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THE GENDER IN AGRICULTURE FROM POLICY TO PRACTICE TOOLKIT

AN INNOVATIVE APPROACH FOR ENGAGING MEN AND WOMEN TO INCREASE WOMEN'S ACCESS TO PRODUCTIVE RESOURCES



Prepared by Lutheran World Relief and Cultural Practice, LLC
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TABLE OF CONTENTS

Acknowledgements	1
Acronym List	1
Introduction	2
How to use this Toolkit	2
Who should use this Toolkit	2
What will you find in this Toolkit	2
How the Toolkit is organized	3
Chapter 1: The GAPP Approach	4
The GAPP project	4
The Actors	6
The Partners	7
The GAPP Approach	8
Chapter 2: Developing a locally-driven gender equality agenda	13
Objective	13
Background	13
Activities	13
Part 1: Context Analysis	13
Part 2: Organizational Capacity Analysis	15
Lessons Learned	17
Chapter 3: Strengthening Women's Leadership	18
Objective	18
Background	18
Activities	19
Developing Women's Leadership (Formando liderazgo de las mujeres)	19
Public Speaking and Advocacy Workshops (Formación en Vocería)	19
School for Political Engagement (Escuela de Incidencia Política)	20
Lessons Learned	21
Chapter 4: Engaging Men	22
Objective	22
Background	22
Activities	22
Confronting masculinity (Procesos de sensibilización en masculinidades)	23
Municipal Forums on Masculinity (Foro municipal en masculinidad)	24
Lesson Learned	24
Chapter 5: Advocacy and Policy Development	26
Objective	26
Background	26
Activities	27
Lessons Learned	31
What's next?	34
References	35

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ACRONYM LIST

ASONOG	Asociación de Organismos No Gubernamentales
CASM	Comisión de Acción Social Menonita
CBC	Centro Bartolomé de las Casas
CEDAW	Convention on the Elimination of Discrimination Against Women
CGIAR	Consultative Group on International Agricultural Research
EG	Equipo gestor (Management Committee)
FAO	United Nations Food and Agriculture Organization
GAPP	Gender in Agriculture: From Policy to Practice
GOH	Government of Honduras
ICR	Instituciones de Crédito Rural (Rural Credit Institutions)
INAM	Instituto Nacional de la Mujer
INE	Instituto Nacional de Estadísticas (National Statistics Institute)
LWF-DWS	Lutheran World Federation – Department of World Services
LWR	Lutheran World Relief
NGO	Non-Governmental Organization
OMM	Oficina Municipal de la Mujer (Municipal Office for Women)
PIEGH	Plan de Igualdad y Equidad de Género de Honduras (National Plan for Gender Equality and Equity in Honduras)
PMP	Presupuesto Municipal Participativo (Participatory Municipal Budgeting)
RMM	Red Municipal de la Mujer (Municipal Network of Women)
SEWA	Self Employed Women’s Association
TOT	Training of trainers
UN	United Nations
UNIFEM	United Nations Development Fund for Women
USAID	United States Agency for International Development
WEF	World Economic Forum

INTRODUCTION

Between 2013 and 2016, Lutheran World Relief in collaboration with ASONOG and LWF implemented the Gender in Agriculture from Policy to Practice (GAPP) project in western Honduras. Funded by USAID, the project piloted a new methodology that integrates a women's leadership approach with masculinity approaches to advocate for policies that increase women's access to resources for agricultural production.

This Toolkit tells the story of the GAPP project. It describes the context, the actors, the main activities, and the successes and challenges encountered over the course of the project. It relates the collective learnings about this new approach gathered from the GAPP partners with the hope that it provides useful information for practitioners interested in replicating a similar process in other places. The Toolkit details the main components of the approach, provides useful material used during the implementation of GAPP, and provides reflections from the implementing organizations.

HOW TO USE THIS TOOLKIT

The objective of the toolkit is to provide practitioners with a roadmap for how to design and implement policy projects to improve women's access to agricultural resources. The Toolkit is made up of five (5) chapters that describe the approach and each of its components. We recommend that you read the Toolkit in its entirety to understand how these different pieces work together to lead to the changes achieved in GAPP. While each of the chapters can be read separately, the uniqueness of the GAPP Approach comes from the sum of its parts.

WHO SHOULD USE THIS TOOLKIT

The GAPP project is an agriculture, gender and advocacy project. It aims to improve food security and nutrition. It works to reduce key gender gaps related to women's lack of access to productive resources and it employs advocacy techniques to drive institutional and policy changes towards a reduction in gender gaps. Few projects combine these three (3) practice areas. The Toolkit was therefore written in the hope that it might provide agricultural, gender, and policy advocacy practitioners with ideas for how to break through our all-too compartmentalized work environment.

WHAT WILL YOU FIND IN THIS TOOLKIT

Context matters immensely. The Approach described here was designed in response to the specific context in western Honduras where GAPP was implemented. It was rooted in the local legal and political frameworks and took advantage of the existing institutional structures and emerging political opportunities to advance its agenda. The Toolkit provides an overview of the project components that can be adapted and implemented in other contexts. It contains reflections about what worked well and what did not in order to guide others in making decisions about different design and interventions elements. These reflections originate from the partners involved in GAPP and in some cases are drawn from the external evaluation of GAPP.¹ We hope you will find them useful.

The Toolkit describes the GAPP Approach and provides you with information that can serve as a resource for embarking on a similar process elsewhere. We have included a range of documents and resources materials produced by GAPP partners either as part of this project or previous projects (genderinagriculture.org/tools). These include workshop and training materials, reports and needs assessments, templates, and other project outputs. These materials are provided in their original language, Spanish.

- **Workshop and training materials:** Some were developed by GAPP partners prior to the project and GAPP benefitted immensely from its partners' expertise in the areas of women's leadership and men's engagement. These materials have been refined over the years and validated for use in the Central American context. We recognize that there is a large body of workshop and training materials available for both women's leadership and men's engagement. While we offer these materials to you as resources, we encourage you to consult materials that have been developed for the specific country or region where you will be working.
- **Reports and needs assessments:** We have included a selection of reports and needs assessments from the project. The needs assessments serve as resource material to understand the different institutions that worked with the GAPP project. The reports that have been included recount the implementation of different activities in the project and serve to fill a gap where the implementation process for the activity was new and evolving.

¹ The final evaluation of the GAPP project is available on LWR's website: lwr.org/impact/evaluations

- Templates and other project outputs: Finally we have included templates and other project outputs. The templates illustrate the language to be used in developing gender-responsive policies or Memoranda of Understanding (MOUs) and are accompanied by a sample of the actual document developed by the Municipal Women's Networks and the rural credit institutions.

HOW THE TOOLKIT IS ORGANIZED

Chapter 1 of the Toolkit begins with a description of the approach applied in the GAPP project that LWR implemented in western Honduras from 2014 to 2016. This is followed by four (4) core chapters of the toolkit each detailing a specific component of the GAPP Approach, with guidance for adapting it to other contexts.

With the exception of Chapter 1, each chapter is organized into four (4) sections:

- **Objectives:** The objectives lay out the purpose of the component.
- **Background:** This section describes the background and the rationale for this component of the GAPP Approach.
- **Activities:** This section describes the different activities to be undertaken to meet the objectives. It also provides examples of how the activities were implemented in the GAPP project and references resource materials from the project. It also links to other useful material identified through the process of developing this Toolkit.
- **Lessons Learned:** This section provides lessons learned, recommendations, and reflections about the implementation process by the GAPP partners.



DEVELOPING A GENDER EQUALITY AGENDA

- This chapter highlights key activities associated with the initial design phase for a new project.
- It describes the various institutional and individual needs assessments conducted in GAPP.



STRENGTHENING WOMEN'S LEADERSHIP

- This chapter describes GAPP's approach to capacity building efforts for development women's leadership.
- It provides the modules used in the GAPP project.



ENGAGING MEN

- This chapter describes GAPP's approach to engaging men through masculinity workshops.
- It provides the materials used for these workshops and reflection on the challenges of engaging men.



ADVOCACY & POLICY DEVELOPMENT

- This chapter describes the advocacy activities organized in GAPP and policy development processes used with local governments and rural credit institutions.
- It provides descriptions of the results of these activities.

Figure 1 The Chapters of the GAPP Toolkit

CHAPTER 1: THE GAPP APPROACH

One of the poorest countries in the region, Honduras is characterized by high rates of violence, limited economic opportunities and recent political turmoil. An estimated 51 percent of the population lives below the poverty line with the most extremely poor populations concentrated in six departments² in the west, where the rates of chronic under-nutrition remain high (INE 2011; USAID 2011). Although only 28 percent of households are headed by women, 64 percent of these live in poverty compared to 58.8 percent of households headed by men (INE 2011). A little over half of the economically active population live in rural areas and a third are women. In western Honduras, the priority area of implementation for the United States Government's global hunger and food security initiative, Feed the Future, 40 percent of farming households are headed by women of whom 68 percent are poor (INE 2007). Almost half the population (48.7 percent) is under the age of 18.

Honduras ranks among the lowest in the region on both the Global Gender Gap index and the UN Human Development Index. With a score of 0.693³ on the Global Gender Gap index, Honduras ranks 73 out of 142 countries. The score examines four areas of gender inequality: economic participation and opportunity, educational attainment; health and survival, and political empowerment. Honduras' weakest scores are in political empowerment (0.214) and economic participation and opportunity (0.596). On the UN Human Development Index, it ranks 120 out of 182 countries.

² These include: La Paz, Intibucá, Lempira, Ocotepeque, Copan, and Santa Barbara. Honduras has a total of 18 departments.

³ 0 is inequality and 1 is equality.

THE GAPP APPROACH

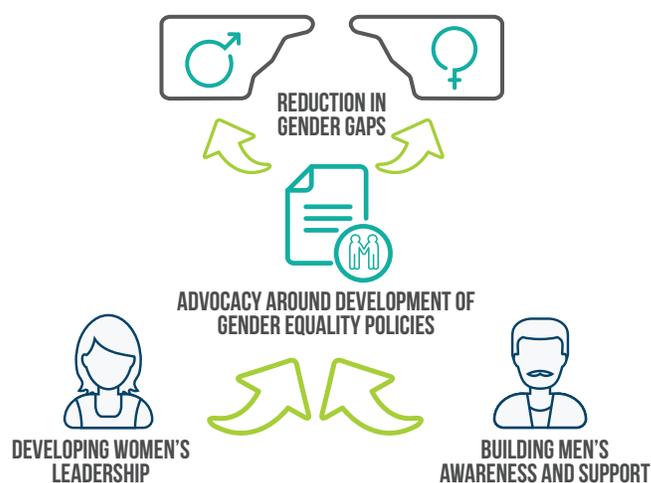


Figure 2

Despite their prevalence in the agricultural sector, women receive lower incomes and experience greater food insecurity because they have less access than men to productive assets, technology and extension and financial services (FAO 2011). Women's leadership in the agricultural sector remains limited by disparities in earned income and wages, as well as limitations in political empowerment (WEF 2011). In recent years, the Government of Honduras (GOH) has addressed this agricultural gender gap through several key public policies affecting rural women. These include the national *Equal Opportunities for Women and Food and Nutrition Security* laws. While these are in the early stages of implementation, reports suggest they lack adequate mechanisms to ensure implementation at the regional and municipal levels (CEDAW 2006).

⁴ The project was originally active in ten (10) municipalities in Western Honduras, where the Feed the Future Initiative is active. However, it faced significant challenges engaging with the local government in Cololaca and therefore redirected efforts to the remaining nine municipalities.

In response to this situation, Lutheran World Relief worked with rural men and women in nine (9) municipalities⁴ in western Honduras, as well as with local governments, non-governmental organizations (NGO), and rural credit institutions (ICR) to implement an advocacy project to improve the policies and institutions supporting women and gender equality in the agriculture sector. **The Gender in Agriculture from Policy to Practice (GAPP)** project, a two and a half-year activity (2013-2016) funded by the United States Agency for International Development (USAID) through Feed the Future, piloted an innovative approach to strengthen women’s leadership and address masculinity issues in an effort to increase women’s access to resources for agricultural production.

THE GAPP PROJECT

In the case of Honduras, at the national level, there are public policies that provide the legal framework for supporting gender equality in agriculture. However, at the municipal and community levels implementation of such policies is nonexistent or ineffective, thereby preventing women from accessing resources that would help them to achieve food security. The GAPP project aimed to change this situation by supporting the development of women’s leadership skills and fostering attitudinal changes among men. Its goal was to enable women and men to advocate for policy changes that enhance women’s access to credit and respond to women’s needs in the agriculture sector (Figure 2). To achieve this, it

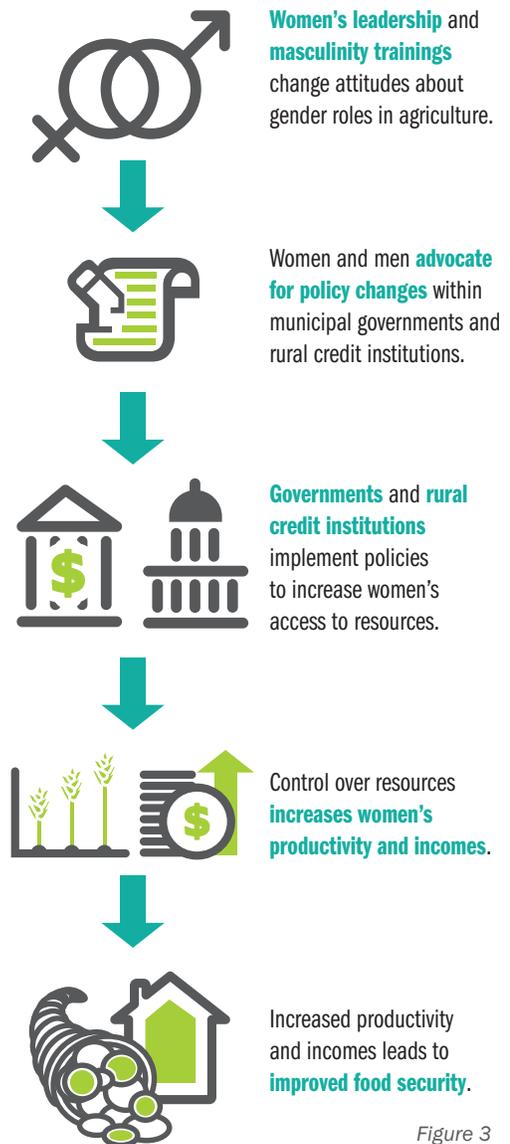


Figure 3



built the capacity of nine (9) women’s networks that serve as a collective voice for more than 2,500 women in their respective communities to lead and advocate for policy and institutional change in ICRs and local municipal governments. At the same time, the GAPP project worked with men in the targeted municipalities to improve their understanding of and support for gender equality. Women and men led efforts within the ICRs to improve women’s access to credit. They also lobbied the local government to fund women’s economic initiatives under an existing 5 percent earmark allocated for projects to support women (this policy is described in more detail in Chapter 2). Women and men also worked with municipal governments to integrate gender issues into local food security and nutrition plans.

THE ACTORS

- **Redes Municipales de la Mujer (Municipal Networks of Women, RMM):** The RMMs are networks of community-based women’s groups that work together to advocate for women’s needs at the municipal level. The RMMs came about as a civil society response to the passing of the first Law for Equality of Opportunities for Women in 2000. Local NGOs organized women into community-based groups and then aggregated these into recognized RMMs so that they could lobby local government for services and funding to address their needs. A key local partner for the RMMs are the **Oficinas Municipales de la Mujer (Municipal Offices for Women, OMM)** who provide a link between the Networks and the municipal government. The OMM work to raise awareness around key areas of interest or concern, for example gender-based violence, to local authorities.

The GAPP project worked with RMMs in nine (9) municipalities across the Mancomunidades of CAFEG and Sur-Oeste Lempira (SOL) in Lempira (Table 1). The women members of these RMMs are the main beneficiaries of the project. In the municipalities in which GAPP operates, the RMMs represent roughly 2,500 women. The women’s leadership activities (Chapter 3) focused on building the knowledge and skills of these women in areas ranging from leadership and self-esteem, to public speaking, advocacy and project development.

LOCATION OF GAPP ACTIVITIES

Mancomunidad CAFEG	Mancomunidad SOL
Erandique	Guarita
Gualcinse	San Juan Guarita
Piraera	Valladolid
Candelaria	Tambla
	Tomala

Table 1

- **Municipal Governments:** In Honduras, the Municipalities Law articulates the role of the municipal government and the mechanisms through which it is responsible for responding to its constituents’ needs and demands. For example, it requires the municipal governments to hold town hall meetings. These serve as venues for the public to communicate their needs directly to the municipal government, improving the latter’s efficiency and responsiveness. At least five (5) town hall meetings per year are required.

The GAPP project’s aim to change policies that mediate women’s access to productive resources make municipal governments a critical public sector actor. The municipal governments establish and implement policies that respond to their constituents’ needs and to directives from the national government. Most importantly for GAPP, they manage the budget allocations for all local level initiatives, including the 5 percent earmark to fund projects to support women. They operate as partners of the RMMs to establish gender-responsive policies, as well as gatekeepers of resources with whom the RMMs need to negotiate. In GAPP, members of the municipal governments were targeted with specific capacity-building activities. For example, some men from municipal governments were invited to attend the masculinity workshops.

A unique feature of the GAPP project was the creation of **Management Committees (Equipos Gestores)**, made up of local government authorities and representatives from different civil society groups, including women from the RMMs, to manage participatory policy making and budgeting processes. The members of these Committees received training on participatory municipal budgeting, gender equality, food security, and nutrition and were responsible for integrating gender into the food security and nutrition policies targeted under the GAPP project.

- **Rural Credit Institutions:** In addition to public sector actors, rural credit institutions were targeted in the GAPP project because they are private entities that provide financial services to men and women in rural areas. Rural credit institutions fill a gap that exists in rural areas due to the lack of formal financial institutions and the inability of rural populations to meet the credit requirements even when banks are present. In the department of Lempira, there are roughly 280 ICRs, of which the GAPP project worked with 60. These consist of 58 community-based credit and savings organizations that provide financing for agricultural purposes and to cover consumption needs, and two (2) second-tier finance institutions, one at the municipal level and the other at the regional level.

The range of organizational development among the ICRs varies. In Mancomunidad SOL⁵, 72 percent of the organizations working with the GAPP project are legally registered, while only 10 percent of the ICRs in Mancomunidad CAFEG are legally registered (CASM and ASONOG 2014). While many have internal bylaws outlining the institution's structure and operations, the operations of many ICRs are weak, in large part because only a few members have received training on the institutions' systems. Women make up less than half of the membership in both mancomunidades: 45 percent of members are women in Mancomunidad SOL, while 36 percent are women in Mancomunidad CAFEG (CASM and ASONOG 2014). At the start of the GAPP project, none of the ICRs had gender equality policies, nor had they identified the differentiated needs of men and women members or strategies to meet these needs.

THE PARTNERS

LUTHERAN WORLD RELIEF

Founded in 1945, Lutheran World Relief (LWR) is a 501(c)3 organization that works to end poverty, injustice



and human suffering, with an emphasis on improving food security for small-scale farmers and strengthening local organizations. Headquartered in Baltimore, Maryland, LWR serves communities in need regardless of race, creed, class or ethnicity.

LWR is committed to strengthening agricultural systems to increase incomes and food security for small-holder farmers. In Honduras, LWR has worked to empower women farmers to access new technologies, strengthen cooperative business models and engage with external stakeholders to increase their competitiveness in national and international markets. LWR's Honduras programs also include a strong emphasis on building the capacity of community councils (*patronatos*) and indigenous federations to better manage resources. LWR's support for increased civic participation and action has been accompanied by projects that have helped councils and indigenous federations develop territorial management plans to improve natural resource management, protect community water sources and create agricultural development plans to increase and diversify production while raising farmers' incomes.

Since 2012, the organization has been investing in building capacity to address gender inequalities in its programs through the *Learning for Gender Integration* (LGI) initiative, supported by the Foods Resource Bank (FRB). This has included the development of gender-focused projects in various countries to gain experience in gender-responsive design, implementation and monitoring. At the same time, each unit and regional office in the organization receives tailored capacity-building activities on addressing gender issues in their work ranging from new business development to human resources. Significant investment has been made to ensure LWR's monitoring and evaluation team is equipped to provide targeted technical assistance throughout the project life cycle. With funding from the Ford Foundation, LWR is documenting the LGI methodology used in Nicaragua and replicating it with other cooperatives in the region. The GAPP project also benefited from the learning exchanges promoted by LGI.

⁵ Mancomunidades are a legal grouping of municipalities. The GAPP Project worked with the "Café" and "Sol" mancomunidades. The Municipal Networks of Women (RMM) operate at the level of the mancomunidades.

ASOCIACIÓN DE ORGANISMOS NO GUBERNAMENTALES (ASONOG)

ASONOG is an association of 15 local NGOs in western Honduras that was formed in the 1980s to coordinate the efforts of organizations working with refugee populations along the border areas of western Honduras. ASONOG has more than 24 years of experience in advocacy training to improve household food security. It has working relationships with RMMs, municipal governments and municipal associations. In GAPP, ASONOG led the components to build women's leadership and advocacy skills and coordinated with the Comisión de Acción Social Menonita (CASM) to strengthen the rural credit institutions. CASM is a local NGO in Honduras that works on human rights and social justice issues and specializes in capacity building of local organizations including rural credit institutions.



LUTHERAN WORLD FEDERATION – DEPARTMENT FOR WORLD SERVICES (LWF-DWS)

As a sister Lutheran organization, LWF-DWS leads the masculinities workshops in coordination with the Centro Bartolomé de las Casas (CBC). LWF-DWS is a grant-making organization that works in Central America on issues including human rights, food security, regional financial policy and climate justice. Established in 2000, CBC is a Salvadoran NGO and popular education center that works on social justice issues related to peace building, climate change and masculinity.



SDG 5 ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN

“The achievement of full human potential and of sustainable development is not possible if one half of humanity continues to be denied its full human rights and opportunities. Women and girls must enjoy equal access to quality education, economic resources and political participation as well as equal opportunities with men and boys for employment, leadership and decision-making at all levels. We will work for a significant increase in investments to close the gender gap and strengthen support for institutions in relation to gender equality and the empowerment of women at the global, regional and national levels. All forms of discrimination and violence against women and girls will be eliminated, including through the engagement of men and boys. The systematic mainstreaming of a gender perspective in the implementation of the Agenda is crucial.”

UN 2015.

http://www.un.org/ga/search/view_doc.asp?symbol=A/70/L.1&Lang=E

Box 1

THE GAPP APPROACH⁶

If you were to conduct an internet search about the “challenges of moving from policy to practice” over 100,000 hits would appear. These document the failings in a range of sectors from health, to education, to agriculture in making the successful transition from good policy intentions to successful funding and implementation of those policy directives. It is a space where institutions responsible for implementation go unfunded, where entrenched social norms (for example ideas about who has the right to land) can contradict desired policy outcomes, and where the groups meant to benefit from policy reform are unaware of their benefits or lack the ability to hold leaders accountable.

It is in this space that the GAPP Approach exists.

GENDER EQUALITY AND WOMEN'S ECONOMIC EMPOWERMENT

Gender equality refers to the equal rights, responsibilities and opportunities of women, men, girls and boys. It is the goal toward which gender advocates, practitioners, feminists,

⁶ We make a distinction between the GAPP project, which refers to the implementation of a set of activities in western Honduras, and the GAPP approach, which refers to the theory of change or framework under which the activities were designed.

and others work around the world and at multiple levels (Box 1). To achieve this goal, it is necessary to address the constraints that reduce the ability of men, women, girls and boys to achieve their full economic, social and political potential. These constraints exist in multiple sectors – agriculture, health, political participation as well as in different kinds of institutions – the household, civil society organizations, and governments. The constraints are often mutually reinforcing. To achieve sustainable change, it is therefore necessary to tackle constraints at multiple levels.

While many countries now have policy frameworks that uphold gender equality and seek to reduce gender-based constraints, women still do not exercise the same rights and opportunities as men. This is in part due to constraints in three areas consistently referenced in the literature as key areas of action for supporting gender equality (World Bank 2011; Gender at Work n.d.; and Evans and Nambiar 2013):

- Women’s lack of voice and agency, which is one aspect of **capabilities** and empowerment;⁷
- Prevailing social **norms** like, for example, those that restrict women’s participation to the private and domestic sphere and expect men to assume key decision-making roles in the home, the community, and elsewhere and,
- **Institutions**, both formal and informal, that define the informal and formal rules that shape access to resources, participation in organizations, and decision-making processes.

These constraints are focus of the components of the GAPP Approach (Figure 2 and Figure 4).

The Approach’s theory of change proposes that by building women’s leadership and changing attitudes among men, this would improve men’s and women’s ability to advocate for policies and work with institutions that can improve gender equality and women’s economic empowerment. It is specifically focused on achieving outcomes in the area of women’s economic empowerment⁸ by addressing women’s lack of access to financial and productive resources in agriculture.

The sections that follow explore the components of the GAPP approach generally and within the context of the GAPP project.

CAPABILITIES: DEVELOPING WOMEN’S LEADERSHIP AND COLLECTIVE ACTION

In the GAPP Approach, the development of capabilities focuses on expanding women’s leadership skills and creating opportunities for collective action. Leadership refers to the capacity of an individual or group to exercise influence or “power over” others to achieve a determined goal or outcome (Domingo et. al. 2015). This capacity comes, on one level, from the development of *individual* skills, traits or qualities (e.g., charisma) associated with persuading or convincing others to change. It also emerges from exercising those skills either individually or through collective actions around common goals.

Women can lack the knowledge, skills, and confidence to lead. They can be unaware of their rights or of political processes. They may not know how to approach leaders in local government or in community organizations. Even with the right skills and knowledge, individual women may need the strength of working in groups to effectively mount a campaign or mobilize communities in their favor. Furthermore, women face significant challenges to assume positions of leadership, for example, in associations or political parties and at the same time find themselves excluded from the institutions or the processes where rules are made.

The GAPP project sought to strengthen women’s individual capabilities as a key strategy of its approach to drive institutional change. This consisted of a series of workshops to develop the qualities, skills, and traits of leadership and to building women’s knowledge and skills to be effective leaders. The GAPP Approach was not focused on simply increasing the number of women involved in the decision-making process, but also on the quality of women’s participation: Are women aware of policies that support

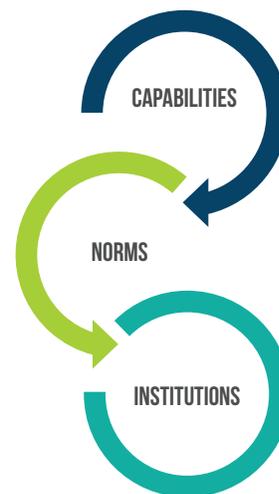


Figure 4 Components of the GAPP Approach

⁷ See Gammage, Kabeer, and van der Meulen Rodgers for a discussion of these concepts.

⁸ Definitions and conceptualizations of empowerment are diverse but we would argue that the GAPP Approach’s empowerment efforts align closely with Kabeer’s (1999) definition: “the processes by which women (or men), individually or collectively, gain the ability to make and enact strategic life choices.”

women's economic empowerment? Do they understand the municipal decision-making processes? Can they develop an advocacy plan to engage policy makers? Can they articulate their interests and a strategy for meeting their needs?

Additionally, the GAPP Approach considered the use of collective action a critical element of developing women's leadership. The GAPP project pursued an advocacy strategy that was based on mutual action for social change (Stachowiak 2013). This consists of mobilizing a group, in this case the RMM, to create an identity and common agenda around which members can advance common interests. The 2012 World Development Report cites collective action as a catalyst for increasing women's empowerment (World Bank 2011). This idea draws on the concept of "power with" described by Rowlands (1997) as "a sense of the whole being greater than the sum of the individuals, especially when a group tackles problems together."



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Collective action by women has been shown to be effective in improving access to goods and services related, for example, to sanitation, transportation and health services (Domingo et al 2015). It allows women to strengthen bonding capital, which can help them to overcome common constraints (Sebstad and Manfre 2011).⁹ Notable women's groups, like the Self-Employed Women's Association (SEWA) in India and other groups of women workers have successfully advocated for improved working conditions. Women's groups have also been critical for changing laws and practices, even those that more often contested and resisted (e.g., discriminatory practices of family law). (Htun and Weldon 2012)

Developing women's leadership and collective action is not without its challenges. In the GAPP project, the focus on the quality of leadership may have come at the expense of quantity. The GAPP project did not reach a critical mass of women and not all the women in the RMM participated in the workshops delivered in the project. The literature on women's participation is unclear about whether there is a tipping point at which rising numbers of women lead to women having greater influence. It is an issue that is still debated and one reason why the GAPP Approach focused not just on women, but also on changing the attitudes of men to create a more conducive environment for pursuing a gender equality agenda. The ability to achieve gender equality outcomes cannot depend solely on women participating in the process, but must also address norms and structural constraints.

NORMS: ADDRESSING SOCIAL CONSTRAINTS

Social norms shape men's and women's lives. They define men's and women's choices, behaviors and opportunities. Norms can dictate who can travel and where, what types of jobs are appropriate for men and women, who can go to school and for how long and how men and women interact in public. They are upheld and sustained by both men and women, even when these norms can have negative consequences for one group.

Relative to men, social norms often constrain women's social, economic and political opportunities in many countries. In Latin America, these norms often concentrate power at the household and community level with men and assign women to the private or domestic sphere where their primary roles as mothers and wives. In Honduras, women and girls are disproportionately

⁹ Bonding capital refers to the links between people and groups of people with similar demographic characteristics.

responsible for household activities related to caring for children and elderly, cooking and cleaning. More than half of all women cite domestic work as their primary activities (55 out of 100 women) compared to only 4 out of every 100 men (INAM 2010). Of significant concern is the amount of time girls between the ages of 10 and 18 dedicate to household chores, jeopardizing their attendance in school. These activities limit the time available for women to participate in other activities and shaping their access to resources. Women continue to be perceived as dependent on men, with men assuming a greater responsibility for providing for the household.

The last twenty years has seen an increase in investments to address gender issues affecting men. In Latin America, this work aims to address the prevailing culture of machismo and counter negative stereotypes and attitudes which create problems for both men and women. According to the Social Institutions and Gender Index (SIGI, 2014), long-standing and entrenched patriarchal beliefs continue to influence the ideology of individuals, as well as public institutions – especially in the rural sector – and represent a significant obstacle to improving food security for women. The changing political, economic and social dynamics in the region have necessitated a significant change in both men's and women's contributions to the economy and the household. The emphasis on masculinity aims to help men break free from the restrictive constructions of men's identity, especially the characteristics associated with physical and economic strength, and help them adapt to new roles for themselves and for women.

Norms that shape men's and women's participation in associations, civic activities and decision-making processes are addressed within the GAPP Approach. The GAPP Approach assumes that social norms must shift to foster women's leadership and access to resources, and specifically that men must be engaged in this process (Evans and Nambiar 2013; World Bank 2011). Evidence exists to suggest that men must play an active role in supporting gender equality for a number of reasons. Men are often in the positions that wield the power to either obstruct an agenda or to facilitate its implementation. Working with them to become allies is therefore a critical strategy for an advocacy agenda. Evidence exists to show that encouraging men to support women's activism, specifically through the moral and financial support of husbands, is important for women's political engagement (O'Neil and Domingo 2015; Tadros 2014). Finally there are limits to what women can do in single-sex groups

ORGANIZATIONAL CHANGE FOR GENDER EQUALITY

Internal Culture and Deep Structure	Formal Rules and Policies
<ul style="list-style-type: none"> • Acceptance of women's leadership • Organizational ownership of gender issues • Women's issues firmly on the agenda 	<ul style="list-style-type: none"> • Mission includes gender equality • Accountability mechanisms that hold the organization accountable to women clients

Source 1 Adapted from Gender at Work n.d.

Table 2

and some evidence suggests that involving men and women can produce better results (Westermann, Ashby, and Pretty 2005). For example, while these spaces are appropriate for them to build self-esteem and confidence, in mixed-sex groups women can take advantage of men's wider networks (Gotschi, Njuki, and Delve 2009).

INSTITUTIONS: CHANGING THE RULES OF THE GAME

Gender equality advocates agree that achieving gender equality and women's empowerment is not just a technical exercise. Long-term sustainable achievements require changing the institutions, or the informal and formal rules that shape and govern social, economic and political life in support of gender equality outcomes. These rules are enshrined, enforced and upheld within different types of organizations including civil society organizations, the private sector and the government.¹⁰ The process of changing these rules involves working with and within these organizations. It is never linear, is contested and renegotiated and always requires engaging state actors because these formally protect and advance men's and women's rights and interests.

Similar to Gender at Work framework (n.d.), the GAPP Approach aims to reshape institutions through a process that considers the internal culture of each organization and the existence of formal policies to support gender equality (Table 2). The GAPP project worked with both private and public organizations, targeting their internal structures. For example, a key outcome of the project was the approval of gender equality policies in the ICRs. Additionally, it used social accountability measures, like participatory municipal budgeting, as a means for holding the local government more accountable to women's needs.

¹⁰ The distinction between institutions and organizations follows Kabeer, N. 1994. *Reversed Realities: Gender Hierarchies in Development Thoughts*. London: Verso.

Guiding this work are the principles of participation and inclusion. The GAPP Approach considers greater participation by men and women in all processes as critical to improving the responsiveness and accountability of the institutions that govern resources. The interventions pursued in the project reflect this focus on inclusive participation. The GAPP project encouraged coalition building and collective action across a broad range of civil society organizations and government in the public space, and within the ICRs and ensured that leaders and members, both men and women, participated in the policy development process. The technical assistance provided by the project aimed to equip those involved with the skills and knowledge to co-create new policies.

REFLECTIONS

The individual components of the GAPP Approach are not innovative in and of themselves. We believe the uniqueness of the Approach, instead, is in the sum of its parts. The strength lies within the complementarity of its different parts: gender equality and women’s empowerment, women’s leadership, engaging men and institutional and policy change. This is upheld by research that consistently identifies the importance of operating on multiple levels to change the institutional infrastructure that can uphold (or impede) gender equality outcomes (O’Neil and Domingo 2015; Domingo et. al. 2015; Gender at Work n.d.). What emerges from the research is that:

- Women need opportunities to build the knowledge and skills to influence and lead, as well as opportunities to exercise these skills.
- Women’s leadership activities should be measured not just on the quantitative increase in women’s participation in decision-making roles, but on the success of collective action efforts to change the institutions and policies that govern access to resources.
- Progress towards gender equality cannot be achieved without addressing the constraints facing men and the impact of negative stereotypes of masculinity that shape men’s behavior towards women, other men and children.
- Transformational change can be achieved by targeting institutional and structural policies that perpetuate inequity. Supporting participatory and inclusive decision-making processes is an avenue for developing better ‘rules of the game.’

Are the gains made during the GAPP project sustainable? We cannot easily answer this question. The GAPP project was successful in achieving its desired outcomes. Over the course of the project, 2,500 women participated in capacity building activities that strengthened their own individual skills and the RMMs of which they were a part. Men in a range of organizations demonstrated greater sensitivity and awareness of gender issues and reported that at home they had begun to support their wives and children in more positive ways. The RMMs secured funding for more than 30 women-led economic initiatives through the municipal governments and 56 ICRs developed gender equality policies to increase women’s access to credit.

We hope that beyond these immediate and direct outcomes that the project was successful in strengthening the relationships and building mechanisms that can ensure the sustainability of GAPP investments. While the project was narrowly focused on increasing women’s access to agricultural resources, we believe the Approach can be applied to achieve other policy changes within agriculture or in other sectors. Certainly the RMMs have the experience and skills to develop a new advocacy agenda. They also have a stronger relationship with the OMM and the authorities in the current municipal governments they can leverage. Multiple actors have a better understanding of gender equality and participatory governance processes. These are positive gains and should serve women and men well in advancing gender equality goals in the future.

A VIRTUOUS CYCLE?

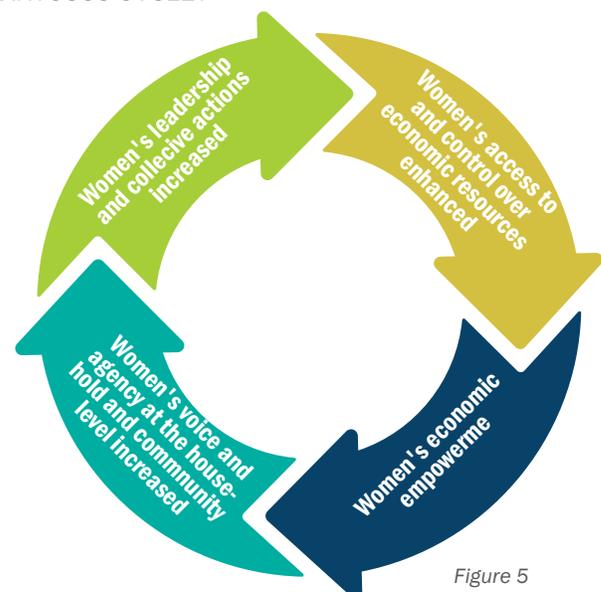


Figure 5

CHAPTER 2: DEVELOPING A LOCALLY-DRIVEN GENDER EQUALITY AGENDA

OBJECTIVE

- To understand the needs and interests of the women and men where the project will operate
- To survey the landscape of government and civil society institutions engaged in supporting women, delivering agricultural services and establishing policy
- To identify the policy entry points for supporting women's access to productive resources

BACKGROUND

The design of any project needs to respond to local realities. It should be designed to meet the needs of the men and women who are meant to participate in and benefit from its activities. To achieve this, the initial design phase often consists of a range of analyses and assessments that help guide the development of the theory of change, a results framework, and the interventions.

The activities described below have the goal of providing you with the information about how to develop a gender equality agenda, identify partners and begin to develop advocacy and capacity building strategies. The activities focus on understanding:

- The women and men who are meant to participate in and benefit from its activities. This includes understand their needs and interests, as well as their capabilities to engage in advocacy activities. Men and women often have different levels of knowledge about legal systems, different social networks, and different assets that facilitate (or impede) their public and private lives. In addition, social norms can create barriers for some, often women that limit the extent and quality of their participation in a range of activities.
- The institutional architecture. This includes becoming familiar with the associative life of men and women. What types of women's groups exist? What are the institutions with whom men and women have the most contact? Understanding the local institutional structures also includes examining where power and resources are concentrated. What public or private institutions govern access to resources? How responsive are these to private citizens, both men and women?

ACTIVITIES

PART 1: CONTEXT ANALYSIS

The context analysis is an iterative process and the activities described below can happen concurrently. Information from each activity contributes to refining the project's focus and the institutions that will be part of the project.

ANALYZE THE NEEDS AND INTERESTS OF WOMEN AND MEN WHERE THE PROJECT OPERATES.

Purpose: To develop a gender equality agenda around which women and men can advocate.

Conducting a gender analysis (Box 2) is an essential feature of any project that aims reduce gender inequalities. A gender analysis is used to either develop project objectives or to make clear how information about gender roles and relations, and gender-based constraints, relates to project objectives. For a policy-focused project, the gender analysis can be used to develop an advocacy agenda, defining the goals and objectives of the collective action efforts. The gender equality agenda needs to align with women's interests and therefore needs to be conducted in a consultative, and ideally participatory, manner.

GENDER ANALYSIS IS A METHODOLOGY THAT BOTH:

- 1 Describes existing gender relations in a particular environment, ranging from within households or firms to a larger scale of community, ethnic group, or nation, and
- 2 Organizes and interprets, in a systematic way, information about gender relations to identify gender-based constraints and make clear the importance of gender differences for achieving development objectives.

Box 2 Gender Analysis

The gender analysis should be used to also understand the differences among men and women, and help to define a targeting strategy. For example, it should help to identify which men and women will be the target for different workshops. For the work on engaging men, the gender analysis can be used to define different groups of men — spouses, government functionaries and leaders of credit institutions — who should be targeted for activities. The analysis can also inform different mechanisms for reaching these groups.

REVIEW THE EXISTING LEGAL FRAMEWORK.

Purpose: To identify the legal and political basis for your gender equality agenda and the social accountability mechanisms¹¹ that can be leveraged to pursue this agenda.

A gender equality agenda can be developed to meet a range of women's needs and interests and can seek to reduce the gender gaps in access to goods and services such as access to credit or healthcare services, improving the well-being of men and women and by addressing gender-based violence. The purpose of the review of the existing legal framework is to understand the laws or policies that can be called upon to support your gender equality agenda in the country or region in which you are working. These can be national or international laws. Some countries have gender equality laws where this information can be found, although there may be other laws that support gender equality objectives. For countries that have ratified or acceded the CEDAW, consulting the most recent country reports can be useful to understand the strengths and weaknesses of particular national legal frameworks.¹²

At the same time, this analysis should seek to understand the opportunities that exist for civil society to engage with public sector actors. These can include a range of consultative processes and social accountability mechanisms: participatory budgeting, town hall meetings, citizen monitoring or public hearings. Identifying these mechanisms provide legitimate spaces and channels through which women and women's groups can lobby and influence public sector actors.

¹¹ Social accountability "refers to the actions citizens take to influence and hold to account public officials" (Domingo, et. al. 2015).

¹² See <http://www.un.org/womenwatch/daw/cedaw/reports.htm>

In the GAPP project, three laws in particular framed the design of the project. To support the goal of increasing women's access to productive resources, the GAPP project responded to:

- **Law of Equality for Opportunity for Women:** Passed in 2000, Article 58 specifically articulates the need to identify mechanisms through which credit and other technical assistance can be delivered to support women's entrepreneurship. This is further supported by the 2010-2022 National Plan for Gender Equality and Equity in Honduras (II PIEGH), which describes the State's role in promoting and incentivizing income-generating activities for women through improved access to productive resources, training, information, land and credit. This commitment is reiterated in the Gender Equality Policy for Honduran Agriculture.
- **Law of Food Security and Nutrition:** Passed in 2011, this law establishes a legislative framework to standardize programming on food and nutrition security that will contribute to improve the quality of life of the Honduran population with a focus on vulnerable groups. The law is a national priority and takes an integrated strategic approach that is linked to the National Development Plan. The law references the principles of equity and non-discrimination, but does not make specific reference to gender inequalities or the roles of men and women in contributing to food security and nutrition.

More importantly, the GAPP project took advantage of the Law of Municipalities which laid out specific provisions for civil society engagement and provided a financial goal around which women could mobilize.

- **The Law of Municipalities:** This is the law that had the most influence on the GAPP project's activities. The law describes the role of the municipal government, mandating that it respond directly to the needs of the local population and create opportunities for the government and civil society to dialogue and interact with each other. To this end, Article 32 mandates that municipal governments are required to hold at least five (5) town hall meetings per year. It also establishes the requirement that municipalities allocate five (5) percent of their annual budgets to fund initiatives developed by women.

There is often a gap between policy and practice, and notoriously so for gender-related policies and laws. This often means that well-developed gender equality frameworks are underfunded, making implementation difficult or impossible. Identifying opportunities, like the ones presented by the Law of Municipalities, is a necessary and critical step to being able to move a gender equality agenda forward.

MAP AND IDENTIFY THE INSTITUTIONAL ACTORS IN THE TARGETED AREA.

Purpose: To identify the potential partners and allies among existing civil society and public sector actors with whom the project should work.

The GAPP Approach has a strong focus on institutional change and collective action. Identifying the locus for collective action and the institutions to whom action will be targeted is an important part of the initial analytical phase. The Approach is not about the creation of new organizations but is focused on the strengthening and reform of existing groups and institutions. Additionally, this mapping exercise can identify organizations that can be important allies for building coalitions and networking.

For the GAPP project, the RMMs were selected as the entities for collective action. The RMMs work well because they bring together women at the community-level and also provide a second-tier organization through which action across the community-based women's groups can be organized. Being all-women, it also provides a space through which women can learn from and with each other. Where social norms influence how women behave in the presence of men, working with single-sex groups allows women to interact more freely and develop the self-esteem and leadership qualities that make them more effective advocates.

Other actors that were identified for GAPP include the ICRs, OMMs, and the municipal governments. The ICRs were selected because of their role in providing credit in rural areas. On the basis of the review of the legal framework, the municipal governments emerged as critical actors with whom the RMM should work to protect their access to resources (i.e. in the form of the five percent earmark). The OMMs were identified as actors in the municipal governments that could serve as allies for the RMM.

PART 2: ORGANIZATIONAL CAPACITY ANALYSIS

CONDUCT AN ORGANIZATIONAL ANALYSIS, INCLUDING A GENDER ASSESSMENT, OF THE TARGETED INSTITUTIONS.

Purpose: To understand the strengths and weaknesses of the targeted institutions and the gender dynamics within them.

Once the gender equality agenda has been developed and the institutional actors identified, the next step is to conduct an analysis of those institutions. The information that emerges from these analyses can be used in different ways depending on the institution. The GAPP project conducted analyses of the RMMs and of the ICRs which are described below. Links are provided to the tool used for the analysis of the RMM and the final reports for both of these analyses.

When the analyses were completed, the GAPP team reviewed the findings of the analyses with the members of the RMM and of the ICR. This process served first to validate the findings, and second, to motivate the members of both organizations to work towards changing internal rules and regulations of the organizations. It generated a discussion among the members, particularly in the ICR, about gender relations, which catalyzed the mainstreaming process and laid the groundwork for the development of the gender equality policy.

RMM ORGANIZATIONAL CAPACITY ANALYSIS

(See [RMM Analysis 1](#) and [RMM Analysis 2](#))

ASONOG used a qualitative participatory approach to conduct the RMM assessment. A workshop was held with members of each RMM where they were introduced to the needs assessment questionnaire (*See [Needs Assessment Questionnaire](#)*). In pairs, women worked together to rate the organization's performance in six (6) key areas against a five-point scale (Box 3). The scale used the image of a growing tree to suggest early to late stages of development of capacity (Figure 6). The group then came together to discuss and agree upon a final score for each area. The questionnaire includes questions that assess the knowledge about and perceptions of the RMM by women members.

STAGES OF ORGANIZATIONAL CAPACITY



Figure 6

The analysis of the RMM was used to develop the capacity building program on women's leadership (See [Capacity Building Program Women's Leadership](#)) and also to highlight where targeted technical assistance could be provided to strengthen the Network's operations. In the latter case, ASONOG worked with the RMMs to develop strategic plans and improve their internal operational guidelines.

ICR ORGANIZATIONAL CAPACITY ANALYSIS

The assessment of the ICR (See [ICR Assessment](#)), like of the RMM, was qualitative and aimed at developing capacity building strategy for strengthening the institutions' gender equality policies. The assessment process included interviews and workshops with leaders from the 60 ICRs targeted for the project. A qualitative methodology was used to gather information about and understand the effectiveness of policies and practices in support of gender equality. Leaders of the ICRs were asked about the process for decision-making, how members qualify for financial services, the opportunities and constraints for men and women to participate in and benefit from services and the operations and financial sustainability of the institution.

The assessment process identified a number of weaknesses at the institutional level, with respect to administrative and financial operations and sustainability were identified. The proposal (See [Capacity Building Proposal ICR](#)) that emerged with respect to gender equality recommended that a gender equality policy be developed with each of the ICRs and that efforts be made to increase women's access to both financial and non-financial services.

AREAS OF INQUIRY IN RMM NEEDS ASSESSMENT

- 1 **Organizational development:** Existence of and knowledge of organizational structure, and operations, e.g., existence of bylaws and statutes.
- 2 **Leadership and decision-making:** Women's perceptions on the leadership of the RMM.
- 3 **Gender:** Knowledge of concepts and gender equality initiatives.
- 4 **Planning, monitoring, and evaluation:** Existence of work plans and knowledge of work planning and monitoring tools.
- 5 **External relationships and advocacy:** Knowledge of laws and policies that are relevant to the RMM and experience of engaging with local actors.
- 6 **Economic sustainability:** Perception of the organization's financial sustainability and knowledge of food security and women's participation in agriculture.

Box 3

LESSONS LEARNED

- **We needed an assessment of the local government's capacity and understanding of gender equality.**

Local governments do not behave homogeneously even when the policies are the same across municipalities. Individual biases and institutionalized discrimination can result in certain officials and municipalities creating roadblocks for women's leadership.

During the analysis stage, the GAPP project focused its attention on understanding the RMMs and ICRs. It did not assess the local government's appreciation of or support for gender equality. As a result, it was not prepared to deal with the resistance encountered in one of the municipalities. The project originally was meant to operate in 10 municipalities but was unable to establish a working relationship with one of the intended municipalities.

An assessment of local governments at the beginning of the project would have allowed the GAPP team to gauge local government's interest in supporting gender equality and working with the RMM. The results of this analysis could have been used to select municipal governments that were the most open to working with the project or instead to create a plan for tackling more hard-to-reach governments.

- **We needed to listen better to what women said about their economic interests.** The GAPP project was designed assuming that women would use the capital and credit from the local government and ICRs, respectively, to pursue agricultural activities. Instead, the women were interested in a wide range of economic enterprises from bakeries, food kiosks, and small-scale grocery stores to coffee nurseries and backyard gardens.



THE CANDELARIA MUNICIPAL NETWORK ON WOMEN

The Candelaria Municipal Network on Women is made up of 32 community-based women's groups in the municipality. The Network's mission is to develop the capacities of women in the municipality to develop economic, social, and political independence to pursue a better life, free from violence. The Network was organized in 2003 with the help of ASONOG, a local NGO, which has also delivered workshops to develop women's self-esteem and leadership, and knowledge of the laws around gender equality and reducing violence against women.

With the GAPP project, the women continue to deepen their negotiation and advocacy skills, which have been successfully employed working with the municipal government. In 2013, the Network was successful in negotiating with the local government to open a Municipal Office on Women. The women secured funding from the municipal government to finance a range of agricultural economic initiatives in coffee, maize, and beans under the 5 percent earmark for women's projects. The municipal government signed an MOU with the Network to mandate that one of the five annual town hall meetings be dedicated to addressing women's needs.

The organizational capacity of the Network has increased over time. The Network has more than doubled its membership from 180 women in 2003 to over 400 in 2016. It has established bylaws and developed a 2013 - 2018 Strategic Plan to guide its activities. Challenges remain however, including the need to develop women's skills to assume decision-making positions at the municipal level.

Box 4

CHAPTER 3: STRENGTHENING WOMEN'S LEADERSHIP

OBJECTIVE

- To develop the knowledge and skills capacity of women across a range of leadership and policy advocacy competencies

BACKGROUND

Around the world, progress in increasing women's participation in key leadership positions has been slow. Women continue to have less access to decision-making bodies in public and private institutions. In public office, the proportion of women parliamentarians, while on the rise, was still only 22 percent in 2015 (O'Neil and Domingo 2015). Women still make up an incredibly small proportion of CEOs among Fortune 500 companies: 26 out of 2015 (ibid). Strong social norms, like the perception that men are better leaders than women, make progress difficult. Where progress has been achieved, it is the result of efforts to change institutions and norms around women's participation (e.g., quotas) and to expand women's capabilities.

In Honduras, political participation is one of the areas where the least amount of progress has been made in reducing

gender inequalities. The Law for Equality of Opportunity for Women established a 30 percent quota for women in political positions, but the country has had little success in meeting this. The largest gains the country made were between 2006 and 2009 when 25 percent of officials elected to Congress were women (USAID 2013). Women's groups have continued to advocate for more support to women's political participation, succeeding in increasing the quota to 40 percent. More significant gains have been made at the national than at the municipal level. Between 2005 and 2009 the number of women members' elected to municipal level position dropped from 25 percent to 19.5 percent.

The Women's Leadership component of the GAPP project focused on addressing one of the constraints to increasing women's participation in decision-making: lack of leadership skills and knowledge. The GAPP team's partner, ASONOG, has deep experience in working with the RMMs and over the years has identified a range of topics around which it has developed training materials. Table 3 provides recommendations for the specific knowledge and skills that build women's leadership. In GAPP, these were organized into three different programs described below.

RECOMMENDED TOPICS AND ASSOCIATED COMPETENCIES FOR WOMEN'S LEADERSHIP WORKSHOPS

TOPIC	KNOWLEDGE OR SKILLS TO BE ACHIEVED
Gender 101	<ul style="list-style-type: none"> · Become familiar with key concepts related to gender equality, engaging men, gender-based violence and other terms
Leadership and Self-esteem	<ul style="list-style-type: none"> · Become familiar with the concepts of leadership and self-esteem · Be able to identify different leadership styles · Understand the skills and qualities of successful leadership · Be able to present ideas and convictions, even if others disagree · Be able to identify steps to develop leadership and self-esteem
National and International Legal and Institutional Framework	<ul style="list-style-type: none"> · Become familiar with the key national and international laws and policies related to gender equality · Understand local government policies that support participatory governance processes
Gender Issues in Agriculture	<ul style="list-style-type: none"> · Be able to describe men's and women's roles in agriculture · Be able to identify gender-based constraints in agriculture · Be able to identify opportunities for reducing gender-based constraints in agriculture
Project Management	<ul style="list-style-type: none"> · Understand the principles of project management · Be able to design a project proposal
Advocacy, Lobbying, and Negotiation	<ul style="list-style-type: none"> · Understand the concepts of advocacy, lobbying and negotiation · Understand the importance of advocacy to advance gender equality outcomes · Be able to develop an advocacy campaign · Become familiar with lobbying and negotiation techniques
Media and Communications	<ul style="list-style-type: none"> · Understand the role of media in advocacy · Be able to use different media in advocacy campaigns · Become familiar with public speaking techniques

Table 3

ACTIVITIES

In the GAPP project, the thematic areas above were organized into three different kinds of workshops. For each activity, we provide the training materials and facilitator guides that were developed for the GAPP project but recognize that other resources are available. The resources here are provided in Spanish. The GAPP team recommends defining a capacity development strategy to guide the development of appropriate materials and suitable mechanisms for reaching women. The list below is a set of best practices and principles for developing such a capacity development strategy:

- Develop training materials appropriate to your audience's level of education.
- Use adult and popular education techniques.
- Design workshop programs that respect women's time and mobility constraints.
- When using TOT models, ensure the program provides opportunities for trainers to reflect upon successes, challenges, and areas of improvement.

DEVELOPING WOMEN'S LEADERSHIP (FORMANDO LIDERAZGO DE LAS MUJERES)

(See [Module 1 Facilitation techniques](#), [Module 2 Self-esteem and Gender-based violence](#), [Module 3 Leadership](#), [Module 4 Gender and Masculinity](#), [Module 5 Gender in Agriculture](#))

This program aimed to develop a cadre of women leaders with knowledge and leadership skills in the areas of gender equality, agriculture and food security. It used a training of trainers' (TOT) model to expand the reach and scope of GAPP's activities beyond the RMM leadership. It was conducted in Tambla, Candelaria and Erandique. To participate, women had to be active and committed members of the RMM, able to read and write and must commit to the time required to participate in the workshop and to facilitate trainings with other women in the RMM. Women were not selected but volunteered to participate after being introduced to the scope and time commitments.

MODULES FOR DEVELOPING WOMEN'S LEADERSHIP TOT PROGRAM

Module 1: Facilitation techniques

Module 2: Self-esteem and gender-based violence

Module 3: Leadership

Module 4: Gender and Masculinity

Module 5: Gender in Agriculture

This program was originally designed by ASONOG and adapted for the GAPP project. The modules adopt a popular education focus and are adapted so that women with low literacy levels are able to fully participate. The content of the training includes sessions that aim to build the women's own capacity to lead and train other women, as well as thematic modules focused on building knowledge and understanding.

The training consists of five (5) modules (Box 5). Modules 1 through 4 consist of two (2) sessions each, which range from one (1) to three (3) hours each. Module 5 is made up of three (3) sessions. In addition to participating in the initial workshops, women are expected to replicate the trainings, in pairs or threes, to other RMM within a week of receiving their own training. Women receive coaching by the GAPP team to address challenges or questions that emerge during the TOT.

PUBLIC SPEAKING AND ADVOCACY WORKSHOPS (FORMACIÓN EN VOCERÍA)

(See [Voceria Manual](#))

Women in the RMM have little experience interacting with public officials, are often fearful of speaking in public and have little understanding of how to negotiate on behalf of themselves or others. These workshops aim to overcome those challenges by building their confidence to speak in public, facilitate large groups, and advocate on behalf of other women. Women in the RMM learn to write proposals, practice interview skills, and use a range of information and communication tools like cameras, microphones, email and social media. With these skills, it is hoped that they are able to advocate for themselves or on behalf of others around important issues affecting their communities such as rising unemployment, health needs, gender equality and gender-based violence.

Like the leadership workshops, these are open to active and committed members of the RMM. Women must be able to dedicate the necessary time to attend all the workshop modules. While women who are unable to read and write are not excluded from this workshop, some components of the modules do require functional literacy. One, for example, introduces women to email and how-to information and communication technologies as a policy advocacy tool. Women with low literacy levels, but who demonstrate strong oratory skills, are eligible to participate in the workshops. To select the participants, ASONOG convenes the RMMs to explain the purpose of the training and its requirements. The women, as a group, then identify the candidates who should participate. This activity was implemented only with members of the RMM in Mancomunidad SOL from Valladolid, Guarita, San Juan Guarita, and Tambla.

Box 5

The workshop consists of three (3) sessions delivered over a period of 15 days (or a month) depending on the schedule of the women involved (Box 6 Public Speaking and Advocacy Modules). The content is designed to enhance women's understanding of lobbying and negotiation techniques to help them advocate for access to resources with local governments and other actors. Participants also learn to develop proposals, conduct interviews, and learn to use different kinds of communication tools. The materials were adapted from work conducted by Oxfam and ASONOG with the RMM of Mancomunidad CAFEG under a different project.

PUBLIC SPEAKING AND ADVOCACY MODULES

Module 1: Introduction to public speaking, advocacy, and communication

Module 2: Negotiation and lobbying techniques

Module 3: Using social networks as a policy advocacy tool

Box 6



SCHOOL FOR POLITICAL ENGAGEMENT (ESCUELA DE INCIDENCIA POLÍTICA)

(See *EIP Modules 1 – 6*)

The most intense of the capacity building activities sponsored by GAPP, the School for Political Engagement, equips participants with the knowledge and skills necessary to become active participants in civil society and engage in policy making and reform. The program runs over a six (6) to nine (9) month period and targets women in the RMM as well as representatives from the EG, the management committee of the municipality. Eligible participants must be able to read and write, have basic computer skills and have demonstrated leadership in their respective organizations. They must also have the time available to participate in the program. The program includes six 3-day modules (Box 7). On average, a month (or month and a half) is dedicated to each module. The program covers a range of topics including power, political processes of change, civic engagement, policy development, policy analysis, methodological tools for policy planning and implementation, and civic oversight. Participants receive a certificate upon completion.

One of the challenges with this program is in reaching a critical mass of women. The program's requirements meant that only a few women were able to participate. ASONOG also identified the need to improve the manuals so they are more accessible, for example with simpler language.

SCHOOL FOR POLITICAL ENGAGEMENT

Module 1: Power and Change Processes in Honduras

Module 2: Citizen Participation and Construction of Public Policies

Module 3: Research and Analysis for Policy Advocacy

Module 4: Policy Advocacy Tools for Planning and Implementation

Module 5: Policy Advocacy for Food Security and Gender Equality

Module 6: Citizen Accountability Mechanisms

Box 7

KARLA YADIRA LAÍNEZ

Member of Municipal Women's Network of Candelaria.

THE IMPACT OF THE TRAINING-FOR-TRAINERS PROCESS ON MY PERSONAL AND COMMUNITY LIFE.

Karla Yadira Lainez is a 24 year-old young woman who recently received her degree as a primary school teacher. She is originally from the community of Azacualpa, Candelaria Lempira. Here is what Karla says about the impact participating in the training of trainers.



"The training-for-trainers process has been a very successful experience in my life. When the idea came up, we didn't know what an impact it might have. But with the participation of many women in the municipality, we achieved what we had hoped.

I had never had the opportunity to give trainings to other women, but with this experience, I have learned to share my knowledge with others. Each one of the topics has been very interesting since the facilitators use participatory techniques for learning and for replicating the workshops in the communities with identified groups.

I feel like when you multiply your knowledge, you are more empowered and it makes you more aware of being able to generate those changes in attitudes that we as women should generate in the training processes we receive. Each session serves as a base for replicating the training in the place that most needs to work on some issue and the participatory techniques that the facilitators have taught us are helping us a great deal in practice.

I am grateful to ASONOG-GAPP for providing us this type of training. It will be useful our whole lives as we try to create changes for the good of our families and communities, because now I have more confidence about expressing myself and teaching other women."

Source: The GAPP Project Annual Report Year 2.

LESSONS LEARNED

- **Workshops and training programs need to be designed to reach a critical mass of women.** Among the different modalities used for the capacity building programs, the TOT program was the most appropriate for working across the RMM. It allowed for the project to invest heavily in a limited number of women, but with the ability to reach a much larger number of women through their training in their communities. Furthermore, building the facilitation skills of the trainers is one way of increasing the sustainability of the GAPP project's investment. The trainers are left with the materials and the skills to continue their work once the project is done. While the TOT worked well, the limited reach of the other capacity building programs employed by the GAPP project was a drawback. While the RMMs that participated in the GAPP project represented more than 2,500 women, the number of women who were directly involved in the EIP and Vocería workshops were 12 and 13, respectively.
- **Building advocacy skills among a critical mass of women is crucial.** The GAPP team underestimated the importance of developing a critical mass of women with these skills. In part, this was because the existing course was time-intensive, which limited the number of women who were both eligible for the program. Cost considerations also limited the project's ability to replicate the training across all of the targeted areas. Developing the skills of all the women in the RMM would have allowed these skills to be viewed less as individual competencies. Instead the emphasis would have been placed on the collective aspects of advocacy and the power that comes from working with other women.
- **Workshops and training programs need to be sensitive to women's lack of time.** The range of themes the GAPP team recommends to develop women's leadership requires a significant investment of time, which women often lack. The design of the GAPP women's leadership activities was not suitable for many women, particularly the EIP and Vocería modules, because of the time requirements. Developing an appropriate training program that considers women's time burdens is necessary for all programs.

CHAPTER 4: ENGAGING MEN

OBJECTIVE

- To engage men in the process of supporting women in policy advocacy efforts
- To raise awareness about how the roles of men and constructions of masculinities facilitate or impede gender equality efforts

BACKGROUND

Since the 1990s, there has been a growing body of work on engaging men in gender-related work. This work recognizes that a sole focus on women will fail in part because it overlooks the relational aspect of gender equality. That is, without greater understanding of men and constructions of masculinity, the institutions and norms that uphold inequalities cannot be dismantled. Engaging men should not be understood to be shifting focus away from women and girls, but improving the lives of women and girls also cannot be achieved without working with men and boys. Nor is it about laying blame with men and boys. It is about understanding how social, economic and political norms and institutions create opportunities or constraints for men, in much the same way that we understood these to affect women. It is about identifying the gender issues that negatively affect men and how these can be altered to support gender equality and improve outcomes for women, men, girls and boys.

In Honduras, the GAPP team recognized and understood that social norms shape not only women's behavior but men's as well. This meant that to be successful in supporting a gender equality agenda, the Approach must work with men. Under the GAPP Approach, this was done through parallel capacity building activities targeting men that explored perceptions and images of masculinity. In the region where GAPP was implemented, masculinity is defined by men's ability to provide for their household and by being the primary decision-maker in the household and elsewhere. They take on lead roles in agriculture and in the institutions that support agricultural productivity, like ICRs, and are gatekeepers, defining and shaping the lives of women and girls. As with women and girls, men and boys are socialized into these roles, a process that often teaches them that risk-taking and aggressive, domineering behavior is expected of them. The GAPP project, like other projects that engage men, designed

workshops during which men could question the prevailing norms around masculinity and negative stereotypes that impede them from taking on caregiving roles in the household and roles supporting women. These activities aimed to improve the social context so that together, both men and women could work together to shape the policy environment.

ACTIVITIES

DEFINE THE STRATEGY FOR REACHING GROUPS OF MEN WITH WHOM YOU WILL WORK.

The results of your gender analysis should provide you with information about the influential groups of men in the communities where you will be operating. These can be religious or community leaders, spouses, government officials, extension officers or others. It is important to understand what role these men play in defining and shaping constraints to your gender equality agenda and then define a strategy for engaging them. Three target groups of men were identified for this component of the GAPP project:

- Spouses of the women members of the RMM, also thought to be members of the ICR
- Representatives from local NGOs
- Representatives from local government and the municipal offices.

LEARN MORE ABOUT MEN'S ENGAGEMENT

MenCare (<http://men-care.org/>)

Promundo (<http://promundoglobal.org/>)

Sonke Gender Justice (<http://www.genderjustice.org.za/>)

MenEngage Alliance (<http://menengage.org/>)

Box 8

IMPLEMENT A RANGE OF AWARENESS RAISING CAMPAIGNS AND WORKSHOPS.

The GAPP project employed two different mechanisms for this component. The first was in the form of workshops using the materials, EQUINOCCIO (See *Equinoccio*), developed by CBC. The second was to hold forums designed to distribute materials about the topic and to identify potential participants for the workshops. The GAPP team considers these two approaches to be complementary: The workshops provide a space for individual reflection, while the forums and campaigns build community support for positive behavior change. Like women, men need the acceptance and understanding of their peers and spouses to adopt new behaviors and the campaigns aim to create an enabling environment in which change can happen.

Initially the project had intended to largely use workshops and monitoring visits as a means for reaching and engaging men but faced significant challenges recruiting men for the workshops. This led the project to adopt a more broad-based approach whereby discussions and awareness raising campaigns were embedded into GAPP's municipal-wide forums and activities.

The format of these workshops changed over the course of the project because of significant challenges identifying and recruiting men to attend the workshops. The original strategy was to conduct two to three day workshops with different groups of men: in the ICR, in local NGOs and in local government. This was done the first year but the number of men who participated were very small and the project reached a little over 55 men. Following this, the strategy shifted to a community-based approach.

BENANCIO PÉREZ LÓPEZ from El Zapote, Tomalá. Lempira

When we arrived at the municipality of Tomalá we found ourselves among well-populated hamlets situated on mountaintops. One of those hamlets is El Zapote, where Benancio López lives. He is participating in the 2015 masculinity awareness process, and he is also a member of the rural credit institution in his community.



As we walk through the hamlet, we find him sitting on a stool in front of his house. He is a short, strong man with scars that reveal something about his work as a farmer. He is 35 years-old and he lives with his wife and two children. When he sees us, he cheerfully invites us into his home where we begin the conversation.

When we asked him, "What kind of impact has the workshop had on your life?" Benancio Pérez López replied, "One impact was on the day I left the workshop. That day I came home and the kids started asking questions, like kids do, and my wife also asked me how the workshop had gone, and what we had been learning. So I started to tell them about the workshop and how we learned that even though we aren't used to giving kisses that is something we can do, with the kids too. And it was a little hard, but yesterday was the first time."

"So I kissed my son and the boy said to me, 'Dad, why are you kissing me?' and I said, 'Well, out of respect, and in case you didn't know, you should be that way, too. If you leave home to go to school, you should give your mama and papa a kiss, too. So that's what I told him.'" "But then you start feeling embarrassed because you're not used to it, and you feel embarrassed with other people, too. They might think about things differently when they see you, but since we talked about it in

the workshop, I'm not unaware anymore. Now I feel it in my heart when my son comes up and gives me a kiss.

Because he does that, you know? He gives me a hug and a kiss. And I tell him, give me a kiss right here (he points to his cheek). And you know, it makes you happy to feel like your children love you and that we are expressing love to each other."

"You know, sometimes you hope for some support, but when you first go to a workshop you feel a little scared, (but) when they start to ask you, 'How did you feel the first day when you got here?' Well, I felt like I couldn't even speak. 'And how did you feel in the group?' Well, when I was in the group, I felt like I could say a little more. 'And did the group help you?' Yes. It taught me to work a lot. Now I'm putting into practice the things I learned during the four days of the workshop."

Confronting masculinity workshops

(Procesos de sensibilización en masculinidades)

These workshops aim to change behavior among men by having them confront and deconstruct their perceptions and ideas of masculinity in an effort to rebuild a more positive and supportive image of what it is to be a man. They rely on experiential learning processes rooted in an understanding of the individual and the collective self. The methods are participatory and reflective, designed to tap into men's physical and emotional perceptions of self.

LWF-DWS with its partner CBC led masculinity workshops with a range of rural male and female stakeholders as a means of enhancing support for gender equality initiatives. The masculinity workshops were delivered in Tambla and Tomala, as well as in Erandique, Gualcinse, Candelaria and Piraera. Men from different rural institutions were targeted for these workshops including representatives from ICR, municipal offices, and local NGOs. Initially it was also expected that the spouses or partners of the women in the RMM would attend. Only on one occasion however were the masculinity workshops directed specifically to spouses or partners of the women in the RMM. This was done in one municipality at the request of the RMM, which identified that the women's spouses were creating obstacles to the development of the RMM.

Municipal Forums on Masculinity

(Foro municipal en masculinidad)

Masculinity activities were woven into many of the municipal-wide activities organized by the project. Municipal Forums on Masculinity aim to broaden support for gender equality. The Municipal Forums on Masculinity are an important mechanism of reaching more men and a strategy for positioning masculinity issues in public discourse. While the masculinity workshops are designed to allow participants to reflect in small, safe, and intimate spaces, the Forums are meant to educate the general public about the concept of masculinity and how it relates to other efforts to support gender equality.

LESSON LEARNED

- **It's hard to recruit men for masculinities workshops!**

The GAPP team remains committed to pursuing a gender equality agenda with men as partners and allies. And the team considers it important for men to go through a reflective process about how their attitudes and behaviors perpetuate negative actions and yet, at the same time, can be changed. These changes can benefit them as well as others. However convincing men to engage in this process was not easy, as reflected in the low numbers of men who participated in the masculinity workshops. Men's own machismo, what the project was trying to change, got in the way of men's participation. The GAPP team made adjustments to the masculinities component to reach a larger audience but these efforts were more diffused, making measurement of change more difficult. Greater attention is required to identify a range of strategies for bringing men into the process.

- **We need to better manage men's expectations about how they will benefit from the project.**

A review of the different reports from GAPP partners indicates some level of dissatisfaction from men about the project. Specifically these reports indicate that some men felt that the project had not provided them with the tangible resources to advance their livelihoods. Yet, the GAPP project was not designed to benefit men in tangible ways. The GAPP project aimed to improve women's access to resources. Men have largely benefited from agriculture projects in very tangible ways through improved access to credit, seeds, fertilizer and other inputs. Their networks expand through interactions with extension officers and buyers. However, the GAPP project was not designed to provide men with these opportunities and yet asked them to participate. This finding goes hand in hand with the previous one about recruiting men. The work of engaging men must begin with laying out the expectations for their participation how they will benefit. We are asking them to change their expectations for how they will benefit from this project, the first step perhaps, in changing other more difficult attitudes.

- **How can you measure men’s support of gender equality?** The masculinity component is a behavior change activity. As such, it requires careful consideration of how and when to measure behavior change. Pre and post workshop tests, which were employed during the GAPP Project, are insufficient to understand whether behavior change has occurred. At best they might capture new knowledge gained but cannot be an indicator that men will act differently with their new knowledge. Careful definition of desired behavior change outcomes, an area that is less known to agricultural practitioners, is critical to being able to design and measure masculinity activities.
- **Be clear how to reach the different groups of men you wish to target.** As described above, the GAPP team outlined different groups of men that it wished to reach with the masculinities training, including spouses of the women members of the RMM. The assumption was made that these men would be members of the ICR and that by conducting the workshop with the ICR the training would be reaching the women’s spouses. This turned out to be untrue. Because this component had difficulty reaching men in general, it’s not clear that a strategy to train the spouses of the women in the RMM would have resulted in better outcomes than targeting other groups of men. The lesson that can be learned is that the mechanisms to identify the target population must be validated, and in this case, understanding that the ICR was not a way of reaching the spouses of women in the RMM.
- **Engaging men, like “adding women,” is not an afterthought but must be given proper attention in the project.** Both men and women were the target audience for the capacity building programs. While the masculinities workshops were conceptually given almost equal importance as the women’s leadership training, in practice the budget and scope for these activities was less than what was allocated to the women’s leadership workshops. Additionally, the masculinities component was not well integrated into the rest of the project, which was a result not just of limited funding, but the GAPP teams’ difficulty in finding common ground for working together.



Morgan Arnold for LWR

CHAPTER 5: ADVOCACY AND POLICY DEVELOPMENT

OBJECTIVE

- To create advocacy opportunities (or take advantage of existing opportunities) for women to apply their leadership skills
- To influence the development and approval of policies that increase women’s access to productive resources

BACKGROUND

Women’s participation in policy development processes of different types has been found to improve governance, resource allocation and sustainability (Agarwal 2009, 2010; Acharya and Gentle 2006; de Vries and Sutarti 2006; Komarudin et al 2008). It is not only good for governance, but it also has positive impacts on women, who are able to exercise voice and agency. The more opportunities women have for engaging in these processes, the more confident and skilled they become.

Participation and inclusion are central principles of this component of the GAPP Approach. Women and men participate in different organizations and institutions, like the RMM, the ICR, and the municipal governments. This participation can take on different forms (Table 4). The aim is to move them from simply being members in groups (i.e., nominal participation) to having a voice and be able to influence decisions (i.e., interactive participation). This requires a dual focus of creating opportunities for women in the RMM to exercise their negotiation skills and building the capacity of other stakeholders to understand how processes can be more inclusive. Over the course of the activities promoted here, women in the RMM move from operating in their women-only groups to launching public campaigns and advancing their interests within mixed-sex and mainstream organizations.

The activities here are designed so that women in the RMM engage in political processes with and alongside other civil society actors to develop policy and budgetary measures that meet their needs. These require that the women cooperate and negotiate with other civil society actors and public officials who have their own interests. Women need to draw on a range of skills to be able to participate effectively, speak in public and lobby so that they are able to effectively advocate for gender-responsive policies. These

TYPOLGY OF PARTICIPATION

TYPE OF PARTICIPATION	CHARACTERISTIC FEATURES
Nominal participation	Membership in the group
Passive participation	Being informed of decision ex post facto; or attending meetings and listening to decision making without speaking up
Consultative participation	Being asked an opinion on specific matters without a guarantee of influencing decisions
Activity specific participation	Being asked (or volunteering) to undertake specific tasks
Active participation	Expressing opinions, whether or not solicited, or taking initiatives of other sorts
Interactive (empowering) participation	Having a voice in, and influence on, the group’s discussion

Table 4

Source: Agarwal, B. 2001. Participatory exclusions, community forestry, and gender: an analysis for South Asia and a conceptual framework. *World Development* 29(10): 1623 – 1648.

activities were added to the GAPP Project in the second year but proved to be some of the most important elements of the project. Many women cited the advocacy and public speaking opportunities as critical in the development of their leadership skills (Amariles Erazo et. al. 2016). Learning how the local government operates, how to network with key stakeholders, and being given the opportunity to speak directly to government officials; these were often cited as being important opportunities for the women.

SECURING THE FIVE PERCENT EARMARK FOR PROJECTS TO SUPPORT WOMEN

In year two of the GAPP project new legislation was passed by the Government of Honduras that jeopardized the municipal earmark for funding women's economic initiatives. The Inclusive Plan for a Better Life, aims to coordinate and define the various plans, programs and institutions that make up the Social Protection System in Honduras. The Plan no longer requires that municipal governments reserve five percent of their budgets for projects to support women, leaving the decision to accept proposals to the discretion of the mayor.

To protect this earmark, the RMM lobbied the municipal governments. In four (4) municipalities they successfully negotiated a Memorandum of Understanding (MOU) to secure the funding allocation and in another four (4) the discussion and request became a part of the official records of the municipal government. An example of one of these MOUs and of one of the official records are provided. You will also find a template for the MOU here:

- [MOU Candelaria](#)
- [MOU Template](#)
- [Official Record Valladolid](#)

The MOU outlines the municipal government's commitment to supporting the OMM with adequate resources, both human and financial, ensuring one town hall meeting per year be dedicated to meeting with the RMM and the OMM and maintaining the five percent earmark, among other requests. It also outlines the RMM's commitment providing the municipal government with an annual report on the funding allocations and projects and participating in municipal decision-making processes.

This activity is an example of an unplanned advocacy opportunity that presented itself during the implementation of the project. It required the collective action of the women members of the RMM and the skills they were learning to approach and negotiate with the local government during a town hall meeting.

Box 9 Taking Advantage of Advocacy Opportunities

ACTIVITIES

IDENTIFY OPPORTUNITIES FOR WOMEN TO EXERCISE THEIR LEADERSHIP AND ADVOCACY SKILLS

The first activity in this component of the GAPP Approach is about identifying opportunities for what Cornwall and Goetz (2005) call "political apprenticeship." The term refers to experience women gain through their activities as part of political parties, volunteering and associations. Women's participation in these organizations allow them to develop and apply a range of leadership skills. These are not formal training sessions but "learn-by-doing" activities. Projects can design a number of activities but must also be open to taking advantage of opportunities for advocacy as the context around them changes (Box 9). These activities should link directly to the skills learned and also have a clear objective, for example securing funding for women's initiatives under the five percent earmark.

The GAPP team developed a number of community-based events where the RMM and others could share lessons and advances of their work with other community actors. These events include Knowledge Fairs and the development and presentation of women's economic initiatives to municipal governments.

KNOWLEDGE FAIRS (FERIAS DE CONOCIMIENTO)

The Knowledge Fairs¹³ are organized events used to disseminate information to a large audience. They have been used in different ways, for example by Consultative Group on International Agricultural Research (CGIAR) centers to disseminate research at annual meetings and by the GAPP project as municipal-wide awareness raising campaigns. Knowledge Fairs can be organized around specific themes and can include music, community theatre and information stands (Box 10).

In the GAPP project, the Knowledge Fairs were organized and led by the women in the RMMs. The objectives of the fairs were to:

- Provide an opportunity for women and men to disseminate the results of their learning and display economic initiatives
- Raise awareness and generate an interactive discussion around specific gender-related issues.

¹³ For more information about Knowledge Fairs see: <http://www.kstoolkit.org/Feria+de+Conocimiento> and <http://www.stevedenning.com/Knowledge-Management/knowledge-fairs.aspx>

TIPS FOR DESIGNING A KNOWLEDGE FAIR

DO:

- get top level support
- publicize the fair widely
- put the fair on main thoroughfare where there is a lot of foot traffic, e.g. in the atrium of the organization
- put your best communities of practice on display
- be realistic about how much time it takes for communities to prepare and display
- get common physical displays for booths so as to convey an image of diversity with integration.
- plan ahead for electric power which can be substantial if computers are used.
- plan to have technicians on hand when things break down.
- plan for security of equipment when booths are not staffed

DON'T:

- plan in too much detail for the actual booths — communities can self-organize within a common framework.
- accept a decision to put the fair in an out-of-the way space — location is essential for a successful fair
- be too serious — a fair can be fun.

Source: <http://www.stevedenning.com/Knowledge-Management/knowledge-fairs.aspx>

Box 10

The Knowledge Fairs provided women in the RMM an opportunity to apply the skills acquired in the different capacity building activities. The women of the RMM worked together with other municipal actors and organizations to develop workshops and theatrical shows around specific themes. Local vendors, in some cases the women who received funding for their economic initiatives, had stands where they sold their products. During the GAPP project three (3) Knowledge Fairs were held, one in each of the following municipalities: Tambla, Gualcinse, and Candelaria, with the participation of men and women from other municipalities.

As a capacity development activity the Knowledge Fairs strengthen women's skills in project planning, public speaking and advocacy. Women from the RMM work together with representatives from other civil society and government

institutions, like the ICR and the OMM, establishing an organizing committee to coordinate and manage the event. Women participate in press conferences or lead presentations throughout the day. It requires team work among the women of the RMM that is leading the effort.

As an awareness raising event, the Knowledge Fairs (See Summary of KF) are used to disseminate information about specific issues. In the GAPP project, the themes included:

- Gender, food security and prevention of gender-based violence (Candelaria);
- Gender, education, and nutritional food security (Gualcinse); and,
- Gender and education (Tambla).

The Fairs included information stands about these different topics, as well as an information stand about masculinities. The public exposure led to an increased awareness about the efforts of the RMM, and the women who have participated report that they are perceived differently in their community as well.

DEVELOPMENT AND PRESENTATION OF WOMEN'S INITIATIVES

(See *RMM Project Erandique*, *RMM Project Piraera*, *Project Proposal Template English*)

One of the main objectives of the GAPP project was to secure funding for women's economic activities from the municipal governments. Women in the RMM developed project proposals, which they presented to the governments at one of the annual town hall meetings. The initiatives were largely developed by groups of 10 – 15 women members of the RMM. Together, the women developed a project proposal which they presented for funding to the local government.

Over the course of GAPP, 165 projects were approved and funded by the local governments: 66 in Mancomunidad SOL and 99 Mancomunidad CAFEG (Table 5). An additional 15 projects received funding from other donors. Of the total 165 projects, 99 were for agricultural economic initiatives which included investments for plant nurseries (e.g., for coffee production), investments in maize and bean production, chicken coops, grain storage, dairy activities, and irrigation equipment. The actual number of agriculture-related activities funding is higher if the small-scale milling operations and coffee roasting operations are included. Other requests were for small scale enterprises including beauty salons and grocers, as well as requests for a women's center. The total

amount of public funding approved over the life of project for women's agricultural initiatives came to \$81,824.33 and the women's groups contributed an additional \$34,106.91 in cost-share to the initiatives.

BUILD RELATIONSHIPS BETWEEN DIFFERENT ACTORS.

Women's ability to develop coalitions with other groups and stakeholders is a key element of achieving and sustaining gender equality efforts (Domingo et. al. 2015). This is not surprising. There is always resistance to change; some people and organizations are bound to feel threatened by it or lose resources and power. Advocating for policies to support gender equality is a direct challenge to the status quo. And while evidence suggests that in the long-term women and men benefit from gender equality policies, in the short-term some women and some men may lose out. Finding allies is important for initiating change and ensuring that change is sustained.

The coalitions that the RMM built with other stakeholders were cited as an important element of success in the GAPP project (Amariles Erazo et. al. 2016). Two relationships in particular were cited: between the RMM and the OMM, and between the RMM and the ICR.

The relationship between RMM and the OMM was mutually supportive. The OMM provides one channel through which the RMM can access the local government. For example, the OMM can advocate for women from the RMM to participate in various meetings and consultative processes with the local government. The presence of the RMM also provides a vehicle for the OMM to reach rural women. In some municipalities the OMM already existed and the RMM and the OMM learned to work cooperatively. In other municipalities, like Tambla, the OMM was created as a result of the advocacy efforts of the RMM.

The links between the RMM and the ICR were fewer but nonetheless important. Some women of the RMM were also members of the ICR. This provided additional opportunities for them to use their leadership skills and share their knowledge. This was useful during the development of the gender equality policies. More broadly, the RMM and the ICR represent two important civil society actors in the municipalities that through collaboration can work together to advance other community interests.

SUMMARY OF PROJECTS AND FUNDING FOR WOMEN'S AGRICULTURAL INITIATIVES

	Number of projects funded by municipality	Number of agriculture projects funded by the municipality	Total Amount of cost-share by women's groups (US Dollars)	Total Amount of Municipal Funding (US Dollars)	Total Amount of Other funding (US Dollars)	Total (US Dollars)	% of total funded by municipality	% of total contributed by women's groups
MANCOMUNIDAD CAFEG								
Gualcinse	38	21	\$15,268.71	\$12,954.05	\$46,870.90	\$75,093.65	17%	20%
Candelaria	25	15	\$10,700.22	\$8,446.39	\$69,190.37	\$88,336.98	10%	12%
Erandique	13	10	\$3,676.15	\$3,369.80	\$46,520.79	\$53,566.74	6%	7%
Piraera	23	20	\$1,766.00	\$16,638.34	\$9,846.83	\$28,251.16	59%	6%
Sub-Total	99	66	\$31,411.07	\$41,408.58	\$172,428.88	\$245,248.53	17%	13%
MANCOMUNIDAD SOL								
Tambla	20	20	2,083.15	29,452.95	9,343.54	40,879.65	72%	5%
Valladolid	16	8	525.16	1,925.60	4,026.26	6,477.02	30%	8%
Tomala	5	1	-	5,689.28	875.27	6,564.55	87%	0%
Guarita	15	3	87.53	3,129.10	437.64	3,654.27	86%	2%
San Juan Guarita	10	1	-	218.82	-	218.82	100%	0%
Sub-Total	66	33	2,695.84	40,415.75	14,682.71	57,794.31	70%	5%
Total	165	99	34,106.91	81,824.33	187,111.60	303,042.84	27%	11%

Box 10

Source 2: Developed using project data provided by ASONOG. Exchange rate used for project amounts USD 1: 22.85 Lempiras

STRENGTHEN GENDER-RESPONSIVE AND PARTICIPATORY GOVERNANCE PROCESSES.¹⁴

Participatory governance refers to a process through which decision-makers actively engage affected constituents in the development of policies and programs. To be successful, participatory governance processes must create an inclusive work environment in which individuals have a voice. Trust, equity, respect for differing views and commitment to collaboration are all key characteristics of the process. In the GAPP project, these processes were used to develop policies at the local government level and within the ICR that integrate attention to gender issues. Although the goal of these activities is to produce gender-responsive policies, the activities here focused on strengthening the capacities of the individuals and institutions involved in this process.

With public institutions: In Honduras, some degree of participatory governance is enshrined in the Law of Municipalities, which requires town hall meetings to be held on a regular basis throughout the year. This is largely a consultative process and does not necessarily lead to the co-development of policies and programs. To increase the degree of participation of constituents and decision-makers, the GAPP project formed a Management Committee (See *Establishing an EG*) (Equipo Gestor, EG). The EG is a group of men and women representing different interests and institutions, from the local government civil society that are committed to working together for the development of the Municipality and its constituents. A capacity development plan was developed for the members of the EG based on a needs assessment and SWOT analysis of the teams' knowledge and skills. (See *Developing a Capacity Building Plan for an EG and Sample of a CB Plan Tomala*)

With the ICRs: Members and leaders of the ICR participated in workshops with the aim of strengthening the organizational capacity of the institutions. Participants learn basic administrative and financial skills and are introduced to how gender equality leads to more responsive and stronger institutions. During these workshops, the participants are introduced to the process of developing a gender equality policy within the organization.

¹⁴ Oxfam, Trocaire, and the Danish Church Alliance all have gender-focused projects active in Lempira and working with local governments to improve participatory governance processes. ASONOG is also a partner in several of these projects

FOOD SECURITY AND NUTRITION POLICIES

The GAPP project worked with residents and local authorities to develop gender-responsive food security and nutrition policies. This process is similar to the participatory municipal budgeting (PMP) exercise described below. Consultations are held with local authorities and with other civil society groups, including the RMM, to understand the vision and scope of the policy, as well as individuals who can serve on the EG that will lead this process. Once developed, the policy is distributed to civil society for review and validation and is then sent to the Municipal government for approval. Civil society groups are then engaged once again to support the implementation and monitoring of the policy. At the end of the project, nine (9) policies had been developed and approved by the local government. Two examples of these policies are attached here from [San Juan de Guarita](#) and [Piraera](#).

ICRS' INSTITUTIONAL GENDER POLICIES

The aim of the activities with the ICR was to improve women's access to financial resources. The main avenue for achieving this was to develop and approve a gender equality policy that described the organization's commitment to meeting the needs of all its members, men and women. As with all the activities in this component of the GAPP Approach, the process of developing the policy was as important as the product itself. Men and women members of the ICR participated in a series of workshops to understand the principles upon which a gender equality policy is based. A small group of ICR leaders traveled to Nicaragua to learn from the members of the Flor de Pancasán Cooperative about their experience in developing a gender equality policy (Box 11). Both the cooperative leaders and members of the staff from the Asociación para la Diversificación y el Desarrollo Agrícola Comunal (ADDAC), an LWR partner organization providing technical support, shared their experiences and tools with the ICR leaders. (See *ADDAD tool for cooperative*)

While the ICRs worked towards developing their policies, many implemented changes to their practices that increased attention to its women members. By the end of the second year of implementation, 56 out of 59 ICRs had adopted practices that increased the number of women members of the ICR and the number of women in leadership positions. Loan eligibility rules were changed to provide women members preferential access to credit. This change was made in recognition of asset and resource differences between men and women.

During the life of the project, one ICR was able to develop and have their gender equality policy approved (See [Sample Gender Policy ICR Tomala](#)). This enshrined many of the practices that had already been adopted by the organization.

PARTICIPATORY MUNICIPAL BUDGETING (PRESUPUESTO MUNICIPAL PARTICIPATIVO)

(See [Participatory Municipal Budgeting](#))

This activity aims to build the knowledge and capacity of citizens, local officials and policy makers to lead participatory budgeting efforts. The PMP applies a rights-based and gender-inclusive perspective to municipal budgeting. It engages citizens and officials in a budgeting process that aims to improve the prioritization and funding of municipal proposals following the principles of transparency, equity, and efficiency. The PMP process uses a guided approach that takes actors through a process of electing budgetary delegates, defining funding prioritization guidelines, analyzing income and expenditures, selecting projects, and implementation, monitoring, and evaluation of the selected projects.

THE FLOR DE PANCASÁN COOPERATIVE

The Flor de Pancasán Cooperative was established in 2006 and groups small producers from 16 neighboring communities in the municipalities of Matiguás, Muy Muy, and San Ramón, Nicaragua. The mission of the Cooperative is to promote gender equity and business-oriented development using innovative technologies to protect the environment and improve the socio-economic capacity of its members. The Cooperative works with its members to improve productivity of agricultural products ranging from coffee and cocoa to staple grains. Since 2013, the cooperative has been working with the Asociación para la Diversificación y el Desarrollo Agrícola Comunal and LWR to revise its policies so that all of its members are treated equitably. A gender policy to strengthen the cooperative's support to women members has recently been approved. The policy identifies a number of challenges that women face in becoming more active and productive members of the cooperative, including their access to land and credit. The policy introduces special mechanisms for women to access credit, such as accepting other forms of collateral besides land and favoring their access to credit to purchase or rent land. Women who access credit also benefit from lower interest rates.

Box 11

Under the GAPP project, municipal authorities from Gualcinse and Tambla participated in this process. Members of the RMM were among the representatives of the EG that was responsible for the leading the budgeting process. Other members of the EG include representatives from the municipal government, the youth networks, the Ministry of Health and of Education, public officials, and the citizens transparency commission.

PMP is included in the GAPP process because it is a mechanism for women who have participated in GAPP workshops to exercise their leadership skills. Building the capacity of the municipal government to adopt a more inclusive perspective to budgeting is important for ensuring the process is equitable and responsive to the needs of diverse groups of citizens, including rural women. Finally, while the success of the effort is not measured by whether or not funding is directed to women's initiatives, the efforts of GAPP are ultimately intended to increase women's access to resources.

LESSONS LEARNED

- **Design similar policy development workshops for private and public institutions.** The members of the ICRs and the EG participate in different policy development workshops but would have benefitted from the knowledge and skills the other group received. The key topics included: Gender 101, Policy Analysis and Development, Policy Implementation and Monitoring and Evaluation. This would not negate the inclusion of other topics that are more institutionally tailored, like the administrative and operational modules targeting the ICRs." The tools used with the ICR and the municipal governments were different. For example, the ICR workshops included a much stronger focus on understanding and integrating gender issues than the training the EG received. In contrast, the training delivered to the EG drew attention to problem analysis and how to design policies in response. The difference in workshops was largely because different organizations were leading the workshops with the ICR and the EG: CASM and ASONOG, respectively. In hindsight however the workshops could have been much more aligned.

- **Deliver training to members of the EG before embarking on the public policy development process.**

The EGs consisted of individuals with varying levels of knowledge about gender and yet they were tasked with developing gender integrated Food Security and Nutrition Plans. While the teams received technical assistance from the GAPP project to develop the plans, their lack of knowledge around gender issues was apparent in the first drafts of many of the Food Security and Nutrition Plans. With respect to gender, many included a broad statement saying the municipality was committed to gender integration, without providing the details on what this meant exactly. Capacity development plans for the EGs were developed but these plans were produced over the course of working with the EGs and not before the teams began the policy development process. In the future it would be important to establish and train the EGs early on in the project.

- **Strengthen feedback loops between the RMM and the women’s community groups at the base.** As the activities moved away from capacity building towards advocacy and policy development, fewer women were involved. Only the leaders of the community-based women’s groups that were part of the RMM were actively involved in the public policy processes. A significant amount of investment was made to ensuring that women could engage with different institutions, the ICRs and local governments, but explicit attention to ensuring there were feedback loops to the women at the base was overlooked. The GAPP team considers this a key element of women’s leadership and institutional strengthening. The mechanisms should be in place so that when new policies, like the Food Security and Nutrition Plan, are developed women leaders in the RMM develop a plan for disseminating this information to their members.

MARÍA BENILDA RODRÍGUEZ, Treasurer of the “Working towards Development” Rural Credit Institution in the Community of Azacualpa, Tomalá Lempira.

As the Gender in Agriculture: From Policy to Practice (GAPP) Project brings closure to its second year, Mrs. María Benilda Rodríguez says, “The trainings we have received as part of this project have helped to strengthen and develop our knowledge. I used to



be afraid of participating in meetings because I didn’t know some of the things that I have learned since joining the organization. I am now encouraging other women in the community to get involved in the rural credit institutions and the women’s network, because there are any benefits to joining. For example, at the rural credit institution we give lower interest rates on loans to members than to other individuals.

The Azacualpa Women’s Network was able to influence our local government to turn over a two manzana plot of land to the network, and we have already planted 2,000 coffee plants there, which we were able to secure from the Mennonite Social Action Commission (CASM). This is an agricultural production project that the women of the network have begun. In addition to generating some income for us, it is providing employment to people in the community because we need their labor to maintain the farm. In three years we will need them to help us with the harvest. I am grateful to GAPP, for all the support we have received from the field technicians.”

Through her active participation and leadership in community development organizations, Mrs. María Benilda Rodríguez is an example to other community leaders, both male and female. She is currently the Treasurer of the Azacualpa Rural Credit Institution, the President of the Azacualpa Women’s Network, and the Secretary for the Central Municipal Office for Rural Credit Institutions.

MARLÉN MELGAR – OMM Coordinator, Municipality of Tambla

After coming together in 2006, the Women's Network of Tambla, Lempira, took the initiative to create a Rural Savings Bank with the goal of carrying out joint activities that would generate income for the network. Marlén Melgar, acting as president of the vigilance committee of the Women's Network of Tabla, was part of the training process facilitated by ASONOG and its many projects (GAPP, TROCAIRE, DCA). She explained, "With the GAPP project, I participated in the process of building the Network's Strategic Agenda. Recently, I began in the GAPP training for trainers program, a training on being spokespeople (public speaking), a training on how to create public policy with a gender focus, and other trainings that they give to us."

"[As a result of] the training processes we've taken from ASONOG and other organizations that work in the area, we saw the need as a network to advocate with the Municipal Corporation for them to open a Municipal Office on Women (OMM) and a coordinator for that office. To do that, we made a formal request to the corporation; they discussed in their meeting and approved it; and they started asking for CVs to begin a process of selecting the coordinator."

"I took my CV to the municipality and I waited to be called for the interviews. One morning, the mayor called me and asked me to come to the municipality. My husband was away working and I hadn't started to do the housework for the day when I got the call. I was a little nervous when I called my husband and told him that the mayor had asked me to come to the municipality and that I was going to the interview. I got ready and went to the municipality thinking it was going to be a job interview, but to my surprise the mayor greeted me and

told me that I was now the OMM coordinator. Immediately I thought—I don't know anything about how to be a coordinator and I don't know any other OMM coordinators from the SOL Inter-municipal Council. [Being chosen as OMM coordinator] meant I had to start working from that very moment, because I was supposed to stay in the office." It was that January 9, 2014 when the Municipal Office on Women opened in the municipality. "Before that, there had never been such a space for women."

"[Because I had participated in the training processes], I had been able to learn some concepts, get some working tools, and think a little about work with women's groups. The sad and complicated thing was when cases of violence and other denunciations came in. I did not know how to resolve them or who to consult who could help me know what to do."

"The group the OMM has had the best communication with which has been the OMM of San Juan Guarita. We have supported each other. When I don't know something but she does, she helps me and it's the same when she doesn't know something and I do."

"[This experience] as coordinator of the Tambla OMM has been interesting. Not all the women trust me because of rivalry that exists between women sometimes, but they do always ask me: What shall we do? How shall we do it? Thanks to God, now women have been able, with my help, to advocate for projects based on their needs and many of those projects have been approved and executed. And I always tell them that they will have my support and I show them that they do."

WHAT'S NEXT?

More time is needed to understand whether the seeds planted by the GAPP project will take root in the men and women, and the institutions that were involved in the activities. While the project achieved its objectives — securing funding for women's economic initiatives and establishing gender-responsive policies in the ICR and at the municipal level — it is unable, for example, to monitor the implementation of those policies. Furthermore, although the women received initial funding for their economic activities, this does not mean that these will continue to grow and thrive.

We'd like to conclude with a few remaining thoughts:

- **The women and men who participated in the GAPP project have the knowledge and skills to be able to continue this journey.** We hope that with these experiences they will continue to work together to improve the social, economic and political opportunities in their lives and in the lives of their neighbors.
- **The RMM was successful in developing a relationship with other actors in the community with whom it can continue to advocate for change.** The OMM and the ICR in particular are two of the organizations with whom the RMM can work and build joint platforms for action on gender equality and other community development concerns. They can also rely on support from the NGO partners who participated in the GAPP project, like ASONOG and CASM, whose presence remains beyond the life of the project.
- **Multiple stakeholders have been introduced to participatory processes that can better serve them and their constituents.** This includes the local government, the EG, and the ICRs. Based on the principles of equity, trust, and mutual support, these processes are meant to provide more transparent and sustainable means of working.

We hope that this Toolkit has provided you with insight into the GAPP Approach. It is one way of working towards institutional and policy changes that benefit both men and women, and may not work for all organizations and all contexts. However, we hope that it provides you with some ideas for how to improve your gender equality work and for working collectively towards building more responsive and inclusive communities.



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