is No GBV Actor in Your Area: User Guide](#), which includes accessible, feasible half and full-day training sessions on how-to tips to respond to survivors (IASC 2015)
- USAID Interagency Gender Working Group's [Gender-based Violence 101: A Primer](#), which includes short introductory materials that may be used to develop GBV training (IGWG and USAID n.d.)
- Raising Voices' [Mobilizing Communities to Prevent Domestic Violence: A Resource Guide for Organizations in East and Southern Africa](#); specifically, the comprehensive community activism course (Mobilizing Communities Appendix) (Michau and Naker 2003)
- The [Virtual Knowledge Center to End Violence Against Women website](#) has additional training resources for staff training and capacity-strengthening in the context of conflict and post-conflict settings (UN Women 2020)

STEP 8. COMMUNICATE ABOUT GBV IN WAYS THAT PROMOTE POSITIVE CHANGE

Consider implementing social and behavior change approaches to address GBV. There is a good body of evidence and practice-based learning about effective ways to address GBV through social and behavior change approaches. Using communication as a broader strategy to address GBV can be an important component of GBV-specific interventions. If the project is considering a social and behavior change communications approach, it will want to engage a GBV specialist with experience in these approaches to ensure that communications do not perpetuate stereotypes or cause other unintentional harm.

Increase staff awareness of how to communicate about GBV in day-to-day conversations or external communications.

Communication guidelines on developing effective print materials about GBV have been extensively developed. These guidelines can support the project team to be aware of how they talk about GBV with the community to avoid perpetuating stereotypes and to promote positive change. For easy-to-use “how-to” communication tips and a communication checklist that the project can apply to any written materials and how project staff talk about GBV, see [Annex 9](#).

STEP 9. CONTINUE TO LINK WITH LOCAL GBV ORGANIZATIONS, PARTNERS, AND COMMUNITY

Addressing GBV takes collective, coordinated efforts, learning, and adaptation. It is important to engage with local stakeholders throughout the life of the project, which will strengthen implementation and enable the project to respond to unexpected changes (both positive and negative).

Develop a plan for how the project will maintain regular contact with local GBV organizations, whether that is through regular network meetings or more periodic, informal check-ins. Such exchanges can facilitate sharing project learning with local organizations and community members and support the project's ongoing ability to hone what works.

Build linkages with GBV specialists when needed. The project may also want to link with other GBV organizations or specialists during project activities. In these instances, it is ideal that non-GBV specialist staff are partnered with GBV specialist staff to strengthen cross-team learning, strengthen capacity and experience to address GBV among project staff, and make actions to address GBV as relevant as possible to the project context.

Lessons from Pilot Testing: Local Partner Training Ensures Safer Work Spaces for Women

After training received during [pilot testing](#) of this toolkit, local partners of the Feed the Future IAM Activity who work in honey value addition and trade can better articulate GBV-related challenges they face and plan for solutions. For example, prior to being trained on and otherwise exposed to the toolkit, local partners considered economic violence to be a “typical constraint” rather than a form of GBV. Since the training, these private sector partners have made significant changes in their normal operations, such as re-locating the sales office of honey products to ensure safer access for women and other at-risk individuals.

When to link with a GBV specialist or organization (FAO 2018)

It may be helpful to link with a GBV specialist when seeking:

- ☐ Technical support for (or joint coordination to conduct) gender and GBV assessment/analysis or to gather information from other assessments undertaken
- ☐ Advice on how to analyze GBV concerns at the community level
- ☐ Understanding of how potential, specific food security, agriculture, and market systems interventions to address GBV may work (or not work)
- ☐ Training of project staff and partners on GBV
- ☐ Developing and delivering training to participants involved in project interventions (e.g., as a component in Farmer Field and Life Schools) on GBV and other gender-related issues
- ☐ Reviewing (or helping to develop) project communication materials related to GBV

MONITORING, EVALUATION, AND LEARNING: Establish MEL and CLA Systems that are Responsive to GBV

STEP 10. INTEGRATE GBV INTO THE PROJECT'S MEL SYSTEMS

Effectively addressing GBV during project design and implementation requires ongoing MEL. Given the scope of most agriculture and market systems projects, it is important to note that it is not appropriate to attempt to directly measure or monitor actual levels (incidence or prevalence) of GBV in a community; such measurement requires in-depth GBV expertise, deep grounding in GBV-specific research protocols, and a scope of time and effort that is generally beyond ongoing agriculture and MSD programming.

Rather, agriculture and market systems projects should aim to monitor the steps that projects and their partners are taking to identify GBV risks in the context of their programming and then monitor the project's response to these risks, including concrete actions taken and, where feasible, how these actions affect the well-being of project participants and the effectiveness of project interventions. As is standard with other MEL efforts, it is important to have organization-level and/or country-level institutional review board review to ensure that data collection is done in a safe and ethical manner.

In carrying out the following activities, refer to [Step 1](#) for ethical guidelines on how to gather information about GBV in the community. Note that as community awareness of GBV increases, reports of incidents of GBV may increase. This doesn't necessarily signify an increase in GBV incidents overall; however, it is important for a project to be able to explore and put into context any observed trends.

Given the scope of most agriculture and market systems projects, it is not appropriate to attempt to directly measure or monitor actual levels (incidence or prevalence) of GBV in a community.

Identify process indicators that reflect project actions to address GBV. Ultimately, integrating GBV into a project's MEL systems should focus on process indicators. The box in this section suggests GBV-related indicators that can be integrated into existing project monitoring tools and plans. Note that the indicators are "GBV-related" rather than directly generating specific data on GBV (e.g., incidents and types) (FAO 2018). The short list provided is not exhaustive; rather, it contains and builds on potential indicators that USAID and FAO have recommended for their programming and focuses on processes a project is taking to address GBV. It is crucial that data collected be analyzed and that lessons learned inform project adjustments. Data should also be shared with donors and other key local actors (FAO 2018, USAID 2019).

Lessons from Pilot Testing: Process Indicators for Toolkit Use and Addressing GBV

Process indicators (bolded below) from the Feed the Future IAM Activity experience help demonstrate how the Activity used the toolkit to identify and implement measures to address GBV among local private-sector partners. During the [pilot testing](#) of this toolkit in Uganda, **ten GBV risks were initially identified** in the three areas of technical support provided by the IAM team: agricultural inputs, financial and advisory services, and value addition and trade. In the exercise of exploring GBV risks, staff identified that businesses wanted to recruit and retain female staff and agents to sell inputs, like seeds, but that there was a lack of support from spouses and employers, which permitted a culture where making fun of domestic violence victims was common. To address this, IAM **created a training for partners, which was delivered to five agribusinesses**, on the risks of GBV to their businesses and with them, **brainstormed 11 potential solutions**. Following the training, **three businesses were selected to pilot initiatives to address GBV**.

Sample GBV-Related Process Indicators (adapted from FAO 2018 and USAID 2019)

- Number of assessments conducted by project/project partner staff that have included specific GBV-related questions
- Consultations held with the affected population on GBV risk factors in accessing programming
- Training provided on GBV or gender to project and partner staff
- Specific risk factors of GBV identified prior to or during projects activities
- Specific project actions/adjustments made to mitigate, prevent, or respond to identified GBV risks in project activities
- Inclusion of GBV risk reduction in funding proposals or strategies, by project and/or project implementing partners
- Use of specific GBV tools and resources (such as this toolkit) to inform agriculture/MSD programming
- Number of legal instruments drafted, proposed, or adopted with U.S. Government assistance designed to improve prevention or response to gender-based violence at the national or sub-national level (Standard Foreign Assistance Indicator GNDR-5)
- Number of people reached by a U.S. Government-funded intervention providing GBV services (e.g., health, legal, psychosocial counseling, shelters, hotlines, other) (Standard Foreign Assistance Indicator GNDR-6)
- Number of persons trained with U.S. Government assistance to advance outcomes consistent with gender equality or female empowerment through their roles in public or private-sector institutions or organizations (Standard Foreign Assistance Indicator GNDR-8)
- Number of training and capacity-strengthening activities conducted with U.S. Government assistance that are designed to promote the participation of women or the integration of gender perspectives in security sector institutions or activities (Standard Foreign Assistance Indicator GNDR-9)

Collect monitoring data from project participants, influential community leaders, and other key stakeholders on project implementation and impacts. Consult with women, men, and other at-risk individuals, potentially via women's groups and other local organizations, for feedback on project implementation and impacts in the community. Local organizations could also be consulted on how best to reach at-risk groups for this information. Projects should be sure to engage influential leaders and other key stakeholders in private dialogues wherever possible, asking questions about how people are reacting to the project's interventions and document whether any reported risks, threats, or violence is occurring as a result of project activities. Projects can leverage existing project platforms and groups to hold social dialogues about

how the project is affecting the community. Consider where and how these dialogues should be held to ensure safety and privacy and ensure that the facilitator reflects on and clarifies their own values and attitudes in order to guide communities in doing the same.¹³

Incorporate gender into analysis of attrition of project participants and project staff. For example, ask if women or men (or boys versus girls) are dropping out of the project more quickly, or if it is more difficult to recruit men over women or vice versa, and why. Attrition can occur because of new exposure to gender-related issues or exacerbation of GBV as a result of project activities. It is also important to monitor changes in staff attitudes, skills, and behaviors, as staff members might undergo transformations

¹³ To get started, see SIDA's tool on conducting dialogues, which describes the steps involved (SIDA 2006)

themselves. Project staff need to feel safe and have resources available to deal with their own emotional well-being and threats to personal safety. This toolkit also recommends considering the value of ongoing staff reflection processes for gathering information about how GBV and project actions to address GBV are affecting project participants, staff, and communities.

Build flexibility and learning into MEL plans. A review/revision of monitoring tools and ongoing, explicit learning processes should be planned every six months to account for new information that will need to be monitored and evaluated (e.g., unanticipated negative events that may emerge). Foster a learning culture and approach by building ways to observe and explore GBV-related reactions by the community into the project's MEL systems (Bloom, ScD et al. 2014). Capture positive project impacts, while also anticipating and documenting negative consequences (especially as they relate to GBV).

Establish a protocol for monitoring when and if incidents of GBV occur during project implementation. As the project is implemented, it is very important that a clear protocol is in place for monitoring and responding to incidents of GBV. All project staff should be made aware of the protocol and project supervisors and managers should have accountability for its consistent implementation. The protocol should describe:

- Exactly how to record GBV incidents and who on the project team should be informed. Projects should seek to monitor incidents as they come up, whether indirectly or directly reported, using a simple, confidential tracking system. Tracking these incidents will enable staff to have a clear picture of what is taking place during project implementation, ensure that unanticipated events are being recorded, and make necessary changes to the project activities to mitigate unintended negative outcomes.
- Guidelines on how to respond to a survivor disclosing an incident of GBV to a project staff member. This could be a tip

sheet outlining the key skills highlighted earlier in the training section on “skills and procedures for responding to GBV when disclosure occurs.” (See [Chapter 6](#) and [Annex 7](#) for further details and a tip sheet to take to the field).

For more guidance on GBV and MEL, see [Annex 9](#).

Project-level reporting of incidents vs. government reporting systems.

Project-level “reporting” of GBV incidents is designed to monitor the ongoing impact of projects and to be able to make project-level adjustments. This is distinct from government systems designed to monitor instances of reported GBV, where such instances are usually recorded within the government MEL system when a survivor has decided to access a formal service for help (health care, legal, police).

STEP 11. IMPLEMENT A CLA APPROACH TO GBV OR INTEGRATE GBV ACTIONS INTO PROJECT CLA

In any implementation context, GBV is part of a dynamic social and economic system. It may be exacerbated or reduced by project interventions and by factors outside the project's control (e.g., climate or economic shocks and stressors, income smoothing). As projects make progress on objectives for social norms change, new risks and dynamics related to GBV may emerge. Projects should plan for ongoing CLA related to specific plans to address GBV and unexpected outcomes, both positive and negative.

Many projects are learning and adapting over time, particularly if they are implementing facilitative or CLA approaches.



Tip

Consider starting smaller and learning. “If an intervention shows a potential risk, recommend that it start at smaller scale and monitor impact on power relations and resistance in the household to make certain it does not lead to adverse impacts” (Stern, Jones-Renaud, and Hillesland 2016).

It often makes sense to begin with a small number of activities and learn from those before trying to implement large-scale GBV interventions across an entire project portfolio or an entire life cycle. A CLA approach promotes testing, then scaling, evidence-based interventions.

Plan to regularly collect and review project-level data (see [Step 1](#) about key data that should be collected and reviewed), consulting with staff and partners as part of ongoing CLA.

It often makes sense to begin with a small number of activities and learn from those before trying to implement large-scale GBV interventions across an entire project portfolio or an entire project life cycle.

OPERATIONAL NEEDS: Advocate and Budget for Addressing GBV

STEP 12. BUDGET RESOURCES FOR GBV-SPECIFIC INQUIRIES, TRAINING, AND ACTIONS (BLOOM, SCD ET AL. 2014)

GBV can be integrated into projects in small, doable ways and may not require much additional time or cost to a project. Yet, it is important to budget the needed financial, human, and time resources for actions to address GBV.

Advocate for the necessary budget, human resources, and time based on estimates and goals. Remember, if budget lines related to integrating GBV are outlined during the planning stage, staff are more likely to be well-trained and resourced to handle GBV in an ethical and appropriate manner when and if it arises during project implementation.

Lessons from Pilot Testing: GBV Champions for Cross-cutting GBV Support

During [pilot testing](#) of this toolkit, the Feed the Future Uganda IAM Activity established GBV Champions to lead the Activity's approach to preventing, mitigating, and responding to GBV in its programming. The Champions are intended to play a cross-cutting role, with specific intentions to advocate for a survivor-centered approach (leveraging [Annex 7](#)), to support the creation of referral lists ([Annex 8](#)), and to establish links with relevant organizations in responding to GBV.

Identify required resources to carry out prioritized steps to address GBV. Consider:

- ☐ What resources will be needed to support learning about GBV as a part of project analysis (gender, value chain, market actor study, etc.)? Does the project have available technical staff to review methodologies and tools, data, etc.? Would a consultant be needed?
- ☐ What resources will be needed to hold local consultations and gather information to create a referral list? Are there logistical costs? What staff time will be required?
- ☐ What resources will be needed to train staff and partners? What kinds of training are planned? Does the project have staff available to design and implement training or capacity-strengthening activities? Would a consultant be needed? Are there logistical costs?
- ☐ What dedicated resources may be needed to implement specific actions to respond to GBV?

6. PRACTICAL TIPS AND TOOLS FOR RESPONDING TO SURVIVORS

A. WHAT DOES “RESPONDING” TO A SURVIVOR MEAN IN THE PROJECT CONTEXT?

Project staff work directly with community members and can build an important level of trust with participants; as a result of this trust, staff may learn of incidents of GBV experienced by individuals in the community. Such disclosures are most likely to occur during project implementation through group discussions or community members expressing concern about a personal incident, or an incident experienced by another person in the community. Staff may also learn of incidences of a colleague experiencing GBV within the implementing organization itself. Specific examples of possible GBV incidences are listed in [Annex 1](#).



Tip

For those who are socializing the toolkit with their teams, encourage staff and partners to adapt and use the worksheets and resources provided in the Annexes, referencing the relevant content in the toolkit. Adapt the resources to project needs and the local context.

Project staff should therefore not try to identify or seek out an individual whom they think might need support. Rather, staff should wait to be approached. Survivors are aware of their own situation, potential risks, and safety, and are best positioned to access support if they need it. For project staff that may encounter disclosures of GBV, be sure to develop or provide self-care resources and create space for staff to take time to practice self-care. [This resource developed by the USAID CARE-GBV Activity](#) provides guidance on embedding self and collective care in organizations addressing GBV (CARE-GBV 2022b).

First and foremost, projects must respect that survivors may or may not want to seek support or resources from project staff or others.

Because GBV may surface in implementation, projects and their staff should be prepared to respond to survivors in ways that support survivors. First and foremost, projects must follow survivor-centered principles (see [Chapter 2](#)) at all times, meaning that the survivor's rights, needs, and wishes inform any action taken. This includes respecting that survivors may or may not want to seek support or resources from project staff or others.

Survivors' Perspective on Seeking Support (IASC 2018)

Seeking services is not always safe for a survivor. Remember that a project's role is to provide accurate, up-to-date information on resources and let the survivor make their own choices on what feels safe for them. Consider the following example of potential benefits or risks:

POTENTIAL RISKS of seeking support

- Possibility that the survivor's friends, family, and/or community will find out, which can lead to being stigmatized, kicked out of their home or community, and/or exposed to more violence
- Possibility that the perpetrator(s) finds out other people know what happened, leading to retaliation by harming or even killing the survivor
- Possibility that service providers are exposed to threats and violence by the perpetrator or community if they are seen as helping a survivor
- Possible insensitive response by service providers if they are not trained properly

POTENTIAL BENEFITS of seeking support

- Access to life-saving support when in distress
- Access to safe, confidential, and professional medical care in a timely manner that could prevent HIV and unwanted pregnancy
- Access to other services that provide more dignity and comfort, including options for safety and psychosocial support
- Access to support that may prevent further violence from occurring

B. USE GUIDELINES FOR HOW TO RESPOND TO A SURVIVOR DISCLOSING AN INCIDENT OF GBV

Guidelines can take the form of a tip sheet outlining the key skills for responding to GBV when disclosure occurs. The key components of the tip sheet should include:

- How to respond with an empathetic ear and non-judgmental attitude
- Maintaining confidentiality and privacy
- Sharing and connecting to resources/referrals

See [Annex 7](#) for tips for responding to survivors, including guidelines produced by IASC that can be printed and carried to the field by project and partner staff (IASC 2018).



Tip

[Annex 7A](#) provides a tip sheet excerpted from IASC's *How to support survivors of GBV when a GBV actor is not available in your area: A Step-by-step pocket guide for humanitarian practitioners*. The full step-by-step pocket guide can be accessed online at www.gbvguidelines.org or downloaded as an app on Google Play or the Apple App Store (IASC 2018).

It is important that project and partner staff feel confident that they have the basic knowledge and skills to respond effectively if an individual survivor in the community approaches them. Projects may train project and partner staff on first response skills, including

supportive listening and sharing community referrals, using the tip sheet for responding to survivors. The *IASC User Guide* (IASC 2015) referenced in the box includes half and full-day training agendas and curricula on how to use the pocket guide to respond to survivors.

“Do’s and Don’ts” for Responding to Survivors of GBV

The following list of do’s and don’ts are general guidelines for project staff during the project implementation phase:

DO’S:

- Provide an empathetic ear if a survivor raises the issue of violence and wants to talk
- Budget for and carry out training on basic GBV concepts and skills and procedures for first-line support when GBV is disclosed
- Have a referral list available, as described earlier in the planning phase. The referral list can be developed at any stage, however, so it is not too late to start it during the implementation phase of a project if missed in pre-planning.
- Engage in different activities as part of the project MEL to monitor GBV-related community reactions to the project

DON'TS:

- Don’t ask personal questions about GBV
- Don’t assume that confidentiality is a given: take steps to ensure confidentiality
- Don’t let staff give out personal phone numbers or become a case manager

C. CREATE OR FIND A LIST OF COMMUNITY RESOURCES AND SERVICES FOR PEOPLE EXPERIENCING GBV AND KEEP IT UPDATED

As presented in CARE’s *Guidance for GBV Monitoring and Mitigation within Non-GBV Focused Sectoral Programming* (Bloom, ScD et al. 2014), a referral list should be readily available to all project staff so they understand what GBV resources are available in the project community and are prepared if GBV emerges or is disclosed as an issue during project activities. A referral list usually includes the name of each resource, the support they provide, and how they can be reached. See [Annex 8](#) for sample templates of resource directories that can be filled out and carried to the field.

Generally, the list of resources should include:

- **Formal support systems:** Health facilities or personnel in case medical treatment is necessary; police for official reports, if police are a safe resource to support survivors, if a court case will ensue, and to ensure personal safety; social welfare resources, such as safe places to stay; counselors for psychological support; and other services provided by other organizations in the community that engage in the prevention

of and response to GBV, including other NGOs and community organizations working in areas related to GBV.

- **Informal resources:** Social networks; community groups (especially existing women's groups); trusted individuals (people who have been champions to speak out about positive male norms and the unacceptability of GBV); and religious and community leaders. Informal resources are context-dependent. For example, resources available in urban and rural environments differ. Efforts to reach out to women's organizations and key community informants can provide important insight into the informal networks, community groups, and other key individuals that survivors can reach out to for assistance.
- When a project reaches out to women's organizations and key informants during the assessment phase, they may discover that such a referral list already exists, and the project does not need to actually create one. If, however, that is not the case, the project will need to create one. The information to create a referral list can be collected as part of the project's existing assessment activities for project planning.

This toolkit's community resources worksheet also includes a section to highlight local women's organizations, government gender desks, and others who can provide information and advice to project staff, if needed, about how best to address issues that may arise (Bloom, ScD et al. 2014).



ANNEXES

ANNEX 1. ILLUSTRATIVE GBV RISKS FOR AGRICULTURE AND MSD PROJECTS BY VALUE CHAIN NODE

The table below provides illustrative GBV risks that may occur in the context of agriculture and MSD projects, organized by value chain node. This table may be used alongside the worksheet in [Annex 3. Worksheet: Learn About and Identify GBV in Project Activities](#) to structure a discussion with project staff to explore where GBV risks may arise within their project.






VALUE CHAIN NODE	INTIMATE PARTNER VIOLENCE		SEXUAL EXPLOITATION, ABUSE, AND HARASSMENT (SEAH)	
	Potential Impacts of IPV on Participation and Benefit	Potential GBV Risk from Engagement in Project Activities	Potential Impacts of SEAH on Participation and Benefit	Potential GBV Risks from Engagement in Project Activities
Production	<ul style="list-style-type: none"> Loss of time for cultivation because of physical injuries Limited decision-making to maximize productivity Limited decision-making about use of produce (keep versus sell) Limited women's interest and ability to move into higher value crop production Limited land ownership and control 	<ul style="list-style-type: none"> Conflicts over productive decision-making Conflicts over time use Conflicts over use of income Conflicts over leadership or decision-making in producer groups Conflicts over activities or roles deemed inappropriate by gender/social norms Conflicts over use of scarce resources during lean seasons or shocks Crop failures and subsequent farm/household stresses 	<ul style="list-style-type: none"> Reluctance to participate in producer groups or agriculture associations Limited access to leadership roles in producer groups or associations Limited access to productive resources and knowledge Limited access to land ownership and control 	<ul style="list-style-type: none"> SEAH by members of producer groups or agriculture associations Harassment and violence used against women to inhibit their ownership/control of land
Postharvest handling <i>Processing, drying, storing Aggregation*</i> <i>*Aggregation is a separate value chain node, but for the purposes of this overview, it is included here.</i>	<ul style="list-style-type: none"> Limited decision-making for safe and effective postharvest handling Limited adoption and use of processing technologies Limited access to postharvest handling resources 	<ul style="list-style-type: none"> Conflicts over time use or cost (hand vs. mechanization) Conflicts over decision-making for processing and storage methods/location Conflicts over control of stored produce 	<ul style="list-style-type: none"> Reluctance to use services provided by producer groups Reluctance to store produce outside of household Reluctance to expand postharvest handling activities beyond household to commercial because of risk of harassment/SEAH 	<ul style="list-style-type: none"> Harassment or SEAH by members of producer groups where processing or aggregation services are provided Transactional sex requested in exchange for postharvest handling services Harassment or SEAH by warehouse managers






VALUE CHAIN NODE	INTIMATE PARTNER VIOLENCE		SEXUAL EXPLOITATION, ABUSE, AND HARASSMENT (SEAH)	
	Potential Impacts of IPV on Participation and Benefit	Potential GBV Risk from Engagement in Project Activities	Potential Impacts of SEAH on Participation and Benefit	Potential GBV Risks from Engagement in Project Activities
Marketing	<ul style="list-style-type: none"> Limited access to markets, especially further away from household Limited access to income generated by sale of produce 	<ul style="list-style-type: none"> Conflicts over mobility Conflicts over increases in autonomy, when seen to violate gender/social norms Conflicts over use of income Conflict over contact with non-household males Conflict over any experiences of sexual harassment 	<ul style="list-style-type: none"> Limited access to public markets Reluctance to negotiate contracts and lead market arrangements Reluctance to report harassment 	<ul style="list-style-type: none"> Harassment/violence in market spaces Harassment/violence traveling to and from markets (public transportation, while walking/riding) Buyers and market actors could use SEAH as a condition of women's contracts and other market arrangements
CROSS-CUTTING				
Finance <i>Credit, payment, banking, loans</i>	<ul style="list-style-type: none"> Limited access to collateral (including land, spousal signature) needed for credit Limited access to banking services and/or control over income Limited ability to repay credit and to access and control income (especially if in a joint account) 	<ul style="list-style-type: none"> Conflicts over decisions about income/earnings Men's use of income for alcohol where there is a pattern of violence Conflict triggered by lack of transparency between partners because of the use of mobile money services and increasing access to savings/formal banking services Conflict over women's increasing financial independence 	<ul style="list-style-type: none"> Reluctance to take loans that bring risk of harassment or SEAH Limits access to formal financial services 	<ul style="list-style-type: none"> SEAH by financial service providers as a condition of loans or access to services Cash payments making women a target of violence/robbery Possibility of women being forced to engage in transactional sex if credit cannot be repaid
Input provision <i>Technology, seed, fertilizer, water</i>	<ul style="list-style-type: none"> Limited decision-making about sourcing, purchase, and use of inputs Limited access to credit and collateral for purchase of inputs Limited physical access/mobility to travel to locations where technology and seeds are available 	<ul style="list-style-type: none"> Conflict over decision-making about inputs Conflict over use of inputs deemed inappropriate by gender/social norms Conflict over women's independent use of technologies requiring interaction with non-household males 	<ul style="list-style-type: none"> Reluctance to travel or purchase inputs where SEAH or harassment is a risk 	<ul style="list-style-type: none"> SEAH by input providers and land holders as a condition of access to inputs Violence or harassment when traveling for water and other resources Violence or harassment on public transport when traveling to purchase inputs




VALUE CHAIN NODE	INTIMATE PARTNER VIOLENCE		SEXUAL EXPLOITATION, ABUSE, AND HARASSMENT (SEAH)	
	Potential Impacts of IPV on Participation and Benefit	Potential GBV Risk from Engagement in Project Activities	Potential Impacts of SEAH on Participation and Benefit	Potential GBV Risks from Engagement in Project Activities
Service provision <i>Extension, livestock services, business development services</i>	<ul style="list-style-type: none"> Limited participation in training Limited access to services, information, skill building Limited access to demonstration plots or farmer field schools Limited ability to act as extension agents, livestock service providers, and other service roles Limited social access to other women or engagement with non-household males (social and business networks) 	<ul style="list-style-type: none"> Conflict over time use Conflict over activities conducted beyond domestic activities Conflict over activities perceived to violate gender/social norms Conflict over interaction with or working in roles requiring contact with non-household males 	<ul style="list-style-type: none"> Reluctance to engage in activities or groups where increased harassment is a risk Reluctance to travel if violence or harassment is a risk Lack of safe transportation options, which limits mobility or interest 	<ul style="list-style-type: none"> Increased harassment or violence for women in non-traditional roles Violence or harassment when traveling to attend training, receive services, or provide services
Wage labor <i>Formal and informal</i>	<ul style="list-style-type: none"> Loss of days worked/labor because of physical injuries Limited access to work outside the home Limited upward mobility in the value chain or other market system roles Limited access to training and non-traditional occupations Limited access to high-paying, more stable wage labor Limited leadership opportunities, expansion of business, or economic opportunities Limited control over income 	<ul style="list-style-type: none"> Conflict over income Conflict over activities perceived to violate gender/social norms Conflict over interaction with or working in roles requiring contact with non-household males 	<ul style="list-style-type: none"> Reluctance to apply for work that requires longer hours, travel, or occurs in isolated locations Reluctance to work in areas where women are under-represented Reluctance to report or protest SEAH 	<ul style="list-style-type: none"> SEAH by supervisors and co-workers, especially where norms tolerate it and women have less power (are segregated in low-paid positions, are contingent labor, are paid by amount produced) SEAH and violence risks increase where work is physically isolated Harassment/violence traveling to or from work sites

ANNEX 2. ENTRY POINTS FOR INTEGRATING GBV RESPONSE MEASURES ACROSS THE AGRICULTURE AND MSD PROJECT LIFE CYCLE

The table below provides potential entry points where agriculture and MSD projects may integrate measures to address GBV in each phase of the project life cycle. The table refers to Pathway 1 and Pathway 2 as presented in [Section 3B](#). This table may be used to structure a discussion with project staff to explore where entry points for GBV response may be within their project.

PROJECT LIFE CYCLE	WHAT IS TYPICALLY IN THE AG/MSD PROJECT LIFE CYCLE	PATHWAY 1: INTEGRATING GBV ACTIONS INTO EXISTING PROGRAMMING 	PATHWAY 2: ADDING TARGETED, GBV-FOCUSED INTERVENTIONS 
Formative Research 	<ul style="list-style-type: none"> Gender and social inclusion analysis Value chain assessment Market assessment Labor study Technology use study GAP analysis Knowledge, attitudes, and practices study Barrier analysis Client/buyer assessment Food environment analysis Social network analysis Business enabling environment analysis Child labor study 	Integrate explicit gender and GBV analysis into planned agriculture/MSD studies Learn about and identify GBV in project activities (worksheet) GBV mapping tools (applied for assessing risk in specific activity)	Conduct a project gender and GBV assessment; collect GBV-specific data GBV mapping tools (applied as part of a fuller gender or GBV analysis)
Strategic Planning 	<ul style="list-style-type: none"> Theory of change Results framework Risk mitigation plan Gender and social inclusion strategy Youth engagement strategy MSD strategy Private-sector engagement strategy Financial strategy Technology strategy Business enabling environment strategy Resource mapping 	Incorporate assessment of priority GBV risks in key strategies, noting how the project will mitigate those risks or respond to GBV Prioritize GBV Concerns (worksheet) Prioritize Potential GBV Actions (worksheet)	Develop a specific GBV risk mitigation and/or response plan
Design & Re-design 	<ul style="list-style-type: none"> Work plan Gender and social inclusion action plan CLA framework 	Incorporate prioritized GBV prevention and risk mitigation in key project guiding documents Prioritize GBV Concerns (worksheet) Prioritize potential GBV actions (worksheet)	Develop additional, specific interventions to prevent or mitigate GBV and incorporate into project guiding documents

PROJECT LIFE CYCLE	WHAT IS TYPICALLY IN THE AG/MSD PROJECT LIFE CYCLE	PATHWAY 1: INTEGRATING GBV ACTIONS INTO EXISTING PROGRAMMING 	PATHWAY 2: ADDING TARGETED, GBV-FOCUSED INTERVENTIONS 
Implementation 	<ul style="list-style-type: none"> • Training • Workforce development • Market facilitation • Market linkages • Working with market/private-sector actors • Market actor capacity-strengthening • CLA approach • Catalyzing investment • Access to resources • Access to finance • Service linkages • Savings groups • Entrepreneurship • Financial literacy • Business development services • Mentorship • Professional associations • Cooperative/producer organizations Development • E-commerce development • Access to technology • Social and behavior change communication messaging • Access to information • Agriculture/trade policy strengthening • Community leader engagement 	<p>Incorporate prioritized GBV prevention and risk mitigation in key project interventions</p> <p>Engage partner organizations</p> <p>How to respond to GBV survivors (pocket guide)</p> <p>Community information and referral mapping (template)</p>	<p>Develop additional, specific interventions to prevent or mitigate GBV</p>
MEL 	<ul style="list-style-type: none"> • Disaggregation • Indicators • Learning questions • Baseline/midterm/endline 	<p>Identify key factors and how to monitor if GBV is triggered</p>	<p>Develop specific safe, ethical MEL processes to monitor GBV</p>
Additional Evaluation 	<ul style="list-style-type: none"> • Annual surveys • Impact assessments • Organizational capacity assessment • Gender audit • Gross margin analysis • Adoption rates study • Outcome harvest study • Most significant change study • Project-level WEAI/Abbreviated WEAI • Decision-making study • Time use study 	<p>Integrate explicit gender and GBV analysis into planned studies</p>	<p>Conduct a project gender and GBV assessment; collect GBV-specific data</p>

PROJECT LIFE CYCLE	WHAT IS TYPICALLY IN THE AG/MSD PROJECT LIFE CYCLE	PATHWAY 1: INTEGRATING GBV ACTIONS INTO EXISTING PROGRAMMING 	PATHWAY 2: ADDING TARGETED, GBV-FOCUSED INTERVENTIONS 
Operational Needs 	<ul style="list-style-type: none"> • Staff capacity-strengthening • Building buy-in • Guided staff reflection and training • Budgeting resources • Responding to survivors 	Incorporate guided reflection among staff to understand GBV concepts and relevance	<p><i>Staff training on GBV</i></p> <p><i>Staff training on responding to survivors</i></p> <p><i>GBV training on additional, GBV-specific interventions</i></p>

ANNEX 3. WORKSHEET: LEARN ABOUT AND IDENTIFY GBV IN PROJECT ACTIVITIES

The following worksheet may be adapted and used to plan for learning about GBV within agriculture and MSD projects.

- 1) Look at [Exhibit 4](#) in Chapter 2 and [Annex I](#) and consider the project's objectives and planned activities. Where are areas of potential risk for GBV that may be relevant to the project? *Write them below:*

- 2) What assessment activities will the project be conducting? *Mark all that apply.*

BEGINNING OF THE PROJECT	AT SPECIFIC POINTS THROUGHOUT PROJECT IMPLEMENTATION	WHEN DEVELOPING ACTIVITIES
GESI analysis	Annual review and work planning	Other (please list)
Value chain assessment	Mid-project assessment	
Market assessment	Other (please list)	
Food environment analysis		
Other (please list)		

- 3) Any other type of assessment or learning?

- 4) Using the answers above, fill out the table below to determine which assessments would be important for integrating questions to assess GBV and what information would be gathered to address potential risk areas for the project.
- For GBV-specific information, this can include sex and age-disaggregated data, types of GBV risks in the project and how they affect activities, and capacity to respond to GBV.
 - Potential sources of information can include desk review, existing GBV organizations, key informants among project staff and partners, focus group discussions with community members, and participatory data collection activities.
 - To ensure ethical guidelines are followed, projects can reference the specific considerations specified in [Chapter 3](#).

ASSESSMENT	POTENTIAL PROJECT-RELEVANT GBV RISKS	GBV-SPECIFIC INFORMATION TO BE COLLECTED	POTENTIAL SOURCES OF INFORMATION	SPECIFIC ETHICAL CONSIDERATIONS OR QUESTIONS

ANNEX 4. GBV MAPPING TOOLS

ANNEX 4A. TOOL: GBV SAFETY MAPPING

GBV safety mapping helps identify specific places and spaces in everyday agriculture and MSD activities where women and other vulnerable groups may be more at risk for GBV. Safety mapping also explores how different factors contribute to these risks, including, for instance, particular times (day, season), situations, and interactions with others.

This tool can be applied to gather information about GBV risk within specific agriculture and MSD activities, either ongoing or planned. GBV safety mapping can also be integrated as one method for gathering information about GBV risk within targeted GBV, GESI, or other planned agriculture and MSD assessment studies. This tool may be paired with [Annex 4B](#) on mapping GBV within projects and as part of a value chain assessment.

The following tool was excerpted directly from the Women's Refugee Commission's [Preventing Gender-based Violence, Building Livelihoods: Guidance and Tools for Improved Programming](#) (Krause-Vilmar 2011).

SAFETY MAPPING TOOL: PLACES AND SPACES

Purpose:

The goal of safety mapping is to capture local knowledge and perceptions about risk and safety on a map. The map should show places significant to where an agriculture or market systems activity occurs, highlighting those places where women and vulnerable groups feel safer and where there is more risk of GBV. Such spaces can include a range of settings such as markets, travel routes from home to market, trade routes, markets, fields, and different physical locations within a formal workplace.

Often the process of making the map—finding out about the local context and different views on what should go on the map—is just as important as the information the map contains. Maps can also be used as simple MEL tools. “Before” and “after” maps can be used to record changing perceptions of safety at the beginning and end of a project. Safety maps are not drawn to scale and are not meant to be complete.

With knowledge gained from this tool, practitioners will understand:

- In which places and spaces women, girls, and other vulnerable groups feel safe and unsafe
- What risks increase harm or violence

Instructions:

- Organize focus groups disaggregated by gender and age.
- Explain the task: to draw a map of the community on paper, without any rulers, using different color pens or crayons.
- Assure participants that you will not write down their names, that they should feel comfortable speaking freely, and that everyone will keep the conversation confidential. Leave plenty of time to answer questions or concerns.
- Allow people plenty of time to discuss what is meant by a map and to ask questions.
- Allow participants to choose what materials to use in making their map.

- Encourage discussion, but do not control the drawing of the map.
- When the map is finished, ask people to discuss any corrections they think need to be made.

1. Layers of the Map

1. Ask participants to first draw a representation of the locality related to the particular agriculture and MSD activity. The map should include whatever boundaries are relevant to the activity, including their homes, travel to and from specific locations, and different places where work occurs.
2. Ask people to highlight where they never feel safe, sometimes feel safe, or always feel safe. Use different symbols or colors to mark these areas.

Reflection Box: Are there places where everyone feels unsafe (women, men, girls, and boys) or places where only some feel safe or unsafe, based on their gender, age, or other aspects of their identity?

2. Questions: Places and Spaces on the Map

Place and Safety

1. Discuss the resources, services, and other spaces/situations that participants drew on the map associated with feeling safer. Why did they draw these items? (If they did not include savings groups, banks, transportation, schools, training centers, health clinics, churches, non-governmental organization offices, ask why not.) Are they accessible or inaccessible? Why or why not?

Reflection Box: Are there resources or services that are more accessible to women than men or vice versa? What are patterns in terms of the places of greater safety?

Forms of GBV and Risks of Harm and Violence

2. In places where participants “never feel safe,” ask why. What forms of violence or harm “might” a typical woman or other person vulnerable to harm in their community confront? Psychological (intimidation or threat of physical harm, restricted freedom of movement, verbal abuse), physical (beating, forced labor), sexual abuse or exploitation, economic (no control over resources, destruction of property, withholding pay)?
3. In places where participants “sometimes feel safe,” in what conditions do they feel safe, for example, “I feel safe there **if** ...”
4. In places where participants “always feel safe,” why? What conditions allow them to feel safe, for example, “I feel safe **because** ...”

3. Questions: Risk Factors and Protection Strategies

Risk Factors: Time

1. Are there times of the day (morning, afternoon, evening, night) when you feel safer? Why or why not?
2. Are there times of the week (during the week, weekend) when you feel safer? Why or why not?

3. Are there times of the year (holidays, during the dry season, when school fees are due, when men migrate for seasonal work) when you feel safer? Why or why not?

Risk Factors: Situations

4. In which situations are harm or violence likely to increase for a typical woman or other vulnerable person in the community (engaged in the agriculture and MSD activity under consideration)? List the following as examples, adjusting depending on the context of the project, and invite reflections on these or additional situations participants identify.
 - a. Travel to or from market
 - b. Crossing the border on trade routes
 - c. Selling goods
 - d. In locations of greater isolation (probe for specific locations)
 - e. At markets
 - f. Borrowing money
 - g. Getting paid/having money
 - h. Other: _____

Risk Factors: Relationships

5. To what extent might most women in the community or other vulnerable groups negotiate/bargain equally with or feel safe when negotiating or dealing with:
 - a. Customers (male, female)
 - b. Suppliers (male, female)
 - c. Service providers (loan officer, extension agents)
 - d. Market administrators
 - e. Buyers
 - f. Intimate partner
 - g. Parents (if speaking to adolescents)
 - h. Others: _____

Reflection Box: Which risk factors are most often cited?

Protection Strategies

6. What strategies do you use to protect yourself or reduce the risk of harm or violence?
7. What strategies do others in the community use to protect themselves or reduce the risk of harm or violence?

Reflection Box: Which protection strategies are most often cited?

IV. Safety Mapping Summary Chart

Instructions:

- Fill in the chart separately for women, men, adolescent girls, and adolescent boys. Reflect on the answers for each of these groups and think about overall trends and differences.
- In the left-hand column, list all the places (resources, services, spaces, and situations) participants drew on the map.
- For each place, circle if the participants never feel safe, sometimes feel safe, or always feel safe.
- If they never feel safe, what forms of GBV did participants mention that one “might” confront?
- In the last column, “Risks factors and protection strategies,” what risk factors increased harm or violence?

SAFETY MAPPING SUMMARY CHART

FOCUS GROUP #: _____		DATE: _____	
PLACE OR SPACE	SAFETY	FORMS OF GBV	RISK FACTORS AND PROTECTION STRATEGIES
	Never feel safe Sometimes feel safe Always feel safe	Psychological: Physical: Sexual: Economic:	
	Never feel safe Sometimes feel safe Always feel safe	Psychological: Physical: Sexual: Economic:	
	Never feel safe Sometimes feel safe Always feel safe	Psychological: Physical: Sexual: Economic:	
	Never feel safe Sometimes feel safe Always feel safe	Psychological: Physical: Sexual: Economic:	
	Never feel safe Sometimes feel safe Always feel safe	Psychological: Physical: Sexual: Economic:	

Reflection Box:

Which forms of harm or violence are most cited?

Which factors increase this form of harm or violence?

What are the different risks of harm for women, men, girls and boys, and for groups with additional vulnerabilities? Which groups are most vulnerable?

What trends and patterns do you see?

ANNEX 4B.TOOL: GBV MAPPING ACROSS A PROJECT AND APPLIED TO A VALUE CHAIN ASSESSMENT

MAKING A GENDER-SENSITIVE VALUE CHAIN MAP

This tool aims to identify instances of GBV along the value chain. Through a series of simple steps, it is possible to obtain a graphic representation of the value chain that shows how GBV may occur in each node and interact with other factors in the core and extended value chain (e.g., input or service providers, financial institutions and buyers). The tool was developed 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 or to summarize information the project gathers through other methods. This tool may be paired with [Annex 4A](#) on GBV safety mapping.

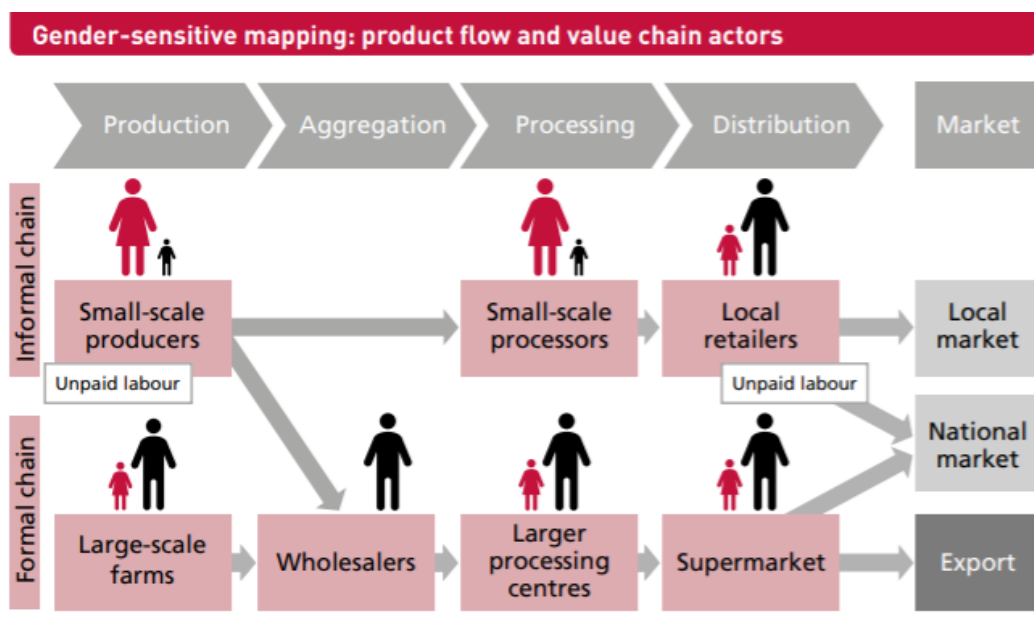
This tool was adapted from the FAO's [Developing gender-sensitive value chains – Guidelines for practitioners](#) (FAO 2018b) and originally included in the Agri-ProFocus publication, [Gender in value chains – Practical toolkit](#) (Senders et al. 2014) and USAID's [Promoting Gender Equitable Opportunities in Agricultural Value Chains Handbook](#) (Rubin, Manfre, and Barrett 2009).

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

Participants in the mapping exercise are asked to:

- a. Define the target area and the product/value chain to be mapped.
- b. Identify the different value chain nodes, write each node on a card, and put the cards on the board in a logical order (e.g., from production to consumption). Draw the links that connect all nodes (e.g., production, aggregation, processing, and distribution).
- c. 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.
- d. 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?
 - It is important to remind the participants to think about both the formal and informal value chain.
- e. Identify the end market (e.g., local/export market).
- f. 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 size.
 - 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 visualize whether the chain involves young people or provides new opportunities to engage them.
- g. Highlight where women provide unpaid family labor with little or no control over the income generated.

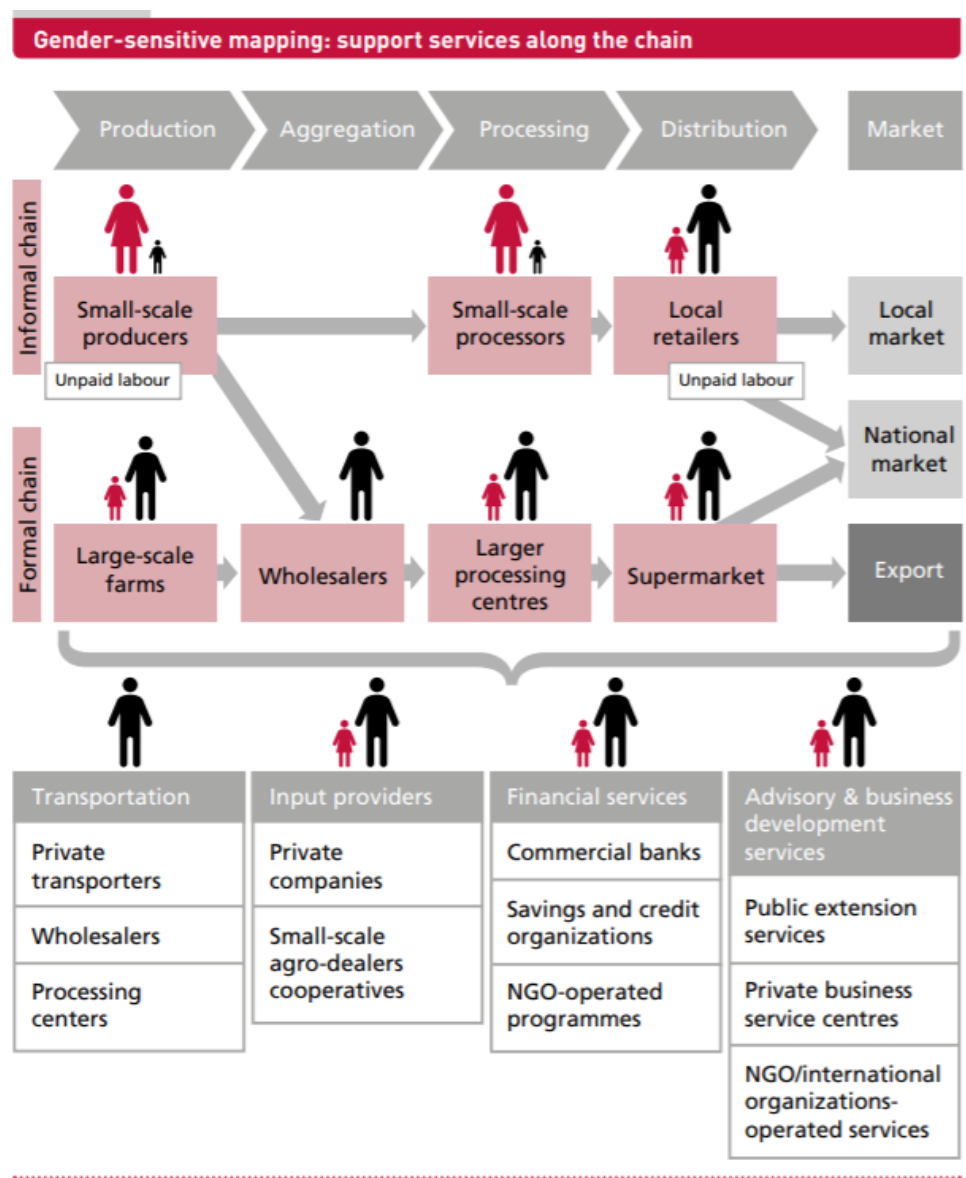


Source: FAO 2018b

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

At this step, participants in the mapping exercise are asked to:

- h. 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. Also consider transport and market information as fundamental to value chain operations.
 - Investigate the availability of complementary services that might help with their household responsibilities (e.g., childcare services in the workplace, reproductive health services).
- i. On separate cards, identify the opportunities and constraints that women face in accessing and benefiting 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 women’s specific needs and interests in mind (e.g., household obligations, time constraints, limited mobility, lack of collateral)? Are there specific measures to reach them and respond to their needs? If so, list them on separate cards (marking them with a “+” sign).



Citation: FAO 2018b

STEP 3: Identify the underlying gender-related factors in the enabling environment that facilitate or hinder women's participation and benefits

At this step, participants in the mapping exercise are asked to:

- Examine the broader environment and identify the gender-related factors that affect the role and position of women and men of different ages and socioeconomic status in the value chain. These factors relate to areas of gender inequalities (see [Chapter 2](#)) such as: control over household decision-making; access and control over productive assets; social norms and expectations regarding the gender division of labor within the household and stereotypes about women's and men's appropriate jobs, roles, and responsibilities; legal frameworks or customary rights regarding the ownership of land and other assets; public policies on employment or rural finance; consumer trends; certification standards; infrastructure in rural areas (e.g., for communication or transportation).

Key questions to facilitate the analysis at this step include:

- Do women and men have equal decision-making power over household and community activities, especially those related to agriculture and market systems development?
- Do women and men have equal access to productive resources, assets, and inputs (e.g., land, livestock, equipment, financial services)?
- How is labor distributed within the household? Do women's household responsibilities (e.g., childrearing, food preparation) affect women's or men's time use and their capacity to engage in productive work?
- 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?
- Do current policies and laws promote and protect women's rights and opportunities?

Step 4. Identify where and how GBV-related risks intersect with the value chain

At this step, participants in the mapping exercise are asked to:

- k. Refer to the graphic of GBV Across Market Systems Levels ([Section 2](#)) and Illustrative GBV Project Risks, By Value Chain Node ([Annex I](#)) to consider the types of GBV that may intersect with different nodes and services along the value chain you have mapped.
- l. For each of the key nodes and support services, identify the following; be sure to focus especially where there are currently greater gaps in women's participation:
 - Where GBV may limit participation or benefit (use one symbol, such as an "!" in one color; consider using a greater number [such as !, !!, or !!!] to indicate the degree of impact)
 - Where project activities may potentially increase GBV risk (use the same symbol, such as an "!" in a different color; consider using a greater number [such as !, !!, or !!!] to indicate the degree of increased risk)
- m. Where GBV is identified, use cards to summarize and add the following to the mapping:
 - Types of GBV
 - Key factors (e.g., places, time of day/season, type of relationships/interactions)
 - Any protective strategies identified
 - Particular groups with increased or distinct risks

Key questions to facilitate the analysis at this step include the following:

- In what ways may GBV be a barrier to women or other vulnerable groups' ability to *participate in or benefit from* this node or services? What may help mitigate it?
- Are there particular aspects of this node or the way that services are provided that *may unintentionally increase risks of GBV*? What factors increase this potential risk, for whom, and in what circumstances? What strategies may offer protection?
- Also consider whether carrying out a safety mapping with related discussion questions (see [Annex 4A](#)) may be helpful to explore GBV risks in more detail for *specific* nodes, services, or other identified project elements.

ANNEX 4C. WORKSHEET: ORGANIZING GBV-RELATED INFORMATION

The following table may be used to organize data collected during the mapping exercise detailed above or through other efforts to gather information about GBV in the project. It is adapted from USAID's [Promoting Gender Equitable Opportunities in Agricultural Value Chains Handbook](#) (Rubin, Manfre, and Barrett 2009), pages 82–89. It is recommended that each project complete its own worksheets to synthesize and highlight the information most important for the activities they are supporting.

ACTOR/NODE IN THE VALUE CHAIN OR MARKET SYSTEM	DATA ABOUT MEN & BOYS	DATA ABOUT WOMEN & GIRLS	GENDER-RELATED BARRIERS (such as access and control of resources, decision-making power, division of labor and time use, social norms)	SAFETY RISKS, FOCUSING ON GBV	OTHER OBSERVATIONS, INCLUDING ANY ACTIONS FOUND TO BE PROTECTIVE
ACTOR/NODE IN VALUE CHAIN (add other actors and nodes, as relevant to the project/activity)					
Service provision					
Finance					
Input provision					
Producers					
Producer associations					
Others ...					

ACTOR/NODE IN THE VALUE CHAIN OR MARKET SYSTEM	DATA ABOUT MEN & BOYS	DATA ABOUT WOMEN & GIRLS	GENDER-RELATED BARRIERS (such as access and control of resources, decision-making power, division of labor and time use, social norms)	SAFETY RISKS, FOCUSING ON GBV	OTHER OBSERVATIONS, INCLUDING ANY ACTIONS FOUND TO BE PROTECTIVE
ACTORS WITHIN MARKET SYSTEMS (add specific actors, as relevant for the project/activity)					

ANNEX 5. WORKSHEET: PRIORITIZING GBV CONCERNS IN AGRICULTURE AND MSD PROJECTS

The following tool helps projects consider and prioritize the consequences of GBV on agricultural value chains. This tool has been adapted from the USAID [Promoting Gender Equitable Opportunities in Agricultural Value Chains: A Handbook](#) (Rubin, Manfre, and Barrett 2009), specifically, the Phase Three Worksheet: Assessing the consequences of gender-based constraints, pages 98–99.

Instructions:

- This worksheet may be adapted and used to determine and prioritize GBV concerns in your project.
- In the left-hand column, first list your project's main objectives and activities.
- Then enter the type of GBV your project is currently or may encounter and specify where it affects the value chain or market system. Given that GBV is rooted in gender inequalities, it can be helpful to include other gender-based constraints as well in order to gain a full picture of what is shaping risks of GBV and other limitations in the market.
- Consider and answer whether your project's activities could potentially increase GBV risk. Where "yes" or "maybe" answers are applicable, add additional explanation.
- For each type of GBV listed, consider its consequences on the project's intended outcomes, based on your operating context. You may categorize impact by "high," "medium," or "low."
- Compare the information in each row to prioritize GBV impacts and rank each row in order of greatest impact.
- Once GBV impacts are identified and prioritized, you can use the worksheet in [Annex 6](#) to identify and prioritize key actions.

Project objectives and activities	Type of GBV or related gender-based constraint (and how it affects value chain activities and market systems)	Does the project's activities increase the potential risk of GBV? (yes/no/maybe)	What are the consequences of GBV on the project's intended outcomes in each of the following areas? <i>Rank the impact for each as high (H), medium (M), or low (L).</i>			Prioritizing impact of GBV per project objective (order by greatest impact)
			Project objectives	Women's economic empowerment	Efficient and competitive value chains and inclusive, resilient, competitive market systems	

ANNEX 6. WORKSHEET: PRIORITIZING POTENTIAL PROJECT ACTIONS TO ADDRESS GBV

The following tool helps projects consider and prioritize potential actions they can take to address the prioritized consequences of GBV on agricultural value chains and market systems (in [Annex 5](#)). This tool has been adapted from the USAID [Promoting Gender Equitable Opportunities in Agricultural Value Chains: A Handbook](#) (Rubin, Manfre, and Barrett 2009) “Phase Four Worksheet: Taking actions to remove gender-based constraints.” page 106, and the FAO [How Can We Protect Men, Women and Children from Gender-Based Violence? Addressing GBV in the Food Security and Agriculture Sector](#) (FAO 2018), page 31.

Instructions:

- This worksheet may be adapted and used to think through potential actions to address prioritized GBV concerns in your project.
- For each prioritized GBV issue (from [Annex 5](#)), within the table:
 - Answer the questions related to root causes and entry points/scope.
 - Identify potential actions to take, based on recommendations identified while learning about GBV and possible actions outlined in [Section 4](#).
 - For each potential action, consider the criteria below. After considering these criteria, rank each potential action as high (H), medium (M), or low (L).
 - After you have ranked all potential actions, discuss and select which one(s) seem most doable for your project to address.

Criteria for ranking potential actions

ENTRY POINTS	POTENTIAL IMPACT	FEASIBILITY
<input type="checkbox"/> Is there a clear entry point to address GBV within existing project activities?	<input type="checkbox"/> How much does the intervention have potential to address root causes ?	<input type="checkbox"/> How cost-effective is the potential action for the resources invested?
<input type="checkbox"/> Is there a clear intervention that might make a difference?	<input type="checkbox"/> How much does the action have the potential to affect outcomes and support project objectives?	<input type="checkbox"/> Does the project have the needed commitment, capacity, and budget to undertake this potential action and/or the ability to partner with others who have this capacity?
<input type="checkbox"/> How well does the potential action identify and influence a key systemic leverage point (i.e., a place in the system where a small shift might deliver large effects)?	<input type="checkbox"/> Improving women’s economic empowerment through access to productive resources, inputs, services, technologies, training, information, and employment opportunities.	<input type="checkbox"/> How well does the potential intervention meet the community needs and desires , including the priorities of those most at risk, and key community leaders and other power holders in the community?
	<input type="checkbox"/> Efficient, equitable value chains and/or facilitating resilient market systems.	

List the most important GBV issues for the project (one per box)	Root causes: What are the underlying causes contributing to the prioritized GBV issue? What factors make it worse or help mitigate it?	Entry points/scope 1. Who are the key influencers? 2. What are key entry points? 2. Who is best placed to enact that change? (project or others)	What potential actions might best address the GBV issue?	Priority: High (H), medium (M), or low (L)

ANNEX 7. TIP SHEETS FOR RESPONDING TO GBV SURVIVORS

ANNEX 7A: RESPONDING TO GBV SURVIVORS IN THE FIELD (IASC 2018)

The authors of this toolkit are excited to highlight and share the following tip sheets, which have been excerpted from the IASC [How to support survivors of gender-based violence when a GBV actor is not available in your area: A Step-by-step pocket guide for humanitarian practitioners](#) (IASC 2018). The pocket guide is formatted to be printed double-sided on regular A4 paper and folded. The guide is also available in multiple languages. The full step-by-step pocket guide can be accessed online at www.gbvguidelines.org and www.gbvaor.net in high and low-resolution versions for printing or can be downloaded as an app on Google Play or the iTunes app store (search for “GBV Pocket Guide”).



KEY MESSAGES (P. 2-3) (IASC 2018)

KEY MESSAGES

→ **Always talk to a GBV specialist first to understand what GBV services are available in your area.** Some services may take the form of hotlines, a mobile app or other remote support.

→ **Be aware of any other available services in your area.** Identify services provided by humanitarian partners such as health, psychosocial support, shelter and non-food items. Consider services provided by communities such as mosques/churches, women's groups and Disability Service Organizations.

→ **Remember your role.** Provide a listening ear, free of judgment. Provide accurate, up-to-date information on available services. Let the survivor make their own choices. Know what you can and cannot manage. Even without a GBV actor in your area, there may be other partners, such as a child protection or mental health specialist, who can support survivors that require additional attention and support. Ask the survivor for permission before connecting them to anyone else. Do not force the survivor if s/he says no.

→ **Do not proactively identify or seek out GBV survivors.** Be available in case someone asks for support.

→ **Remember your mandate.** All humanitarian practitioners are

mandated to provide non-judgmental and non-discriminatory support to people in need regardless of: gender, sexual orientation, gender identity, marital status, disability status, age, ethnicity/tribe/race/religion, who perpetrated/committed violence, and the situation in which violence was committed.

Use a survivor-centered approach by practicing:

→ **Respect:** all actions you take are guided by respect for the survivor's choices, wishes, rights and dignity.

→ **Safety:** the safety of the survivor is the number one priority.

→ **Confidentiality:** people have the right to choose to whom they will or will not tell their story. Maintaining confidentiality means not sharing any information to anyone.

→ **Non-discrimination:** providing equal and fair treatment to anyone in need of support.

→ **If health services exist, *always* provide information on what is available.** Share what you know, and most importantly explain what you do not. Let the survivor decide if s/he wants to access them. Receiving quality medical care within 72 hours can prevent transmission of sexually transmitted infections (STIs), and within 120 hours can prevent unwanted pregnancy.

→ Provide the opportunity for people with disabilities to communicate to you without the presence of their caregiver, if wished and does not endanger or create tension in that relationship.

→ If a man or boy is raped it does not mean he is gay or bisexual. Gender-based violence is based on power, not someone's sexuality.

→ Sexual and gender minorities are often at increased risk of harm and violence due to their sexual orientation and/or gender identity. Actively listen and seek to support all survivors.

→ Anyone can commit an act of gender-based violence including a spouse, intimate partner, family member, caregiver, in-law, stranger, parent or someone who is exchanging money or goods for a sexual act.

→ Anyone can be a survivor of gender-based violence – this includes, but isn't limited to, people who are married, elderly individuals or people who engage in sex work.

→ **Protect the identity and safety of a survivor. Do not write down, take pictures or verbally share any personal/identifying information about a survivor or their experience, including with your supervisor. Put phones and computers away to avoid concern that a survivor's voice is being recorded.**

→ Personal/identifying information includes the survivor's name,

perpetrator(s) name, date of birth, registration number, home address, work address, location where their children go to school, the exact time and place the incident took place etc.

→ Share general, non-identifying information

—To your team or sector partners in an effort to make your program safer.

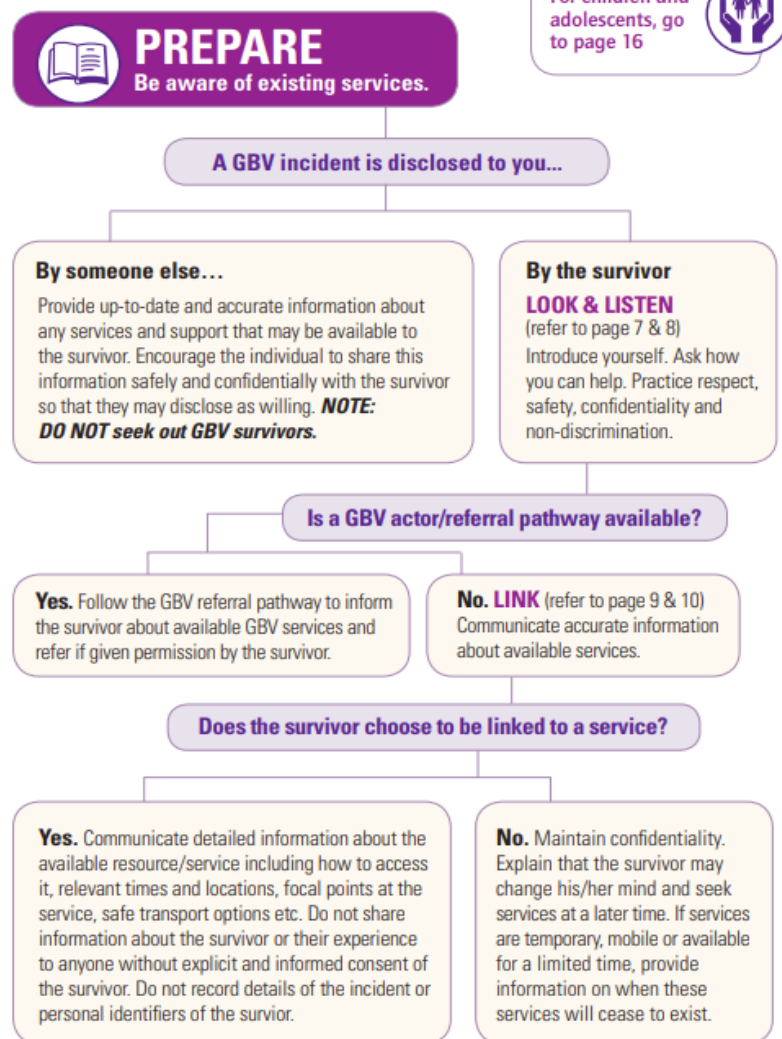
—To your support network when seeking self-care and encouragement.

"It has come to my attention that people are experiencing harassment around the water point because it is isolated and far away. We can try to reduce this harassment by encouraging use of a closer water point, or encouraging collecting water in groups, or..."

"Someone shared with me an experience of something bad that happened to them. I can't share the details, but need support around how this interaction is affecting me."



DECISION TREE



LOOK	
DO'S	DON'TS
<ul style="list-style-type: none"> ✓ DO allow the survivor to approach you. Listen to their needs. ✓ DO ask how you can support with any basic urgent needs first. Some survivors may need immediate medical care or clothing. ✓ DO ask the survivor if s/he feels comfortable talking to you in your current location. If a survivor is accompanied by someone, do not assume it is safe to talk to the survivor about their experience in front of that person. ✓ DO provide practical support like offering water, a private place to sit, a tissue etc. ✓ DO, to the best of your ability, ask the survivor to choose someone s/he feels comfortable with to translate for and/or support them if needed. 	<ul style="list-style-type: none"> ✗ DO NOT ignore someone who approaches you and shares that s/he has experienced something bad, something uncomfortable, something wrong and/or violence. ✗ DO NOT force help on people by being intrusive or pushy. ✗ DO NOT overreact. Stay calm. ✗ DO NOT pressure the survivor into sharing more information beyond what s/he feels comfortable sharing. The details of what happened and by whom are not important or relevant to your role in listening and providing information on available services. ✗ DO NOT ask if someone has experienced GBV, has been raped, has been hit etc.

Examples of what to say...

- "You seem to be in a lot of pain right now, would you like to go to the health clinic?"
- "Does this place feel OK for you? Is there another place where you would feel better? Do you feel comfortable having a conversation here?"
- "Would you like some water? Please feel free to have a seat."



LISTEN

DO'S

- ✓ **DO** treat any information shared with confidentiality. If you need to seek advice and guidance on how to best support a survivor, ask for the survivor's permission to talk to a specialist or colleague. Do so without revealing the personal identifiers of the survivor.
- ✓ **DO** manage any expectations on the limits of your confidentiality, **if applicable in your context.**²
- ✓ **DO** manage expectations on your role.
- ✓ **DO** listen more than you speak.
- ✓ **DO** say some statements of comfort and support; reinforce that what happened to them was not their fault.

DON'TS

- ✗ **DO NOT** write anything down, take photos of the survivor, record the conversation on your phone or other device, or inform others including the media.
- ✗ **DO NOT** ask questions about what happened. Instead, listen and ask what you can do to support.
- ✗ **DO NOT** make comparisons between the person's experience and something that happened to another person. Do not communicate that the situation is "not a big deal" or unimportant. What matters is how the survivor feels about their experience.
- ✗ **DO NOT** doubt or contradict what someone tells you. Remember your role is to listen without judgment and to provide information on available services.

Examples of what to say...

- "How can I support you?"
- "Everything that we talk about together stays between us. I will not share anything without your permission."
- "I will try to support you as much as I can, but I am not a counselor. I can share any information that I have on support available to you."
- "Please share with me whatever you want to share. You do not need to tell me about your experience in order for me to provide you with information on support available to you."
- "I'm sorry this happened to you."
- "What happened was not your fault."



LINK

DO'S

- ✓ **DO** respect the rights of the survivor to make their own decisions.
- ✓ **DO** share information on all services that may be available, even if not GBV specialized services.
- ✓ **DO** tell the survivor that s/he does not have to make any decisions now, s/he can change their mind and access these services in the future.
- ✓ **DO** ask if there is someone, a friend, family member, caregiver or anyone else who the survivor trusts to go to for support.
- ✓ **DO** offer your phone or communication device, if you feel safe doing so, to the survivor to contact someone s/he trusts.
- ✓ **DO** ask for permission from the survivor before taking any action.
- ✓ **DO** end the conversation supportively.

DON'TS

- ✗ **DO NOT** exaggerate your skills, make false promises or provide false information.
- ✗ **DO NOT** offer your own advice or opinion on the best course of action or what to do next.
- ✗ **DO NOT** assume you know what someone wants or needs. Some actions may put someone at further risk of stigma, retaliation, or harm.
- ✗ **DO NOT** make assumptions about someone or their experiences, and do not discriminate for any reason including age, marital status, disability, religion, ethnicity, class, sexual orientation, gender identity, identity of the perpetrator(s) etc.
- ✗ **DO NOT** try to make peace, reconcile or resolve the situation between someone who experienced GBV and anyone else (such as the perpetrator, or any third person such as a family member, community committee member, community leader etc.)
- ✗ **DO NOT** share the details of the incident and personal identifiers of the survivor with anyone. This includes the survivor's family members, police/security forces, community leaders, colleagues, supervisors, etc. Sharing this information can lead to more harm for the survivor.
- ✗ **DO NOT** ask about or contact the survivor after you end the conversation.



ANNEX 7B: GBV TIP SHEET TEMPLATE

The following GBV Tip Sheet is a template that projects may adapt and contextualize to their implementation context. The key audience for this tip sheet includes project staff, extension agents, and others working with and engaging directly with communities. This template is adapted from resources developed by the USAID-funded Integrated Land and Resource Governance (ILRG) task order of the STARR II IDIQ.

WHAT IS GBV?

Violence that is directed at an individual based on their biological sex, gender identity, or perceived adherence to socially defined norms of masculinity and femininity. GBV takes on many forms and can occur in both private and public settings, and at any time throughout the life cycle (Schulte et al. 2014).

WHAT ARE THE DIFFERENT TYPES OF GBV?

- GBV can be physical, psychological, sexual, and economic.
- Physical assault or threat of physical assault, including domestic and intimate partner violence.
- Coercion, verbal abuse, and controlling behaviors, such as controlling mobility, social interactions, and reproductive life.
- Sexual assault and rape, including marital or spousal rape.
- Acid attacks, female feticide and infanticide, child marriage, honor killings, trafficking, forced marriage, and forced prostitution.
- Online violence including harassment, stalking, threats, defamation, and sharing of private images or videos without consent via email, phone, chats, video, and social media.
- Unwanted sexual advances or sexual harassment in the workplace or in public institutions, including demanding sexual favors or relations in return for certain benefits or to avoid retaliation.
- Economic violence including limitations to inheritance and ownership rights, restricting decision-making on earnings, and restricting access to financial resources, education, or the labor market.

GBV in [Country]

- [include a bulleted list on GBV-related statistics in the relevant context]
- [statistic x]
- [statistic y]
- [statistic z, add as many as are relevant]

Source: [Be sure to cite sources!]

GBV CAN INCLUDE



IMPORTANT LAWS IN [COUNTRY] RELATED TO GBV

Title of law. Brief description of the law

Title of law. Brief description of the law

Title of law. Brief description of the law

WHAT CAN WE DO TO ADDRESS GBV?

In your role working closely with communities, you may encounter disclosures of GBV. In the event that someone discloses to you:

- Respond with an **empathetic ear** and **non-judgmental attitude**. Refer to [Annex 7A](#) for do's and don'ts and suggestions of what to say.
- Maintain **confidentiality** and **privacy**. When a survivor reports GBV, they may be at risk of backlash from the GBV perpetrator or others. The survivor may also be socially stigmatized. Because of this, any interaction where GBV is disclosed must be kept private and steps to help the survivor should be confidential.
- Share and connect the survivor with contact information of local organizations that provide support to those who have experienced or are currently experiencing violence. **Specialized GBV services** may include legal, health, and socio-emotional support.
- **Respect the survivor's wishes** whether they choose to report or not and whether they decide to seek support services.

POINTS OF CONTACT FOR GBV SUPPORT SERVICES

Tips for contextualizing this section: Consider using the worksheet in [Annex 8](#) for developing this section of the tip sheet. Some examples of types of organizations to include are:

- Ministry of Women and Children, local office (if any)
- Local GBV or domestic violence hotline/helpline number
- Local shelters specifically for those experiencing GBV
- Local human rights or legal services that work with those experiencing violence (if any)
- Local child protection services
- Other local organizations providing specialized services for those experiencing GBV

Organization. Contact name (if any)	Phone number
Organization. Contact name (if any)	Phone number
Organization. Contact name (if any)	Phone number
[add as many as you find relevant]	

ANNEX 8. WORKSHEET: COLLECTING COMMUNITY INFORMATION AND DEVELOPING REFERRAL LISTS

The following worksheet helps project staff prepare a referral list. A referral list should be readily available to all project staff so that they understand what GBV resources are available in the project community and are prepared if GBV emerges or is disclosed as an issue during project activities. Remember, local partners addressing GBV may already have a referral list you can use.

This tool was adapted from the IASC [*How to support survivors of gender-based violence when a GBV actor is not available in your area: A step-by-step pocket guide for humanitarian practitioners*](#) (IASC 2018).

Instructions:

- Determine the **geographic area** to be included in the referral network. Where do most of your project participants live? How far can they travel to seek support? If the project covers multiple areas, each site may need a different directory to ensure that the services are geographically accessible to women and other at-risk groups.
- Identify local **organizations with GBV expertise that project staff can consult** for advice, if needed. These may include local women's organizations, the government's "gender desk," or other projects with a GBV focus. This may also include organizations related to addressing key issues, such as sexual exploitation, abuse, and harassment. These are likely the same organizations you will consult with to identify referrals for GBV survivors.
- Identify community-based resources that can **provide direct support for women and other vulnerable groups who experience GBV**, being sure to consider all groups.
- **Formal support systems** include social welfare resources, such as safe places to stay; counselors for psychological support; health facilities or personnel in case medical treatment is necessary; police for official reports, if court involvement is needed; and other services provided by other organizations in the community that engage in the prevention of and response to GBV, including other non-governmental organizations and community organizations working in areas related to GBV.
- **Informal resources** include social networks; community groups (especially existing women's groups); trusted individuals (people who have been champions to speak out about positive male norms and the unacceptability of GBV); and religious and community leaders. Informal resources are context-dependent. Efforts to reach out to women's organizations and key community informants can provide important insights into the informal networks, community groups, and key individuals that survivors can reach out to for assistance.
- **For each resource**, be sure to include the name of the organization, the support it provides, its location, how it can be contacted, and a key point of contact (position title and name) if available. Be sure to include the date when the sheet was developed or updated.
- Fill in the information sheet for referrals in your area and keep it in an easily accessible place.

I) Organizations/contacts with GBV expertise

ORGANIZATION	DETAILS ABOUT SUPPORT PROVIDED	
	Type of support/ services offered	
	Best contact person	
	Contact information	
	Type of support/ services offered	
	Best contact person	
	Contact information	
	Type of support/ services offered	
	Best contact person	
	Contact information	
	Type of support/ services offered	
	Best contact person	
	Contact information	
	Type of support/ services offered	
	Best contact person	
	Contact information	
	Type of support/ services offered	
	Best contact person	
	Contact information	

2) Formal support systems

ORGANIZATION	DETAILS ABOUT SUPPORT PROVIDED	
	Type of support/ services offered	
	Best contact person	
	Contact information	
	Type of support/ services offered	
	Best contact person	
	Contact information	
	Type of support/ services offered	
	Best contact person	
	Contact information	
	Type of support/ services offered	
	Best contact person	
	Contact information	
	Type of support/ services offered	
	Best contact person	
	Contact information	
	Type of support/ services offered	
	Best contact person	
	Contact information	

3) Informal resources

ORGANIZATION	DETAILS ABOUT SUPPORT PROVIDED	
	Type of support/ services offered	
	Best contact person	
	Contact information	
	Type of support/ services offered	
	Best contact person	
	Contact information	
	Type of support/ services offered	
	Best contact person	
	Contact information	
	Type of support/ services offered	
	Best contact person	
	Contact information	
	Type of support/ services offered	
	Best contact person	
	Contact information	
	Type of support/ services offered	
	Best contact person	
	Contact information	

ANNEX 9. ADDITIONAL RESOURCES

Social and behavior change communications

- Raising Voices: [collection of resources](#) (Raising Voices 2022)
- USAID: [Intervention Guide for the Women's Empowerment in Agriculture Index \(WEAI\) Practitioners' Guide to Selecting and Designing WEAI Interventions](#) (Stern, Jones-Renaud, and Hillesland 2016) offers a chapter of guidance on communication techniques for social and behavior change. It also provides examples of common norms that social and behavior change activities may need to address for each area of the WEAI.
- Community for Understanding Scale Up (CUSP): [Social Norms Change at Scale: CUSP's Collective Insights](#) (Gillespie, Gillespie, and Melching 2018)
- OXFAM: [Gender Action Learning System: Practical Guide for Transforming Gender and Unequal Power Relations in Value Chains](#) (Reemer and Makanza 2014)

Private sector engagement

- Social Development Direct: [Gender-based violence and harassment: Emerging good practice for the private sector](#) (Neville et al. 2020)
- Business Fights Poverty: [How can business tackle gender-based violence in the world of work: A toolkit for action](#) (Business Fights Poverty 2019)
- UN Women: [A global women's safety framework in rural spaces: Informed by the experiences of the tea sector](#) (UN Women 2019) provides examples of how producers, government authorities and civil society groups (women's organizations, youth, and other community organizations), can work together, along with links to tools and organizations.

The business case for addressing GBV

- International Center for Research on Women (ICRW): [The business case for women's economic empowerment](#) (ICRW 2014). This resource from ICRW suggests an integrated approach for building the business case for women's empowerment. One of the building blocks of the integrated approach is freedom from the risk of violence.
- International Finance Corporation (IFC): [Investing in Women: New Evidence for the Business Case](#) (IFC 2017)
- Social Development Direct: [Addressing gender-based violence and harassment \(GBVH\) in the agribusiness sector](#) (SDD 2020)
- BSR: [Yes, it's your business: The private sector must address gender-based violence](#) (BSR 2017). This blog post estimates the cost of GBV to business and offers suggestions of what businesses can do to address GBV in the workplace and to challenge the harmful norms that perpetuate GBV.

Male (men and boys) engagement

- Interagency Gender Working Group: [Do's and Don'ts for Engaging Men and Boys](#) (Pulerwitz et al. 2019). A short two-page summary of practices and lessons learned. While drawn from health sector projects, the tips readily apply to food security, agriculture, and MSD.

- [MenCare Campaign](#): MenCare is a global campaign active in more than 50 countries, coordinated by organizations [Promundo](#) and [Sonke Gender Justice](#). It aims for men to be allies in supporting women's social and economic equality, in part by taking on more responsibility for child care and domestic work. Its resources include programming curricula, advocacy reports and resources, and a range of ways to stay connected virtually.
- CARE International and Promundo: [Journeys of Transformation: A Training Manual for Engaging Men as Allies for Women's Economic Empowerment](#) (Pawlak, Slegh, and Barker 2012). This 17-session manual focuses on engaging men as allies in women's economic empowerment through village savings and loans programming.
- The Population Reference Bureau: "[Synchronizing Gender Strategies: A Cooperative Model for Improving Reproductive Health and Transforming Gender Relations](#)" (Greene and Levack 2010).

Monitoring, evaluation, and learning

- On **Ethical considerations in gathering GBV information**, see the original and updated versions of the following document:
 - The World Health Organization (WHO and PATH 2005):
 - Chapter 2, Ethical Considerations for researching violence against women, pp. 35–46
 - Appendix 2, Exercises for sensitizing interviewers on violence, pp. 240–243 for a sample training agenda to help prepare interviewers/facilitators
 - The World Health Organization: [Ethical and safety recommendations for intervention research on violence against women](#) (WHO and RTI 2016):
 - *Putting women first: recommendations*, pp. 7–20
 - Annex: Sample language, pp. 32–35, shows examples of how to operationalize some of the guidance provided within the recommendations.
- On **guiding principles and protocols applied specifically to community mapping**, see USAID's [Toolkit for Monitoring and Evaluating Gender-based Violence Interventions Along the Relief to Development Continuum](#) (Menon, Rames, and Morris 2014), especially Annex R, Community Mapping. Additional resources may be accessed at: <http://www.usaid.gov/gbv/monitoring-evaluating-toolkit>.
- On **indicators to monitor GBV in food security, agriculture, and MSD**:
 - FAO: [How Can We Protect Men, Women and Children from Gender-Based Violence? Addressing GBV in the Food Security and Agriculture Sector](#) (FAO 2018), pp. 43–44 for a full list of indicators.
 - USAID: [Toolkit for Integrating GBV Prevention and Response into Economic Growth Projects](#) (USAID 2014), especially Annex B, which has a matrix with illustrative project indicators by each of its sub-sectors: agriculture and food security, value chain development, enterprise development, access to finance, trade policy, and cross-border trade.
- On **learning approaches for GBV**, see the following resources:
 - ICRW's [Violence Against Women Self-Assessment Tool](#) (ICRW 2014)
 - Care International: [Guidance for Gender Based Violence \(GBV\) Monitoring and Mitigation within Non-GBV Focused Sectoral Programming](#) (Bloom et al. 2014).

Gendered value chain assessments

- Oxfam Novib: [Gender Action Learning System \(GALS\): Practical guide for transforming gender and unequal power relations in value chains](#). (Reemer and Makanza 2014).
- FAO: [Developing gender-sensitive value chains: Guide for practitioners](#) (FAO 2018b), pages 22–25 for a description of how to map gender and GBV within a value chain.
- USAID: [Promoting Gender Equitable Opportunities in Agriculture Value Chains: A Handbook](#) (Rubin, Manfre, and Barrett 2009), pages 73–89 for a description of how to integrate existing quantitative data along with qualitative data that can be gathered through interviews, focus groups, and participatory methods.

Land tenure and property rights

- USAID's Landlinks website (<https://www.land-links.org/>) offers practitioners practical guidance and recommendations for promoting land tenure and property rights.
- USAID: [Issue Brief on Land Tenure, Property Rights, and Gender](#) (Giovarealli and Wamalwa 2011)
- USAID: [Gender-based violence and land documentation & administration in Zambia: Emerging lessons from implementation](#) (Bessa and Malasha 2020)

Training and capacity-strengthening

- On **selecting and preparing GBV facilitators**, see the DFID [Effective Design and Implementation Elements in Interventions to Prevent Violence against Women and Girls](#), page 5 (Jewkes et al. 2020).
- On **examples of stakeholder mapping tools**, see the UN Women Virtual Knowledge Center to End Violence Against Women's webpage on [Stakeholder Mapping](#) ("Stakeholder Mapping" 2020).
- On **training curricula for first response skills**, see the IASC [How to Support a Survivor of Gender-Based Violence When There Is No GBV Actor in Your Area: User Guide](#) (IASC 2015), which includes half and full-day training agendas and curricula on how to use the accompanying pocket guide.

The Women's Empowerment in Agriculture Index (WEAI) and Feed the Future Gender Integration Framework

- **The WEAI** – Released in 2011, the WEAI is an aggregate index that assesses the degree to which males and females are empowered in five domains of empowerment in agricultural production: (1) decisions about agricultural production, (2) access to and decision-making power over productive resources, (3) control over use of income, (4) leadership in the community, and (5) time use. Data from the WEAI is collected at country or ZOI level and are intended to be used to assess what domains have the highest empowerment gaps and guide prioritization of interventions. For more information, see <http://weai.ifpri.info/versions/weai/> ("WEAI" 2020).
- **Abbreviated-WEAI** – Released in 2015, a more streamlined, shorter form of the WEAI that modifies questions that were difficult to implement. It still has the five domains of empowerment but is composed of fewer indicators. For more information, see <http://weai.ifpri.info/versions/a-weai/> ("A-WEAI" 2020).

- **Project-level WEAI** – Released in 2018, a survey-based index composed of 12 indicators in three domains: intrinsic agency, instrumental agency, collective agency. Measures empowerment in various types of agriculture projects, including livestock, health and nutrition, and market inclusion. Includes qualitative tools. For more information, see <http://weai.ifpri.info/versions/pro-weai/> (“PRO-WEAI” 2020).
- **Project-level WEAI for Market Inclusion (Pro-WEAI+MI)** – Assesses empowerment of men and women across the value chain. Formerly called the WEAI4VC. For more information, see <https://weai.ifpri.info/versions/proweaimi/> (“PRO-WEAI+MI” 2020).
- **Gender Integration Framework** – A planning tool that helps Missions and partners use data collected through the WEAI and other sources to understand and prioritize women’s empowerment constraints, inform strategic plans, and monitor and evaluate outcomes. Missions and partners can plug data into the framework to map planned and future activities and identify gaps. The framework can also be used to identify and track indicators that measure priority outcome areas. For more information, see <https://www.agrilinks.org/training/gender-integration-framework-gif-101> (“Gender Integration Framework 101” 2020).
- For additional information on the WEAI and Gender Integration Framework and how to use them, see:
 - IFPRI WEAI Resource Center (<http://weai.ifpri.info>)
 - USAID’s [*Intervention guide for the Women’s Empowerment in Agriculture Index \(WEAI\): Practitioners’ guide to selecting and designing WEAI interventions*](#) (Stern, Jones-Renaud, and Hillesland 2016)



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